



**GCE**

**Government and Politics**

Unit **F851**: Contemporary Politics of the UK

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Wrong
	Example. Correct/Good. Seen
	Source (use of source in Q1a and Q1b)
	Spelling/punctuation/grammar/QWC
	To show the area of response referred to by another annotation
	Focus (Lack of)
	Repetition
	Balance (Lack of)
	Detail/depth (Lack of, eg points not fully/relevantly developed or lacking examples/evidence)
	Range (lack of)
	Not a direct answer to the question
	Case for
	Case against
Highlight	To indicate key points made

NB Examiners should use the above annotations to assist them in deciding their marks. They do not, however, have to use them to annotate every instance seen.

### **Subject-specific Marking Instructions**

When marking, assessors must use both this mark scheme and the Assessment Matrix (see Appendix 1).

Broadly speaking, and depending on the question, look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling;

Assessors should also credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

## The Mark Scheme

The mark scheme provides an indication of a range of points which might be made, however, because of the nature of the subject, it cannot be regarded as complete and individual assessors are expected to use their professional judgement and the guidance provided at the standardisation meeting.

Assessors who have any concerns about an individual script should contact the Principal Examiner immediately.

### The Assessment Matrix

For each of the assessment objectives the Assessment Matrix sets out the principal characteristics of each level of performance (see appendix).

### Assessment objectives 1 and 2

Award marks as follows:

Level	Descriptor	Mark Range
4	very good/excellent	10–12
3	good	7–9
2	limited	4–6
1	basic	0–3

### Assessment Objective 3

- Where a full-length answer is provided:
  - half of the available AO3 marks should be used to credit the ability to construct and communicate arguments using appropriate political vocabulary;
  - half should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.
- Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.

**The Mark Scheme**

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

## MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	a	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of the ways in which pressure groups can use the courts to pursue their objectives. For example:</p> <ul style="list-style-type: none"> <li>• by pursuing a case through the courts, or by providing support for others who want to do so;</li> <li>• by applying for a judicial review, or by providing support for others who want to do so (Source A);</li> <li>• by taking a case to the European courts (both the ECHR and ECJ) , or by providing support for others who want to do so (Source A).</li> </ul> <p>But also broader points, for example, to gain publicity and raise the profile of an issue or cause.</p>	12	<p><b>Refer to the AS GCE Assessment Matrix on page 16</b></p> <p><b>AO1 [12]</b>  L4 (10–12) = very good/excellent  L3 (7–9) = good  L2 (4–6) = limited  L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Full marks should be awarded to candidates who are able to clearly outline the ways in which pressure groups can use the courts to pursue their objectives.</li> <li>• For L4, expect three ways this can be done, with examples.</li> <li>• For L3, expect two ways, with examples.</li> <li>• For L1 and L2 expect at least one way, with examples.</li> <li>• If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.</li> <li>• Reference to tribunals (as quasi-judicial institutions) is acceptable and should be credited.</li> </ul>
1	b	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the main features of democracy;</li> <li>• the role of pressure groups in a democracy and the activities they commonly undertake.</li> </ul>	28	<p><b>Refer to the AS GCE Assessment Matrix on page 16</b></p> <p><b>AO1 [12]</b>  L4 (10–12) = very good/excellent  L3 (7–9) = good  L2 (4–6) = limited  L1 (0–3) = basic</p> <p>If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.  Credit candidates who are able to use contemporary examples.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>AO2</b> Candidates discuss whether pressure groups make the UK more democratic using the knowledge required for <b>AO1</b>.</p> <p>For example, they may argue that pressure groups make the UK more democratic because they:</p> <ul style="list-style-type: none"> <li>• encourage greater participation in the political system;</li> <li>• break down the hegemony of political parties</li> <li>• aggregate and articulate the interests of groups in society;</li> <li>• disperse power (the standard pluralist argument);</li> <li>• act as an additional check on the government.</li> </ul> <p>But that, arguably, they also: undermine the parliamentary process; slow down or block desirable change (Source B); make decision-making less transparent; are essentially sectional and selfish; and that not all sections of the community are equally represented or capable of exerting influence.</p>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</p> <p>L4 for candidates who discuss whether pressure groups make the UK more democratic (or not), typically making five or six points.</p> <p>L3 for candidates who make some attempt to discuss whether pressure groups make the UK more democratic (or not), typically making three or four points, even if an answer has to be inferred.</p> <ul style="list-style-type: none"> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> </ul> <p>Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</p> <p>Note that this is not a question about the role of pressure groups <i>per se</i> and that answers must focus on the contribution of pressure groups to democracy. Thus, although pressure groups may perform a useful role in providing the government with specialist information, this does not necessarily make the UK more democratic.</p> <p>Credit candidates who are able to use contemporary examples.</p>



Question	Answer/Indicative content	Mark	Guidance
			<p><b>AO3 [4]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>two marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li><input type="checkbox"/> <b>two marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
2	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the main features of democracy;</li> <li>• the internal organisation of the main parties both in the sense of structures, such as national executives and conferences, but also of processes, for example how post-holders are selected and policy made.</li> </ul>	30	<p><b>Refer to the AS GCE Assessment Matrix on page 16</b></p> <p><b>AO1 [12]</b></p> <p>L4 (10–12) = very good/excellent  L3 (7–9) = good  L2 (4–6) = limited  L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>AO2</b> Candidates discuss the extent to which the main parties are internally undemocratic organisations using the knowledge required for <b>AO1</b>.</p> <p>For example, they may argue that parties are democratic because:</p> <ul style="list-style-type: none"> <li>• the main post-holders are elected and that the whole party is usually involved in this process;</li> <li>• representatives from all parts of the parties meet at least annually to discuss matters of import to the party and (sometimes) to make important decisions;</li> <li>• there are consultation processes in place for the development of policy.</li> </ul> <p>But also that they are arguably not internally democratic because:</p> <ul style="list-style-type: none"> <li>• the selection processes are, in some way, undemocratic;</li> <li>• party-wide meetings are merely rubber stamps;</li> <li>• the power to make policy still rests very much with the leader or leadership.</li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss the extent to which the main parties are internally undemocratic organisations (or not), typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss the extent to which the main parties are internally undemocratic organisations (or not), typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> </ul> <p>Credit candidates who are able to use contemporary examples.</p>

Question	Answer/Indicative content	Mark	Guidance
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
3	<p><b>AO1</b> Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the nature of referendums;</li> <li>• recent referendums held in the UK.</li> </ul>	30	<p><b>Refer to the AS GCE Assessment Matrix on page 16</b></p> <p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>AO2</b> Candidates discuss the view that referendums in the UK have done more harm than good using the knowledge required for <b>AO1</b>.</p> <p>For example, using evidence from the last 30 years they may argue that referendums in the UK have:</p> <ul style="list-style-type: none"> <li>• undermined the sovereignty of parliament;</li> <li>• destabilised the political system;</li> <li>• failed to resolve issues they were supposed to (at least in the short term);</li> <li>• or, indeed, made matters worse because of the lack of clear results based upon low turnouts;</li> <li>• imposed the tyranny of the majority;</li> <li>• prevented desirable change (= a conservative instrument).</li> </ul> <p>But also they have:</p> <ul style="list-style-type: none"> <li>• stimulated interest in the issue under consideration;</li> <li>• allowed the electorate to express its view on a number of specific and important issues;</li> <li>• allowed the issue under consideration to be taken out of party politics and considered on its own merits;</li> <li>• increased the legitimacy of the final outcome.</li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss the view that referendums in the UK have done more harm than good, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss the view that referendums in the UK have done more harm than good, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> </ul> <p>Credit candidates who are able to use contemporary examples.</p>

Question	Answer/Indicative content	Mark	Guidance
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
4	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the current system for electing MPs;</li> <li>• the results of recent elections;</li> <li>• criticisms of the electoral system;</li> <li>• recent reforms;</li> <li>• other possible reforms.</li> </ul>	30	<p><b>Refer to the AS GCE Assessment Matrix on page 16</b></p> <p><b>AO1 [12]</b></p> <p>L4 (10–12) = very good/excellent  L3 (7–9) = good  L2 (4–6) = limited  L1 (0–3) = basic</p> <p>Candidates are required to use examples from the recent elections.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>AO2</b> Candidates discuss the extent to which the results of recent general elections support the view that further reform to the electoral system for the House of Commons is needed using the knowledge required for <b>AO1</b>.</p> <p>For example, using evidence from recent elections, they may argue that further reform is needed because:</p> <ul style="list-style-type: none"> <li>• there still a lack of lack of proportionality in the overall result;</li> <li>• voters in regions dominated by one party are still effectively disenfranchised;</li> <li>• the current system still discriminates against parties with support that is spread thinly across the country;</li> <li>• MPs are often elected with only a minority of the votes cast;</li> <li>• the continued existence of 'safe' seats effectively disenfranchises significant sections of the electorate;</li> <li>• the continued over-representation of certain parts of the UK and the varying size of constituency NB failure of proposed reforms in 2012.</li> </ul> <p>But, also, that further reform is not needed because the results of recent elections show that the current system still <u>generally</u> retains its traditional virtues of:</p> <ul style="list-style-type: none"> <li>• a clear result;</li> <li>• giving the winning party a working majority;</li> <li>• stability;</li> <li>• accountability;</li> <li>• Etc.</li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss the extent to which the results of recent general elections support the view that further reform to the electoral system for the House of Commons is needed, typically making five or six points.</li> <li>• L3 for candidates who make some attempt discuss the extent to which the results of recent general elections support the view that further reform to the electoral system for the House of Commons is needed, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> </ul> <p>Note that the discussion of the need for reform must be in the context of recent election results and therefore, for example, the defeat of AV in the 2011 referendum is not relevant, though it might feature in any introductory or concluding remarks.</p>

Question	Answer/Indicative content	Mark	Guidance
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
5	<p><b>AO1</b> Candidates display knowledge and understanding of factors associated with voting behaviour including short-term factors, such as the record of a government, and long-term factors, such as class.</p>	30	<p><b>Refer to the AS GCE Assessment Matrix on page 16</b></p> <p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>AO2</b> Candidates discuss the extent to which a government's record in office is an important factor influencing how people vote using the knowledge required for <b>AO1</b>.</p> <p>For example they may argue that a government's record is an increasingly important factor because of the rise of the 'rational voter' and the declining importance of long-term factors, such as class. However, they should also acknowledge that class and age are still important factors while other short-term factors such as the image of the party leader, the mass media and the election context may also have an impact.</p>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss directly the extent to which a government's record in office is an important factor influencing how people vote, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss the extent to which a government's record in office is an important factor influencing how people vote, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> </ul> <p>To reach the higher levels, candidates must consider both sides of the argument but do not expect a 50:50 split. If well done, a paragraph on the importance (or not) of the government's record plus an assessment of alternative explanations can and should get into L4.</p> <p>However, focus is the key: simple descriptions of various factors without any attempt to answer the question directly should not get above low L3 for AO2 (though higher for AO1).</p> <p>Credit candidates who are able to use contemporary examples.</p>



Question	Answer/Indicative content	Mark	Guidance
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>

## APPENDIX 1

## AS GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the AS units. Level 4 is the highest level that can reasonably be expected from a candidate at the end of the first year of study of an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Where appropriate candidates will provide convincing comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Where appropriate candidates will provide good comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
1	Basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors. Basic awareness of standard points of comparison.	Basic skill in the interpretation, analysis and evaluation of some of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	An attempt is made to shape an argument at a basic level, which lacks coherence, legibility and direction, and is unselective. Contains intrusive errors of grammar, punctuation and spelling.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

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Facsimile: 01223 552627

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