



GCE

Classics: Classical Civilisation

Unit **F385**: Greek Historians

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Worthy of credit
	Unclear or improbable statements
	Blank Page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
	Error of fact
	Misspelling
-----	Extendable straight line
	Extendable wavy line
	Errors of grammar, punctuation and expression
	Irrelevant material;
	Conspicuous repetition
	Illegible words/phrase
	Highlight
	Omission

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

AO1 50% Demonstrate Knowledge and Understanding

- recall and deploy relevant knowledge and understanding of literary, cultural, material, historical sources or linguistic forms in their appropriate contexts.

AO2 50% Analysis, Evaluation and Presentation

- AO2(a) analyse, evaluate, and respond to Classical sources (literary, cultural, material historical or linguistic) as appropriate;
- AO2(b) select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. You are required to identify a candidate's performance under each assessment objective and award marks accordingly.

Marking Scripts:

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are indicative content only and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

QUERIES ON UNEXPECTED ANSWERS? Consult your Principal Examiner or your Team Leader.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

Ticks: these are the simplest, quickest and most efficient means for examiners to convey approval to Team Leaders/Principal Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

DO USE ticks to draw attention to anything worthy of credit [even single words].

DO NOT USE ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Highlighting: use highlighting as directed by your Principal Examiner/Team Leader.

QUALITY OF WRITTEN COMMUNICATION

- There are no separate weightings for AO2(a) and AO2(b).
- QCA guidelines stipulate that all three strands of Quality of Written Communication must be explicitly addressed. For further information, see the specification grids.
- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your team leader.

MARK SCHEME

Question	Answer	Marks	Guidance											
			Content	Levels of Response										
1(a)	<p>Briefly describe what has happened to Croesus so far in Book 1 before this passage begins.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Croesus is king of Lydia. • He conquered all the cities of Asia Minor. • He and Solon discussed the nature of happiness. • His son Atys was killed, despite his attempts to avoid an oracle about him being killed by iron. • He spared his son's killer. • He tested various oracles, concluding that Delphi is the only accurate one. • He consulted Delphi about the war with Persia. • He made an alliance with Sparta. • He attacked Persia, but was defeated in battle. • Sardis was besieged and captured. • Croesus was about to be killed, but his life is saved when his dumb son speaks for the first time. • He is about to be burnt, but he calls on Apollo, and a shower puts out the fire. • Croesus offers advice to Cyrus, which pleases him. 	10		<p>AO1 = 10</p> <table> <tbody> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </tbody> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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1(b)	<p>How far is this passage typical of Herodotus' style of writing? In your answer, you should include discussion of what Herodotus says and how he</p>	20												

Question	Answer	Marks	Guidance
			Content Levels of Response
	says it. Items for discussion might include: <ul style="list-style-type: none"> the easy characterisation of the two men – Cyrus is charming towards his prisoner; the use of direct speech; the inquisitive nature of Cyrus, which may reflect Herodotus' own character; the lack of respect that Croesus has for the gods may arouse comment – this is often used by Herodotus to signify that a character is going to be some kind of a villain; the easy-to-read style of the prose and its straightforward narrative technique. 		AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
1(c)	Using this passage as a starting point, explain how sympathetic Herodotus is towards Croesus and other non-Greeks. Answers might include: Croesus <ul style="list-style-type: none"> hybristic –challenges Apollo; arrogant – believes he is the happiest of men; attacks Persia. but	25	Credit mention of Artemisia, even though she was an Ionian Greek. AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> acts nobly over son's death; acts humbly after downfall. <p>Others Xerxes is the non-Greek on whom Herodotus concentrates most.</p> <ul style="list-style-type: none"> tyrannical – men fear him; cruel – Pythius' son, bridge engineers; hybristic – Hellespont, Athens; stubborn – refuses advice; has Leonidas' body beheaded. <p>but</p> <ul style="list-style-type: none"> flashes of humanity – review of army; tries to atone for hybristic acts. <p>Other non-Greeks to be mentioned could include Artabanus, Mardonius, Pythius, and Cyrus in the passage and elsewhere.</p> <p>Herodotus also makes general comments about the Persians. He describes their cruel acts and compares their 'slavery' to Greek 'freedom'. He does also give the Persians credit for their heroism in battle and comments that the treatment of Leonidas' body is contrary to the normal Persian attitude towards their enemies.</p>			<p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance										
			Content										
2(a)	<p>Briefly describe the arguments made by the Corinthians and the Athenians in the debate at Sparta before this passage begins.</p> <p>The debate is about the conflict over Potidaea.</p> <p>Corinthians</p> <ul style="list-style-type: none"> • Complain of Athenian aggression. • They argue that Sparta did not hinder Athens when it had the chance. • The Athenians are powerful, innovative, quick thinking and acting, incapable of a quiet life • whereas the Spartans wait upon events. • They demand an invasion of Attica. <p>Athenians</p> <ul style="list-style-type: none"> • Describe their record in the Persian Wars. • Their empire was not gained by force, but by voluntary allies. • They have acted in accordance with human nature, like other states. • Sparta should think carefully before going to war with Athens. 	10	<p>AO1 = 10</p> <table> <tbody> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </tbody> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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2(b)	<p>How convincing do you find the points made in this passage? In your answer, you should include discussion of what is said and how it is said.</p> <p>The speech is made in answer to one by King Archidamus, proposing caution. It is made by Sthenelaidas, one of the ephors.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> thens does not deny acting aggressively; • they have changed; • we are still the same; • we must support our allies; • it is better to fight than talk when attacked; • the calm and logical presentation of the speech – this is not an impromptu speech; • reliance on using the past to explain the present; • the militaristic depiction of this particular Spartan as desperate for war; • the rhetorical flourishes at the end of his speech. 	20		<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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2(c)	<p>Explain how typical this passage is of how Thucydides uses speeches in his work.</p> <p>Areas for discussion include:</p> <ul style="list-style-type: none"> they allow for good story-telling – livelier than a plain narrative; 1.22 – Thucydides admits making up speeches but tells us that they are created to be right for each situation; 1.32 – the Corcyrean speech helps characterise them and helps to show the Athenian viewpoint – a dramatic device; Corinth's response is used to show their attempt at cunning and bluff, which doesn't work out well; the aggressive speech at Sparta by the Corinthians is balanced by the calm speech of the Athenians; the Spartan response shows the contrast between calmness and hot-headedness – the eventual declaration of war has been led up to dramatically; the speeches by Pericles show us very clearly Thucydides' view of him – a good tool for characterisation. 	25	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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3	<p>'Thucydides' work has nothing to offer us in 2014.' How far do you agree with this statement?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Thucydides is writing about a war long ago. • events and people irrelevant to modern times; • speeches made up; • style boring. <p>But</p> <ul style="list-style-type: none"> • first true historian; • accuracy of descriptions, such as plague; • psychology of origins of war; • interest in events of the past. <p>Thucydides may be writing of a war long ago, but being a work intended to 'last for ever', he produces insights into human behaviour. His account of the origins of the war have been used to analyse how modern conflicts began, such as the First Gulf War, the invasion of Afghanistan, and the current Ukrainian crisis.</p>	45		<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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4	<p>'Plutarch is a better storyteller than biographer.' How far do you agree with this statement?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Plutarch was a biographer. • His purpose was to give an account of the life of his subject. • He includes basic facts. • He also includes stories of events in his subject's life. • These serve to tell his audience about the achievements and personality of his subject. • They are also entertaining. <p>Plutarch was both. His use of stories was one of his biographical tools, and he is clearly hoping that his audience will be entertained as well as educated. That said, he does offer an insight into his characters that goes beyond more than just entertainment – his anecdotes and psychological ideas take him beyond a mere storyteller. It could be argued that his skill as a storyteller is one of the factors that make him a good biographer.</p> <p>Examiners should reward any valid opinion as long as it is based on the text.</p>	45	<p>AO1 = 20</p> <table> <tbody> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </tbody> </table> <p>AO2 = 25</p> <table> <tbody> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </tbody> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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Question	Answer	Marks	Guidance	
			Content	Levels of Response
5	Who is the best historian – Herodotus, Thucydides or Plutarch?	45		

Question	Answer	Marks	Guidance																					
			Content	Levels of Response																				
	<p>Answers might include:</p> <p>Herodotus</p> <ul style="list-style-type: none"> • 'Father of History' but also 'Father of Lies'; • quotes several sources, sometimes uncritically; • no chronology; • digressions; • accounts of battles often lack vital details; • concentration on supernatural; • tells story of Persian Wars. <p>Thucydides</p> <ul style="list-style-type: none"> • chronological presentation of events; • balanced, unbiased presentation; • except for Pericles; • accurate reporting of battles; • detailed descriptions (plague); • psychological analysis. <p>Plutarch</p> <ul style="list-style-type: none"> • biographer more than historian; • concentrates on the subject of his work; • insight into subject's achievements and personality; • places subject within context of events; • gives details of sources. <p>Evaluation of the question will depend on what the candidates perceive to be the qualities which make a good historian.</p>			<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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Appendix 1: AS GCE Classics: Classical Civilisation marking grid

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9–10	18–20	9–10	14–15	22–25
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary / terms. 		
Level 4	7–8	14–17	7–8	10–13	17–21
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary / terms. 		
Level 3	5–6	9–13	5–6	6–9	12–16
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; <ul style="list-style-type: none"> • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary / terms. 		

Level 2	2–4	5–8	2–4	3–5	6–11
	<ul style="list-style-type: none"> Limited factual knowledge; Occasionally relevant to the question; Occasionally supported with evidence; Displays limited understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> Occasional analysis of evidence/issues; Limited evaluation or engagement with sources/task; Poorly structured response with little or no argument; Occasionally effective communication of ideas; Occasionally accurately written with some recognisable specialist vocabulary / terms. 		
Level 1	0–1	0–4	0–1	0–2	0–5
	<ul style="list-style-type: none"> Little or no factual knowledge; Rarely relevant to the question; Minimal or no supporting evidence; Displays minimal or no understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> Very superficial analysis of evidence/issues; Little or no evaluation or engagement with sources/task; Very poorly structured or unstructured response; Little or no effective communication of ideas. Little or no accuracy in the writing or recognisable specialist vocabulary / terms. 		

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