



**GCE**

**Physics B**

**H557/01: Fundamentals of physics**

Advanced GCE

**Mark Scheme for November 2020**

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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.

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Annotations

Annotation	Meaning
	Benefit of doubt given
	Contradiction
	Incorrect response
	Error carried forward
	Level 1
	Level 2
	Level 3
	Transcription error
	Benefit of doubt not given
	Power of 10 error
	Omission mark
	Error in number of significant figures
	Correct response
	Wrong physics or equation

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

<b>Annotation</b>	<b>Meaning</b>
/	alternative and acceptable answers for the same marking point
<b>reject</b>	Answers which are not worthy of credit
<b>not</b>	Answers which are not worthy of credit
<b>Ignore</b>	Statements which are irrelevant
<b>Allow</b>	Answers that can be accepted
( )	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
<b>ECF</b>	Error carried forward
<b>AW</b>	Alternative wording
<b>ORA</b>	Or reverse argument

H557/01

Mark Scheme

November 2020

Section A: MCQs

Question		Answer	Marks	Guidance
1		C	L	
2		D	L	
3		D	L	
4		D	L	
5		B	L	
6		D	M	
7		C	L	
8		A	L	
9		B	M	
10		D	M	
11		D	M	
12		A	M	
13		D	M	
14		D	L	
15		D	L	
16		A	M	
17		C	L	
18		D	H	
19		B	H	
20		D	H	
21		A	H	
22		D	M	
23		C	M	
24		A	H	
25		C	M	
26		A	M	
27		C	H	
28		C	H	
29		B	H	
30		A	M	
		<b>Total</b>	<b>30</b>	

H557/01

Mark Scheme

November 2020

## Section B

Question		Answer	Marks	Guidance
31	(a)	${}_{54}^{134}\text{Xe}$ ✓	L	
31	(b)	$\Delta m = 0.20401 \text{ u}$ ✓ convert u to kg OR convert via $1 \text{ u} \equiv 931 \text{ MeV}$ ✓  $(\Delta E = \Delta m c^2) = 190(\text{MeV})$ ✓	L M  M	<b>allow</b> mark for evidence of correct approach, even if final (third) mark for evaluation is not awarded <b>accept</b> correct calculation of energy on each side of equation for the first mark leading to a correct evaluation for the second mark  <b>accept</b> 189.9, 189.93, 189.933 or 189.9333 for full credit (as allows 2SF) <b>allow</b> 186.2 for MAX 2 as a result of using fewer SF for $\Delta m$ – annotate as SF error
		<b>Total</b>	<b>4</b>	

Question		Answer	Marks	Guidance
32	(a)	method: $n = PV / RT$ / $= 450 \times 10^3 \times 4 / [8.3 \times 288]$ ✓ evaluation: $= 75(3)$ moles ✓	L  L	method in words / numbers / algebra  accept 75(2) if using $R = 8.31$  <b>allow</b> calculations leading to values around 188 moles (as a result of dividing by 4 tyres) for MAX 1
32	(b)	Any two from : molecules move faster / have more <u>kinetic energy</u> / collide more frequently / harder / momentum changes at collision are greater ✓ ✓  $P$ increases $\times 320 / 288 = 1.1$ OR $P$ increases to 500	MM	<b>not</b> reference to force increasing

H557/01

Mark Scheme

November 2020

Question			Answer	Marks	Guidance
			kPa OR P increases by 50kPa ✓	L	MAX 2 for responses that are qualitative only <b>allow</b> one mark for just "pressure increases" within MAX 2 for qualitative only argument
			<b>Total</b>	<b>5</b>	

Question			Answer	Marks	Guidance
33	(a)		curves path / slows velocity ✓	L	<b>allow</b> accelerates the $\alpha$ / changes direction / changes velocity / slows down
33	(b)		(most) has been stored as / converted to <u>electrical</u> potential energy OR $k Q_1 Q_2 / R$ ✓	L	<b>allow</b> (small) fraction converted to k.e. of recoiling nucleus (which carries original momentum of alpha at closest approach)
33	(c)	(i)	low $Z$ and high k.e. i.e. bottom left of table ✓	M	
33	(c)	(ii)	method: $R = k \times 2 \times 13 \times e^2 / [7.7 \text{ MeV}]$ ✓ OR $= 9 \times 10^9 \times 2 \times 13 \times 1.6 \times 10^{-19} / [7.7 \times 10^6]$ ✓ evaluation: $= 4.9 \times 10^{-15} \text{ m}$ ✓	M H	<b>allow</b> $5.7 \times 10^{-15} \text{ m}$ as 15% alpha k.e. in Al nucleus at closest approach (due to momentum transfer) for 2 marks <b>allow</b> $4.85 \times 10^{-15}$ as a result of using $k=8.98$ for 2 marks
			<b>Total</b>	<b>5</b>	

Question		Answer	Marks	Guidance
34	(a)	method : calculation of initial gradient using values taken from 1.5 GPa and 10% strain ✓	L	<b>ignore</b> POT errors on this graph for this marking point <b>allow</b> method for MAX 1 based on values taken around (4,0.4) <b>not</b> just a line or markings drawn on graph, must have values used to calculate a gradient from their values
		evaluation: = 1.5 x 10 <sup>10</sup> Pa ✓	M	
34	(b)	$W = \rho ALg \propto \rho$ for equal dimensions and gravity OR strength / weight $\propto \sigma_B / \rho$ ✓	H	must have explanation of approach in words or symbols for first mark not just two calculations of $\sigma_B / \rho$
		silk / steel = $[1.4 / 1.2 \times 10^3] / [2.8 / 7.8 \times 10^3] = 3.3 (\approx 3)$ ✓	H	
		<b>Total</b>	<b>4</b>	



H557/01

Mark Scheme

November 2020

Question		Answer	Marks	Guidance
35	(a)	<p>as <math>h</math> increases the path difference (<math>TM + MR - TR</math>) increases ✓</p> <p>(two sets of waves superpose meaning)  waves in phase at max and out of phase at min /  whole number of wavelengths path difference gives  constructive interference and <math>(n+1/2)\lambda</math> gives destructive  interference ✓</p>	<p>M</p> <p>M</p>	<p><b>allow</b> equivalent phasor description or in terms of wave amplitudes adding  <b>allow</b> idea that waves are changing phase with respect to each other for MAX 1</p>
35	(b)	<p>method: between two consecutive max <math>\Delta p.d. = \lambda</math> ✓</p> <p>substitution: <math>2\{\sqrt{[1^2+0.213^2]} - \sqrt{[1^2+0.123^2]}\}</math> ✓</p> <p>evaluation: <math>=2.98 \times 10^{-2} \text{ m}</math> ✓</p>	<p>H</p> <p>H</p> <p>H</p>	<p><b>allow</b> any valid method e.g.  between adjacent max and min <math>\Delta p.d. = \lambda / 2</math></p> <p>answer of <math>1.49 \times 10^{-2}</math> scores 1 MAX as a result of omitting x2</p>
		<b>Total</b>	<b>5</b>	
		<b>Total section B</b>	<b>23</b>	

H557/01

Mark Scheme

November 2020

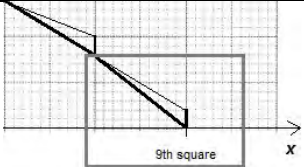
## Section C

Question			Answer	Marks	Guidance
36	(a)	(i)	$44 \times 10^3 \times 16 \times 2 = 1.4(1) \times 10^6 \text{ bit s}^{-1}$ ✓	L	<b>allow</b> 1.3(4) Mbit s <sup>-1</sup> using 1 k = 1024
36	(a)	(ii)	$t = \text{info} / \text{rate} = 840 \times 10^6 \times 8 / [1.41 \times 10^6 \times 60]$ ✓ = 79.(4) mins ✓	M M	method <b>allow</b> 4760 s for first mark evaluation
36	(b)	(i)	there is a high f wave whose amplitude varies regularly at a lower f ✓	M	<b>allow</b> AW that convincingly explains there are two distinct frequencies with associated amplitude variation present
36	(b)	(ii)	noise is present with the signal (and should be ignored) ✓	L	
36	(b)	(iii)	11 bits ( $2^{11} \approx 2048 (> 1600 \text{ Hz})$ ) ✓	M	
36	(b)	(iv)	evaluation: $4 \times 24 \times 100 = 9.6 \text{ k bit s}^{-1}$ ✓  show that fraction: $9.6 \text{ k} / 1.4 \text{ M} = 0.0069 \approx 1/146$ ✓	H H	<b>allow</b> $9.6 \text{ k} / 1.0 \text{ M} = 0.0096 \approx 1/104$ <b>allow</b> ecf from a(i) <b>allow</b> 0.0068 if using 1.41M
			<b>Total</b>	<b>8</b>	

H557/01

Mark Scheme

November 2020

Question			Answer	Marks	Guidance
37	(a)	(i)	should cut 9 <sup>th</sup> large square exactly ✓	L	
37	(a)	(ii)	$(100\sqrt{2}) = 14(1)$ OR $(\sqrt{100^2 + 100^2}) = 14(1) \text{ m s}^{-1}$ ✓	M	<b>allow</b> by discussion of equal x and y velocity components of $100 \text{ m s}^{-1}$ accept 141.4
37	(a)	(iii)	1 each large square represents a displacement of $100 \text{ m s}^{-1} \times 2.0 \text{ s} = 200 \text{ m}$ ✓  2 so range is $200 \times 9 = 1800 \text{ m}$ ✓	L M	<b>allow</b> correct evaluation of any incorrect answer from 1 multiplied by 9
37	(a)	(iv)	$R = 141^2 \sin 90^\circ / 10 = 19(90) \text{ (m)}$ ✓	M	<b>allow</b> 2000 (m) <b>allow</b> use of $100^2 + 100^2$ instead of $141^2$ (from part a(ii)) leading to either 2000 (from $g=10$ ) or 2038 (from $g=9.81$ ) <b>allow</b> use of $g=9.81$ leading to 2026 (m) <b>allow</b> use of 140 (from "show that" in a(ii)) for acceptable values of g
37	(b)		<b>horizontally:</b> $(R = 140^2 \sin 30^\circ / 10 = 980 \text{ m})$  times of flight $t_{75^\circ} = 980 / 140 \cos 75^\circ = 27.0 \text{ s}$ ✓  and $t_{15^\circ} = 980 / 140 \cos 15^\circ = 7.2 \text{ s}$ ✓ all 3 marks for $\Delta t = 27 - 7.2 = 19.8 \text{ s}$ ✓  OR <b>vertically:</b> $t_{75^\circ} = 2 \times 140 \sin 75^\circ / 10 = 27.0 \text{ s}$ ✓ and $t_{15^\circ} = 2 \times 140 \sin 15^\circ / 10 = 7.2 \text{ s}$ ✓ all 3 marks for $\Delta t = 27 - 7.2 = 19.8 \text{ s}$ ✓	S & C  S & C S & C	for both horizontal and vertical approaches <b>allow</b> use of $g = 9.8 \text{ m s}^{-2}$ leading to $27.6 - 7.4 = 20.2$

H557/01

Mark Scheme

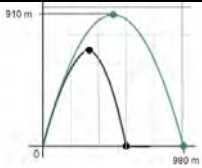
November 2020

37	(c)*	<p><b>Level 3 (5–6 marks)</b></p> <p>Marshals argument in a clear manner and includes clear explanation of all strands including :</p> <ul style="list-style-type: none"> <li>• origin of air resistance</li> <li>• x and y components of <math>v</math></li> <li>• trajectory</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b></p> <p>covers all strands at a superficial level and does not include enough depth for level 3.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b></p> <p>Makes at least two independent points (possibly from only one strand), that are relevant to the argument but does not link them together and shows only superficial engagement with the argument.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> No response or no response worthy of credit</p>	<p><b>LL</b></p> <p><b>MM</b></p> <p><b>HH</b></p>	<p><b>accept</b> labelled diagrams or graphs with “exaggeration for clarity”</p> <p><b>Indicative scientific points may include:</b></p> <p><b>origin of air resistance</b></p> <ul style="list-style-type: none"> <li>• projectile collides with air molecules / knocks them out of the path, transfers momentum / which exert a backwards force opposing the velocity</li> <li>• <math>F_{\text{res}} = \Delta(mv)/\Delta t \propto \rho A v_x v \propto \rho A v^2</math></li> <li>• surface friction / viscous drag concepts</li> </ul> <p><b>x and y components of v</b></p> <p><b>horizontally</b></p> <ul style="list-style-type: none"> <li>• component of <math>v</math> is no longer constant / but decreases more quickly at start when <math>v</math> is larger / rate of acceleration less noticeable as <math>v</math> slower</li> </ul> <p><b>vertically</b></p> <ul style="list-style-type: none"> <li>• acceleration no longer constant / <math>g</math> but starts larger due to extra downwards force of drag / equals <math>g</math> when <math>v = 0</math> because no vertical drag at max height of trajectory / becomes less than <math>g</math> on way down because drag force is now upwards opposing gravity <math>v \sin 75^\circ / v \cos 75^\circ = 3.7</math> / vertical component is affected more because <math>&gt;</math> horizontal component</li> </ul> <p><b>trajectory</b></p> <p><b>shape</b> not parabolic / not symmetric about maximum height / descent covers shorter horizontal distance than ascent</p> <p><b>height</b> travels less far / less than <math>v^2 \sin 150^\circ / g = 980\text{m}</math> less area under <math>v(t)</math> graph to max height / less than <math>\frac{1}{2} g t^2 = \frac{1}{2} \times 10 \times 13.5^2 = 910\text{m}</math> / reaches max sooner / <math>t_{\text{descent}} &gt; t_{\text{ascent}}</math> for equal area under <math>v(t)</math> graph</p> <p><b>range</b> is smaller</p>
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H557/01

Mark Scheme

November 2020

					 <p>credit diagrams / sketch graphs indicative <b>allow</b> exaggeration for clarity</p>
			<b>Total</b>	<b>14</b>	

Question		Answer	Marks	Guidance
38	(a)	pattern of lines is moved towards the red end of spectrum / blue line becomes blue-green, nearer the red end of spectrum ✓	L	<b>remember</b> red wavelengths and longer (i.r., $\mu$ , radio) are shifted away from red end of spectrum during red-shift!
38	(b)	method: $\Delta\lambda / \lambda = \text{constant}$ ✓  eval: $22/434 = 0.051$ $24/486 = 0.049$ $33/656 = 0.050$ so sensibly constant ✓	M  M	<b>allow</b> any two correct checks
38	(c)	$v = 0.050 \times 3 \times 10^8 = 15 \times 10^6 \text{ (m s}^{-1}\text{)}$ ✓	L	
		<b>Total</b>	<b>4</b>	

Question	Answer	Marks	Guidance
39	<p><b>Level 3 (5–6 marks)</b> Marshals argument in a clear manner and includes clear explanation of all strands including :</p> <ul style="list-style-type: none"> <li>• why ratio <math>^{235}\text{U} / ^{238}\text{U}</math> changes in time</li> <li>• estimation of age of atoms</li> <li>• assumptions</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b> Covers all strands at a superficial level and does not include enough indicative points for level 3.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b> Makes at least two independent points (possibly from only one strand), that are relevant to the argument but does not link them together and shows only superficial engagement with the argument.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b> No response or no response worthy of credit</p>	<p>LL MM S&amp;C S&amp;C</p>	<p><b>Indicative scientific points may include:</b></p> <p><b>ratio <math>^{235}\text{U} / ^{238}\text{U}</math> changes in time</b></p> <ul style="list-style-type: none"> <li>• <math>^{235}\text{U}</math> has shorter half-life, decays more quickly</li> <li>• <math>^{235}\text{U} / ^{238}\text{U}</math> drops &lt; 1 after atoms have formed</li> <li>• accept sketch decay graphs differing <math>t_{1/2}</math></li> <li>• <math>^{235}\text{U} / ^{238}\text{U} = N_0 e^{-\lambda_1 t} / N_0 e^{-\lambda_2 t}</math></li> </ul> <p><b>estimation of age of atoms</b></p> <ul style="list-style-type: none"> <li>• <math>^{235}\text{U} / ^{238}\text{U} = N_0 e^{-\lambda_1 t} / N_0 e^{-\lambda_2 t}</math></li> <li>• <math>= e^{\ln 2(\lambda_2 - \lambda_1) t} = 0.00725</math></li> <li>• <math>t = \ln\{0.00725\} / \ln 2 \{1/\lambda_2 - 1/\lambda_1\}</math></li> </ul> <p><math>t = -4.926 / \{0.693 \times [1/4.5 - 1/0.71]\}</math> Gyears = <math>5.99 \times 10^9</math> years</p> <p><b>assumptions</b></p> <ul style="list-style-type: none"> <li>• early universe had only H and He atoms</li> <li>• U only formed later after star formation and supernova explosions</li> <li>• probability of forming U nuclei is small but equal for both isotopes of similar complexity so <math>^{235}\text{U} / ^{238}\text{U} \approx 1</math> at start</li> <li>• aging is from formation of U atoms rather than the formation of the rocks</li> <li>• the Earth's U is from one short epoch / no new material added from later supernovae which would re-enrich the ratio</li> <li>• all the U nuclei remaining today are only produced by this process and have not been added to since by other processes</li> </ul>

H557/01

Mark Scheme

November 2020

			Total	6	
Question	Answer		Marks	Guidance	
40	(a)	(i)	method: $E = 40000 / 6 \times 10^{23}$ ✓ evaluation: $10^{23} = 6.66 \times 10^{-20}$ (J) ✓	L L	Must be 'show that'
40	(a)	(ii)	$kT = 1.38 \times 10^{-23} \times [273 + 70] = 4.7(3) \times 10^{-21}$ (J) ✓	L	
40	(a)	(iii)	$E = \{6.66 \times 10^{-20} / 4.7(3) \times 10^{-21}\} kT \approx 14.(1) kT$ ✓ $f = e^{-E/kT} = e^{-14} = 8.3 \times 10^{-7}$ ✓	H H	OR $E/kT \approx 14.(1)$ <b>allow</b> ecf from a(i) and (ii)
40	(a)	(iv)	molecules making many collisions per second ( $\approx 10^{10}$ )  so lots of opportunities to break hydrogen bonds  OR  energetic molecules are replaced by new ones  by those molecules that "get lucky" in random collisions and keep gaining energy up to the bond breaking level ✓✓	M M	
40	(b)		same BF at x10 T so <b>bond energy</b> is x 10 = $6.7 \times 10^{-19}$ (J) ✓	H	OR may involve more complex calculations using BF e.g. $\ln 10^{-7} = -E/[k \times 3000] \rightarrow E = 6.7 \times 10^{-19}$ J
			Total	8	

Question			Answer	Marks	Guidance
41	(a)	(i)	<p><math>\gamma</math> only penetrating radiation getting deep inside the food</p> <p><math>\alpha</math> absorbed by few cms in air / in surface layer of solids</p> <p><math>\beta</math> absorbed in surface layer mm of food / would not irradiate whole sample ✓✓</p>	LL	<p><b>not</b> has best penetration</p> <p><b>not</b> <math>\alpha</math> stopped more easily</p> <p><b>not</b> <math>\beta</math> stopped more easily</p> <p>any <b>two</b> points from <math>\gamma</math>, <math>\alpha</math>, <math>\beta</math> (mention of two points about same radiation type is MAX 1).</p> <p>To score 2 marks , the response must mention <math>\gamma</math></p>
41	(a)	(ii)	<p>a 1 s dose received would be <math>[500 \times 1]/300</math> ✓</p> <p>= 1.7 [Gy] ✓</p>	M M	<p><b>accept</b> 1.67</p>
41	(b)	(i)	<p>exponential dilution due to absorption of <math>\gamma</math>-rays by water OR fixed small probability / fraction removed from each equal thickness layer → exponential decay with distance ✓</p> <p><math>\gamma</math>-rays spread in all spatial directions diluting over the surface of sphere of surface area <math>4 \pi R^2</math> gives inverse square law dilution due to geometry ✓</p>	H  H	<p><b>allow</b> linear absorption coefficient <math>\mu</math> for water as probability of absorption per track length OR</p> <p>half-thickness = <math>\ln 2 / \mu = 0.11</math> m / 11 cm</p> <p><b>allow</b> diagram explanation OR doubling <math>R</math> quadruples area exposed arguments</p> <p>expect high level reasoning including <math>4 \pi R^2</math></p> <p><b>not</b> descriptions of exponential relationships for either marking point since the question requires an explanation of terms in the equation and/or the context.</p>
41	(b)	(ii)	<p>method: <math>\frac{3}{4} \times \text{flux } I \times A \times \text{time} \times E \text{ photon}^{-1} / \text{mass worker}</math> ✓ ✓</p> <p>evaluation: <math>1.3 \times 10^{-3}</math> [Sv] ✓</p>	S & C S & C S & C	<p>OR <math>[\frac{3}{4} \times 1.2 \times 10^{16} \times e^{-6.3 \times 2} \times 0.5 \times 1200 \times 1.3 \times 10^6 \times 1.6 \times 10^{-19}] \text{ Sv}</math> [<math>4\pi 2^2 \times 60</math>]</p> <p>Credit part calculations for 1 mark e.g. <math>e^{-6.3 \times 2} = 3.4 \times 10^{-6}</math></p>



H557/01

Mark Scheme

November 2020

Question			Answer	Marks	Guidance
					OR $1/[4\pi 2^2] = 2 \times 10^{-2}$ OR calculating I from formula given in b(i)
			<b>Total</b>	<b>9</b>	

H557/01

Mark Scheme

November 2020

Question			Answer	Marks	Guidance
42	(a)	(i)	straight horizontal line at $\frac{1}{3}$ AB from A ✓	L	
42	(a)	(ii)	linear decrease from 12 to 0 V from A to B ✓	L	
42	(a)	(iii)	2400 ( $\text{V m}^{-1}$ ) ✓	L	
42	(b)	(i)	method: $V_c = 49/10 = 4.9 \text{ V}$ ✓	M	accept values for anode potential of $48 < V < 50$
			$v = \sqrt{[2 e V_c / m]}$ evaluation = $1.3 \times 10^6 \text{ m s}^{-1}$ ✓	M	
	(b)	(ii)	Method : $4 \times 3.7 \times 10^5 \text{ m}^2 / [3.70001 \times 10^5 \text{ m}]^2 = 1.08 \times 10^{-5}$ ✓	H	must show full evaluation, not just $10^{-5}$
	(b)	(iii)	must be <u>inelastic</u> collisions removing electrons k.e. so they can no longer climb the potential hill of $V_{\text{back off}}$ means mercury atom must have an internal energy level at 4.9 eV above ground state / evidence of a quantized electrical potential energy level inside mercury atom ✓✓	S&C S&C	any <b>two</b> points  <b>allow</b> $4.9 \pm 0.1 \text{ V}$  OR electron from ground state can be promoted by sufficient energy to a higher energy state, but cannot exist in between states etc...
			<b>Total</b>	<b>8</b>	
			<b>Total section C</b>	<b>57</b>	
			<b>Total sections B &amp; C</b>	<b>80</b>	

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