

Accredited

GCSE (9–1)

Delivery Guide

J351/J352

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Theme: English Language and
Literature 19th century texts

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CONTENTS

Introduction	Page 4
Curriculum Content	Page 5
Thinking Conceptually	Page 7
Thinking Contextually	Page 10
Learner Resources	Page 15



Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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Curriculum Content

In studying GCSE English Language, candidates will need to be able to show that they understand writers' meanings and purposes by responding to thematically linked unseen texts or extracts. In Component 1, Communicating information and ideas, one of the texts is drawn from a 19th century non-fiction source. This may include different types of journalism, travel writing, autobiography and persuasive texts such as speeches.

AO1 Candidates should be able to:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts.

AO2 Candidates should be able to:

- explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3 Candidates should be able to:

- compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4 Candidates should be able to:

- evaluate texts critically and support this with appropriate textual references.



Curriculum Content

In studying GCSE English Literature, students will study one 19th century novel from a choice of five.

AO1 Candidates should be able to:

- read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Candidates should be able to:

- analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Candidates should be able to:

- show understanding of the relationships between texts and the contexts in which they were written.



Thinking Conceptually

This delivery guide looks at the crossover potential when delivering the English Language and Literature GCSEs by spotlighting links between the 19th century set texts that form part of the GCSE English Literature course and non-fiction mined from that era. The guide comprises activities in which 19th century essays, diaries and memoranda are employed for a dual purpose: to hone students' language analysis skills and to contextualise the 19th century fiction being studied.

Your students could begin this exploration of texts by picturing a forest where lush vegetation grows. The plants and trees they see are the themes that recur through time - in fiction and non-fiction. The themes that we're stuck on and grapple with endlessly: fear of invasion, our jitters when scientific frontiers are breached, marriage and dual identity. Themes that 19th century texts are shot through with.

These themes are explored in conversation, in literature, in newspapers, music and film until seemingly definitive solutions or interpretations flower. But they date as more enlightened or conservative thought encroaches; as dumbed-down or more sophisticated or more fashionable riffs on a theme catch on instead. It probably looked like Robert Louis Stevenson had dual identity nailed when *The Strange Case of Dr Jekyll and Mr Hyde* was published in 1886. But Beyoncé and her alter-ego Sasha Fierce, the Incredible Hulk and internet trolls are channelling rebooted versions of the theme too.

But the old interpretations don't disappear. They're caught in print and on YouTube, like seams of coal building below the forest.



The seams represent different evolutionary stages, the skewed and clear-sighted perspectives of both real and fictional characters on invasion, marriage, scientific advance and dual identity, all fossilised and caught for posterity in these seams of coal.

Tell your students to imagine mine shafts drilled beneath each of the trees in the forest, down which they will descend through the different seams, each one full of all the fiction and non-fiction, the music and film that the theme inspired during – say – a specific year.

At certain points students can cut the coal from the seam and haul it back to the surface,



Thinking Conceptually



where they will break it open and find their theme, fossilised at that point in time.



Let's look at the idea of invasion. In seam 1882 they will hear Lord Wolseley shouting down plans for a Channel Tunnel, arguing that Dover could be seized by enemy soldiers disguised as passengers on a train. Had they chosen to stop in seam 1898 the coal would contain HG Wells' *The War of the Worlds*. For our purposes – comparing 19th century non-fiction and 19th century English literature, we would halt the exploration of the seams there. But students could mine the seams closer to the surface too. In seam 1907, for example, they would find this HM Brock illustration for AJ Dawson's anti-German invasion scare novel *The Message*:



Further towards the surface, in 1956, they would find a lobby card from the *Invasion of the Body Snatchers* film: <http://www.jhalpe.com/items/view/3423>

 Click here



Thinking Conceptually

▶ Click here

And further towards the surface, in 2002, they would find the following *Evening Standard* front page splash prompted by the claim in the September Dossier that Sadaam Hussein could fire weapons of mass destruction at the UK within 45 minutes, a claim that would lead to the invasion of Iraq. Read about this here:

http://news.bbc.co.uk/1/hi/uk_politics/3466005.stm

As well as 19th century fiction, there is scope to link other modules from the English Literature GCSE to the English Language GCSE using this methodology. Modern texts for instance. Let's consider the theme of our anxiety when scientific frontiers are pushed and follow it through to one of the modern set texts. At the beginning of the 19th century there was Giovanni Aldini wowing crowds by reanimating executed criminals with jolts of electricity. Cue Mary Shelley's cautionary tale *Frankenstein*. Darwin's evolutionary theories fuelled atavistic scare stories: if we could evolve from apes we might regress too. Criminal anthropologist Cesare Lombroso performed experiments that set out to prove that 'born criminals' were physically different from so-called ordinary people or 'occasional criminals': they had more wrinkles and different physical forms, even passed more urine than ordinary people, he claimed. Born of this climate was *The Strange Case*

of Dr Jekyll and Mr Hyde, with much being made of Mr Hyde's hideous appearance connoting the evil inside him. If we join the dots, rising up the mine shaft past Aldini, Shelley, Lombroso and Robert Louis Stevenson, we arrive in 2007 where we find Kazuo Ishiguro's dystopian novel on genetic farming, *Never Let Me Go*, one of the modern texts for GCSE English Literature.

So that their reading branches in as many directions as possible, students should be encouraged to see that themes overlap and hybrids emerge. This delivery guide contains activities that promote this. For example, in 1972, a hybrid of *The Strange Case of Dr Jekyll and Mr Hyde* dual identity theme and *The War of the Worlds* invasion theme appeared in the form of David Bowie's alien alter-ego Ziggy Stardust.

If students are inspired to make these links, wider reading will be facilitated. Their investigations will lead them from one text through another and on in multiple directions. This delivery guide provides ways of approaching 19th century texts that can be adapted to suit a range of interests and abilities to encourage students to enjoy their investigations of different texts.



Thinking Contextually

The activities in this guide help to develop the skills needed for both the GCSE English Language and GCSE English Literature courses. Unseen 19th century non-fiction texts are used to contextualise the 19th century fiction in GCSE English Literature, giving students the confidence to analyse both set texts and unseen texts. Activities focus on a comparison of the themes and ideas running through both, tackling English Language and English Literature AO3 in tandem. A further strand of activities addresses AO1 and AO2 for both GCSE qualifications, and AO4 for English Language, by focussing on the use of language for impact in both the fiction and non-fiction, equipping students with subject terminology and encouraging them to form personal judgements about the texts in order to develop critical evaluation skills. Writing tasks are also provided as extension activities.

This guide looks at the following themes:

- Invasion
- Marriage
- Scientific advance
- Dual identity/appearance.

The theme of invasion in *The War of the Worlds* is accessed via a 19th century memorandum from Lord Wolseley about the security risks around building a Channel Tunnel; the theme of marriage in *Jane Eyre* and *Pride and Prejudice* is looked at through the prism of a 19th century death-bed wedding; the idea of pursuing scientific or medical knowledge for selfish motives is explored in *The Strange Case of Dr Jekyll and Mr Hyde* via the diary entries of a resurrectionist; the theme of dual identity/appearance presented in *Jane Eyre* and *The Strange Case of Dr Jekyll and Mr Hyde* is explored through a comparison with the studies of criminal anthropologist Cesare Lombroso .

Visual stimuli are used as a means of differentiation and show how the themes have morphed over time: an image of Beyoncé on the cover of her album *I am Sasha Fierce* is used to access the theme of dual identity in *The Strange Case of Dr Jekyll and Mr Hyde* for instance; clips from the *Invasion of the Body Snatchers* films are used as a way in to the themes of invasion-scare and dual identity; Edward Snowden and David Bowie as Ziggy Stardust are flagged up as jigsaw pieces in the invasion narrative too.

The way students are asked to identify common themes and ideas in the fiction and non-fiction keeps visual learners in mind too: students imagine they are reading texts through thermal imaging cameras that highlight the themes in different colours. This concept is also employed to trace themes through the 19th century novels, highlighting the different evolutionary stages of the theme in varying colours: green for cold/undeveloped, yellow for warm/developing and red for hot/developed. This visual learning style also features in the language analysis activities, with students asked to enlarge the font size of the key words that create impact.



Thinking Contextually

The activities have a dual aim: to show that the 19th century fiction was born out of the ideas current in that era, as presented in the non-fiction texts and, by using up-to-date images, film clips, contemporary art and journalism, to show how the themes have updated, regressed or frozen. This highlights to students that 19th century texts form part of a story that remains relevant to them.

All of the activities in this guide can be used to develop the skills needed for both the GCSE English Language and GCSE English Literature courses. The 'Learning objectives' given at the beginning of each activity indicate which Assessment Objectives are being specifically targeted. Student worksheets are also provided for each activity.

Activities	Resources
<p>Activities on the theme of invasion</p> <p>Reading, writing and speaking and listening activities that use a 19th century memorandum by Lord Wolseley about the dangers of building a Channel Tunnel, an extract from <i>The War of the Worlds</i> and an extract from <i>The Siege of London</i>, another 19th century invasion scare novel.</p> <p>External resources:</p> <ul style="list-style-type: none">• YouTube clips from the different film versions of <i>Invasion of the Bodysnatchers</i>:<ul style="list-style-type: none">- http://www.youtube.com/watch?v=CamoF7ShQ0k- http://www.youtube.com/watch?v=s15PvAt4lo- YouTube montage of alien invasion film clips set to <i>Invaders Must Die</i> by the Prodigy, which features a scene where a UFO destroys The White House.- http://www.youtube.com/watch?v=ULyiE6-W0ro	<p>Teacher Guide</p> <p>Learner Worksheets</p> <p>Learner Resource 1.1</p> <p>Learner Resource 1.2</p> <p>Learner Resource 1.3</p> <p>Click here</p> <p>Click here</p> <p>Click here</p>



Thinking Contextually

Activities

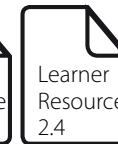
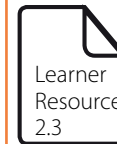
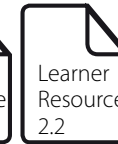
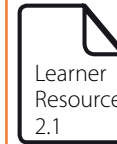
Activities on the theme of marriage

Reading, writing and speaking and listening activities that use extracts from *Jane Eyre*, *Pride and Prejudice* and a non-fiction account of a 19th century death-bed wedding to explore the theme of marriage. Other themes such as dual identity, conflict and invasion are also considered in the starter activity.

External resources for use with Activity 1:

- Image of David Bowie adopting the persona of Ziggy Stardust.
 - http://www.vam.ac.uk/_data/assets/image/0011/172559/bowie_aladin_sane_1000px.jpg
- YouTube clip where Beyoncé discusses her alter-ego stage persona Sasha Fierce with Oprah:
 - http://www.youtube.com/watch?v=KrML_eW9P6w

Resources



Thinking Contextually

Activities

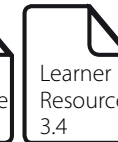
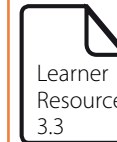
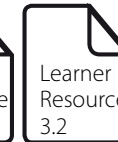
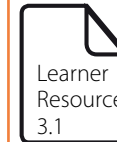
Activities on the theme of scientific advance

Reading and writing activities that use an extract from *The Strange Case of Dr Jekyll and Mr Hyde* with excerpts from *The Diary of a Resurrectionist* and a 19th century account of a man who was buried alive and rescued by a resurrectionist gang.

External resource:

- A link to the Oxford Dictionaries website for a list of archaic words with definitions:
 - <http://www.oxforddictionaries.com/words/archaic-words>

Resources



Thinking Contextually

Activities

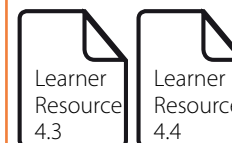
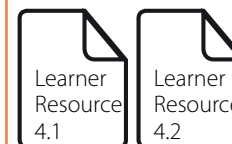
Activities on the theme of dual identity/appearance

Reading, writing and speaking and listening activities that use extracts from *Jane Eyre*, *The Strange Case of Dr Jekyll and Mr Hyde* and an essay by the Italian criminal psychologist Cesare Lombroso to explore the theme of dual identity/appearance.

External resources:

- Hyperlinks to various images to help students visualise the ideas at play in the 19th century fictional texts:
 - 1) *Jane Eyre*:
 - Kristen Stewart in *Snow White and the Huntsman*, sleeping after eating the poisoned apple: <http://collider.com/wp-content/uploads/snow-white-and-the-huntsman-movie-image-kristen-stewart.jpg>
 - Kristen Stewart as the warrior Snow White: http://itcouldabeenbetter.com/wp-content/uploads/2012/11/2012_snow_white_and_the_huntsman_wall_003.jpg
 - A Modigliani painting: <http://nickbontorno.blogspot.ae/2012/12/modigliani.html>
 - An image from *The Dark Knight Rises* of Catwoman (played by Anne Hathaway) in prison: [http://batman.wikia.com/wiki/The_Cat_\(Anne_Hathaway\)/Gallery?file=604163_492468654127083_1128869178_n.jpg](http://batman.wikia.com/wiki/The_Cat_(Anne_Hathaway)/Gallery?file=604163_492468654127083_1128869178_n.jpg)
 - Anne Hathaway as Catwoman on the Batpod: [http://batman.wikia.com/wiki/The_Cat_\(Anne_Hathaway\)/Gallery?file=Cat-Resuce.jpg](http://batman.wikia.com/wiki/The_Cat_(Anne_Hathaway)/Gallery?file=Cat-Resuce.jpg)
 - 2) *The Strange Case of Dr Jekyll and Mr Hyde*:
 - Harry Potter and Voldemort face off on the poster for *Harry Potter and the Deathly Hallows Part 2*: <http://www.harrypotterfanzone.com/wp-content/2011/03/harry-voldemort-poster.jpg>
 - Poster for *Dorian Gray*, the film of Oscar Wilde's book: <https://fanart.tv/fanart/movies/23488/movieposter/dorian-gray-5217d29d80629.jpg>
 - A still from David Lynch's film *The Elephant Man*: http://www.imdb.com/media/rm4197617152/tt0080678?ref=ttmi_mi_all_sf_3
 - An interview in *The Guardian* with Adam Pearson, who stars in the science fiction film *Under the Skin*: <http://www.theguardian.com/film/2014/apr/13/scarlett-johansson-screen-stigma-disfigurement>

Resources



Learner Resource 1.1 Invasion



In 1875 work began on a sub-marine tunnel linking England and France, but by May 1882 the work was abandoned because the British government had become worried that the tunnel would lead to invasion.

Below is a memo from Lord Wolseley that formed part of the evidence against building the tunnel which led to the project being scrapped.

Lord Wolseley

(1).—*Memorandum*:—"The proposal to make a Tunnel under the Channel, may, I think, be fairly described as a measure intended to annihilate all the advantages we have hitherto enjoyed from the existence of the 'silver streak,' for to join England to the Continent by a permanent highway, will be to place her under the unfortunate condition of having neighbours possessing great standing armies. The construction of the tunnel would place us under those same conditions that have forced the Powers of Europe to submit to universal service..."

"I do not think there is a naval or military man of any experience who does not consider that the construction of a Sub-marine Tunnel between England and France would introduce a new element of danger into the problem involved in the defence of England from invasion, although some may differ as to the extent of that danger. There may be some who will say, 'You can effectually counteract this danger, protect yourself against it, nullify it,' but that the Tunnel does mean a new danger is virtually undisputed, and I believe that all thoughtful students of war will admit this to be the case. But whilst all will, I think, acknowledge that danger is involved in the scheme, a large number will go further, and will assert that, whatever precautions be taken, and even if it be assumed that more money is spent on fortifications it will be impossible completely to provide against the risk. You may, by a very great outlay of money do a great deal to mitigate the evil; but you cannot remove it altogether, except by the creation of an army fully equal in every respect to that which France can put into the field, and I am sure the people of England have no intention of imposing such a fearful burden upon themselves."

"But the greatest of all dangers to which the construction of this Tunnel will lay us open, is that one end of it may be seized by surprise or treachery, without any warning, and before the machinery designed for its destruction had been put in motion".

"It must be remembered that the works at our end of the Tunnel may be surprised by men sent through the Tunnel itself, without landing a man upon our shores. A couple of thousand armed men might easily come through the Tunnel in a train at night, avoiding all suspicion by being dressed as ordinary passengers and the fort at our end of the Tunnel might so fall into the hands of an enemy."

Source: Shall We Have a Channel Tunnel? A lecture delivered in Aberdeen, on Tuesday February 6th, 1883. By Lord Forbes

Glossary:

Annihilate: completely destroy

Hitherto: until now

Nullify: turn into nothing

Treachery: betrayal of trust





The War of the Worlds – HG Wells

Here the inhabitants of London realize the danger posed by the Martians and start to flee the city.

"London in danger of suffocation! The Kingston and Richmond defences forced! Fearful massacres in the Thames Valley!"

And all about him – in the rooms below, in the houses on each side and across the road, and behind in the Park Terraces and in the hundred other streets of that part of Marylebone, and the Westbourne Park district and St. Pancras, and westward and northward in Kilburn and St. John's Wood and Hampstead, and eastward in Shore-ditch and Highbury and Haggerston and Hoxton, and, indeed, through all the vastness of London from Ealing to East Ham – people were rubbing their eyes, and opening windows to stare out and ask aimless questions, dressing hastily as the first breath of the coming storm of Fear blew through the streets. It was the dawn of the great panic. London, which had gone to bed on Sunday night oblivious and inert, was awakened, in the small hours of Monday morning, to a vivid sense of danger.

Unable from his window to learn what was happening, my brother went down and out into the street, just as the sky between the parapets of the houses grew pink with the early dawn. The flying people on foot and in vehicles grew more numerous every moment. "Black Smoke!" he heard people crying, and again "Black Smoke!" The contagion of such a unanimous fear was inevitable. As my brother hesitated on the door-step, he saw another news venter approaching, and got a paper forthwith. The man was running away with the rest, and selling his papers for a shilling each as he ran – a grotesque mingling of profit and panic.

And from his paper my brother read that catastrophic despatch of the Commander-in-Chief:

"The Martians are able to discharge enormous clouds of a black and poisonous vapour by means of rockets. They have smothered our batteries, destroyed Richmond, Kingston, and Wimbledon, and are advancing slowly towards London, destroying everything on the way."





The Siege of London – Anonymous

This book was published in 1885 and imagines the invasion of Britain by France. This extract details the final showdown in Hyde Park between the French and the English troops.

Three batteries of English artillery commenced the battle, and, not being answered, the French were charged by the heavy dragoons. The French commander hastily formed line, and commenced to move his whole force forward under cover of a dense fog, which, however, was hardly favourable to them, as they were totally unacquainted with the ground. The English commander slowly fell back before the advance of the enemy, and swerved towards the west, and then suddenly made a half-turn to the left, this movement being met by the French bringing their right shoulders forward to maintain a line parallel to that of the English. Then a spirited charge of all the British infantry and dragoons was delivered with the utmost vehemence. The French received it in line in order not to slacken their fire. They poured thus a perfect hurricane of bullets into the English ranks as they slowly retired. But the English showed no inclination to charge home, and only kept pressing their foes back, while they were waiting for their artillery to open fire. A cry of surprise suddenly broke from the French rear ranks, and it served to explain the strange manoeuvre of the English, who, under cover of the fog, had forced their enemies into the Serpentine. The French Commander-in-Chief had not been aware of the existence of this small lake, not having had time or opportunity to reconnoitre. The scene was extraordinary, and soon an immense number of French troops were struggling frantically in the water, and hundreds of them were drowned while the whole of that wing of the army was thrown into confusion, and were ridden over and cut down by the exultant English.

Glossary:

Batteries: an artillery unit, usually consisting of six guns along with the men, equipment etc. that are needed to operate them.

Dragoons: soldiers on horseback

Infantry: soldiers on foot

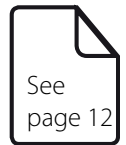
Vehemence: great force

Battalion: an army in battle

Reconnoitre: to inspect somewhere in order to gain information for military purposes

Exultant: triumphantly happy





Jane Eyre – Charlotte Brontë

Here Rochester begs Jane to stay with him after she discovers he is already married to Bertha Mason.

'Oh, Jane, this is bitter! This is wicked. It would not be wicked to love me.'

'It would to obey you.'

A wild look raised his brows – crossed his features: he rose, but he forbore yet. I laid my hand on the back of a chair for support: I shook, I feared – but I resolved.

'One instant, Jane. Give one glance to my horrible life when you are gone. All happiness will be torn away with you. What then is left? For a wife I have but the maniac upstairs: as well might you refer me to some corpse in yonder churchyard. What shall I do, Jane? Where turn for a companion, and for some hope?'

'Do as I do: trust in God and yourself. Believe in heaven. Hope to meet again there.'

'Then you will not yield?'

'No.'

'Then you condemn me to live wretched, and to die accursed?' His voice rose.

'I advise you to live sinless: and I wish you to die tranquil.'

'Then you snatch love and innocence from me? You fling me back on lust for a passion – vice for an occupation?'

'Mr Rochester, I no more assign this fate to you than I grasp at it for myself. We were born to strive and endure – you as well as I: do so. You will forget me before I forget you.'

'You make me a liar by such language: you sully my honour. I declared I could not change: you tell me to my face I shall change soon. And what a distortion in your judgement, what a perversity in your ideas, is proved by your conduct! Is it better to drive a fellow creature to despair than to transgress a mere human law – no man being injured by the breach? for you have neither relatives nor acquaintances whom you need fear to offend by living with me.'

This was true: and while he spoke my very conscience and reason turned traitors against me, and charged me with crime in resisting him. They spoke almost as loud as Feeling: and that clamoured wildly. 'Oh, comply!' it said. 'Think of his misery; think of his danger – look at his state when left alone; remember his headlong nature; consider the recklessness following on despair – soothe him; save him; love him; tell him you love him and will be his. Who in the worlds cares for *you*? or who will be injured by what you do?'

Still indomitable was the reply – 'I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself. I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad – as I am now. Laws and principles are not for the times when there is no temptation: they are for such moments as this, when body and soul rise in mutiny against their rigour; stringent are they; inviolate they shall be. If at my individual convenience I might break them, what would be their worth? They have a worth – so I have always believed; and if I cannot believe it now, it is because I am insane – quite insane: with my veins running fire, and my heart beating faster than I can count its throbs. Preconceived opinions, foregone determinations, are all I have at this hour to stand by: there I plant my foot.'





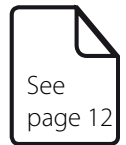
Pride and Prejudice – Jane Austen

Rejected by Elizabeth Bennet, Mr Collins finds that Charlotte Lucas is much more receptive to the idea of marriage.

The Bennets were engaged to dine with the Lucases; and again, during the chief of the day, was Miss Lucas so kind as to listen to Mr. Collins. Elizabeth took an opportunity of thanking her. "It keeps him in good-humour," said she, "and I am more obliged to you than I can express." Charlotte assured her friend of her satisfaction in being useful, and that it amply repaid her for the little sacrifice of her time. This was very amiable; but Charlotte's kindness extended further than Elizabeth had any conception of: its object was nothing less than to secure her from any return of Mr. Collins's addresses, by engaging them towards herself. Such was Miss Lucas's scheme; and appearances were so favourable that, when they parted at night, she would have felt almost sure of success if he had not been to leave Hertfordshire so very soon. But here she did injustice to the fire and independence of his character; for it led him to escape out of Longbourn House the next morning with admirable slyness, and hasten to Lucas Lodge to throw himself at her feet. He was anxious to avoid the notice of his cousins, from a conviction that, if they saw him depart, they could not fail to conjecture his design, and he was not willing to have the attempt known till its success could be known likewise; for though feeling almost secure – and with reason, for Charlotte had been tolerably encouraging – he was comparatively diffident since the adventure of Wednesday. His reception, however, was of the most flattering kind. Miss Lucas perceived him from an upper window as he walked towards the house, and instantly set out to meet him accidentally in the lane. But little had she dared to hope that so much love and eloquence awaited her there.

In as short a time as Mr Collins's long speeches would allow, everything was settled between them to the satisfaction of both; and as they entered the house, he earnestly entreated her to name the day that was to make him the happiest of men; and though such a solicitation must be waived for the present, the lady felt no inclination to trifle with his happiness. The stupidity with which he was favoured by nature must guard his courtship from any charm that could make a woman wish for its continuance; and Miss Lucas, who accepted him solely from the pure and disinterested desire of an establishment, cared not how soon that establishment was gained.





The Richardson-McFarland Tragedy – Daniel McFarland

The following two extracts are taken from a book “containing all the letters and other interesting facts and documents not before published” relating to the Richardson – McFarland trial. The book is by Daniel McFarland.

On November 25, 1869 Daniel McFarland entered the offices of the New York Tribune newspaper and shot Albert D. Richardson. McFarland had separated from his wife, Abby Sage, and suspected that she was now seeing Richardson.

Richardson died from his wounds a week later. Abby Sage had got her divorce from McFarland a little while earlier and she decided to marry Richardson on his death bed.

Now we approach the bridal service, which was administered by the Rev. Henry Ward Beecher, and which we give in full as it occurred :-

Mr Beecher (to Mr. Richardson) – Do you take the woman whom you have by your side now, in this hour, standing near the heavenly land, and renew to her the pledges of your love? Do you give your heart to her, and your name? Is she, before God and before these witnesses, your beloved, your honoured and your lawful wife?

Mr. Richardson (in an audible and clear voice) – Yes.

Mr Beecher (turning to Miss Sage or Mrs. McFarland,) – And do you accept him as your head in the Lord? And are you now to him a wife sacred and honoured, bearing his name? And will you love him to the end of your life?

Miss Sage – I do, and will.

Mr Beecher – Then by the authority given me by the Church of Christ I do pronounce you husband and wife; and may the blessing of Almighty God, the Father, the Son and the Holy Spirit, rest upon you and abide with you. Amen.

The ceremony was impressive in one sense, but sadly suggestive of grim and hallow materialism. Not a word of the softening salve of hope and consolation was spoken, and the voice of the Plymouth pastor is said to have had a strangely religio-theatric tone. One-third of the means which Mr. Richardson left became now the property of his death-bed bride. At five minutes past five o'clock, last Thursday morning, he expired. Among those who surrounded him were his brother, C.A. Richardson, his son, L.P. Richardson, his wife, Mrs. McFarland-Sage, Dr. Swan, Mr. and Mrs. Holder, Mr. and Mrs. Gilbert, and one of two newspaper writers. It was a deeply affecting scene to which the profoundly sorrow-stricken face of the dead man's son, who though so young, seemed in his thoughtful countenance to realize the intense desolation of his father's dying moments.

Glossary:

Countenance: a person's face or facial expression



Learner Resource 2.4 Marriage



***Eighty Years and More: Reminiscences 1815–1897* – Elizabeth Cady Stanton**

Elizabeth Cady Stanton called for reform of the marriage laws in the US at the National Women’s Rights convention in Albany, New York, 1860. She had argued that women should be allowed to divorce husbands who were cruel, drunken, insane or who deserted their wives.

The discussion on the question of marriage and divorce occupied one entire session of the convention, and called down on us severe criticisms from the metropolitan system. Enemies were unsparing in their denunciations, and friends ridiculed the whole proceeding. I was constantly called on for a definition of marriage and asked to describe home life as it would be when men changed their wives every Christmas. Letters and newspapers poured in upon me, asking all manner of absurd questions, until I often wept with vexation. So many things, that I had neither thought nor said, were attributed to me that, at times, I really doubted my own identity.

However, in the progress of events the excitement died away, the earth seemed to turn on its axis as usual, women were given in marriage, children were born, fires burned as brightly as ever at the domestic altars, and family life, to all appearances, was as stable as usual.

Public attention was again roused to this subject by the McFarland-Richardson trial, in which the former shot the latter, being jealous of his attentions to his wife. McFarland was a brutal, improvident husband, who had completely alienated his wife’s affections, while Mr. Richardson, who had long been a cherished acquaintance of the family, befriended the wife in the darkest days of her misery. She was a very refined, attractive woman, and a large circle of warm friends stood by her through the fierce ordeal of her husband’s trial.

Though McFarland did not deny that he killed Richardson, yet he was acquitted on the plea of insanity, and was, at the same time, made the legal guardian of his child, a boy, then, twelve years of age, and walked out of the court with him, hand in hand. What a travesty on justice and common sense that, while a man is declared too insane to be held responsible for taking the life of another, he might still be capable of directing the life and education of a child! And what an insult to that intelligent mother, who had devoted twelve years of her life to his care, while his worthless father had not provided for them the necessaries of life!

She married Mr. Richardson on his deathbed. The ceremony was performed by Henry Ward Beecher and Rev. O. B. Frothingham, while such men as Horace Greeley and Joshua Leavitt witnessed the solemn service. Though no shadow had ever dimmed Mrs. Richardson’s fair fame, yet she was rudely treated in the court and robbed of her child, though by far the most fitting parent to be intrusted with his care.

As the indignation among women was general and at white heat with regard to her treatment, Miss Anthony suggested to me, one day, that it would be a golden opportunity to give women a lesson on their helplessness under the law—wholly in the power of man as to their domestic relations, as well as to their civil and political rights. Accordingly we decided to hold some meetings, for women alone, to protest against the decision of this trial, the general conduct of the case, the tone of the press, and the laws that made it possible to rob a mother of her child.

Glossary:

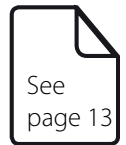
Denunciations: public disapproval

Vexation: annoyance, frustration

Improvident: thoughtless

Indignation: annoyance because of (perceived) unfair treatment





***The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson**

That night I had come to the fatal cross roads. Had I approached my discovery in a more noble spirit, had I risked the experiment while under the empire of generous or pious aspirations, all must have been otherwise, and from these agonies of death and birth I had come forth an angel instead of a fiend. The drug had no discriminating action; it was neither diabolical nor divine; it but shook the doors of the prisonhouse of my disposition; and like the captives of Philippi, that which stood within ran forth. At that time my virtue slumbered; my evil, kept awake by ambition, was alert and swift to seize the occasion; and the thing that was projected was Edward Hyde. Hence, although I had now two characters as well as two appearances, one was wholly evil, and the other was still the old Henry Jekyll, that incongruous compound of whose reformation and improvement I had already learned to despair. The movement was wholly towards the worse.

Even at that time, I had not yet conquered my aversion to the dryness of a life of study. I would still be merrily disposed at times; and as my pleasures were (to say the least) undignified, and I was not only well known and highly considered, but growing towards the elderly man, this incoherency of my life was daily growing more unwelcome. It was on this side that my new power tempted me until I fell in slavery. I had but to drink the cup, to doff at once the body of the noted professor, and to assume, like a thick cloak, that of Edward Hyde. I smiled at the notion; it seemed to me at the time to be humorous; and I made my preparations with the most studious care. I took and furnished that house in Soho to which Hyde was tracked by the police; and engaged as housekeeper a creature whom I well knew to be silent and unscrupulous. On the other side, I announced to my servants that a Mr Hyde (whom I described) was to have full liberty and power about my house in the square; and to parry mishaps, I even called and made myself a familiar object in my second character. I next drew up that will to which you so much objected; so that if anything befell me in the person of Dr Jekyll, I could enter on that of Edward Hyde without pecuniary loss. And thus fortified, as I supposed, on every side, I began to profit by the strange immunities of my position.

Men have before hired bravos to transact their crimes, while their own person and reputation sat under shelter. I was the first that ever did so for his pleasures. I was the first that could thus plod in the public eye with a load of genial respectability, and in a moment, like a schoolboy, strip off these lendings and spring headlong into the sea of liberty. But for me, in my impenetrable mantle, the safety was complete. Think of it – I did not even exist! Let me but escape into my laboratory door, give me but a second or two to mix and swallow the draught that I had always standing ready; and, whatever he had done, Edward Hyde would pass away like the stain of breath upon a mirror; and there in his stead, quietly at home, trimming the midnight lamp in his study, a man who could afford to laugh at suspicion, would be Henry Jekyll.

Glossary:

Prisonhouse: another word for prison. Also, in the 19th century, it was a prison designed by Jeremy Bentham which was circular with a watchtower in the centre so that prisoners felt as if they were under constant observation.

Disposition: character or personality

Compound: a potion that is made up of two (or more) chemical elements.

Mantle: archaic word for cloak. This word has generalised and now means anything that covers something completely. EG: a mantle of snow.

Philippi: a Macedonian city where those who had conspired to assassinate Julius Caesar holed up. After the battles there in 42 BC the victors released the conspirators in an act of mercy. An educated 19th Century audience would have been familiar with the reference thanks to Shakespeare's Julius Caesar where the battle features.

Bravo: hired assassin. From the Italian, meaning brave.





The Diary of a Resurrectionist 1811–1812

In the 19th Century there were not enough dead bodies for surgeons and trainee surgeons to dissect. They needed to do this in order to advance their knowledge of the human body. As a result, gangs of so-called resurrectionists robbed the graves of the recently dead and sold the bodies to medical schools.

Below are two entries from a diary kept by one of these resurrectionists. It was published in 1896 due to public demand and it records "the doings of one gang of the resurrection-men in London".

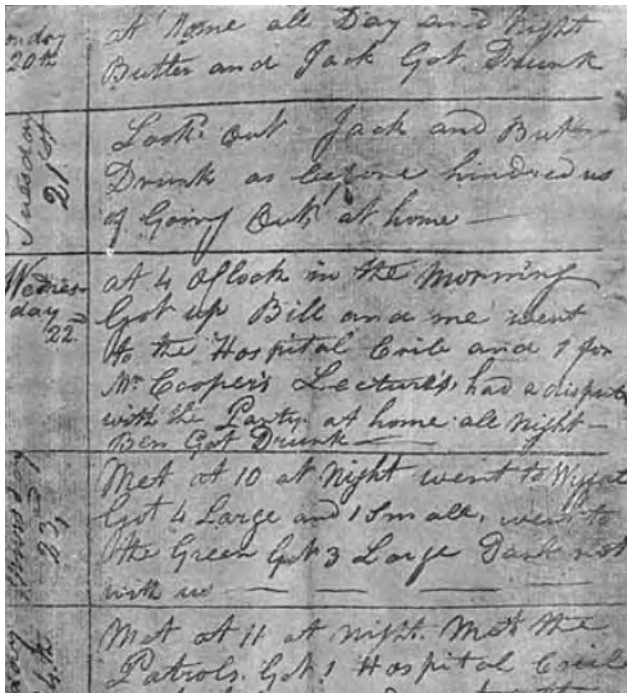
1812 August

Thursday 13th. Went to St Thomas's Crib could not succeed came back to the White horse, Bill got arrested, Millard pd. the Debt I got drunk would not go out, Bill & Hollis went to Weigate got 1 adult male, took to the Boro, Recd. £2 0s 0d

1812 October

Friday 9th. Went to look out at different places. At night went to St. Olave, got 2 adults M. & F.M. was opened took them to St. Thomas's; again met, I got drunk, I miss^d. going with the party.

They seperated, part went to Lambeth got 1 adult F. They missed, one took that to the Boro the others (Except Ben who was getting drunk) went to Connolly got 1 adult F., took that to Bartholomew, & removed the other same place.



Glossary:

St Thomas's: a London hospital

The Boro: a London hospital

£,s,d: pounds, shillings, pence. This was the currency that was used in Britain in the 19th century.

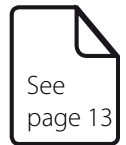
St Olave: a burial ground

Bartholomew: a London hospital

<http://www.gutenberg.org/files/32614/32614-h/32614-h.htm>



Learner Resource 3.3 Scientific advance



Below is a 19th century broadside, a single sheet of paper with a news story printed on it. These were common between the 16th and 19th centuries. This was re-printed in the introduction to *The Diary of a Resurrectionist 1811–1812*.

MIRACULOUS CIRCUMSTANCE:

“Being a full and particular account of John Macintire, who was buried alive, in Edinburgh, on the 15th day of April, 1824, while in a trance, and who was taken up by the resurrection-men, and sold to the doctors to be dissected, with a full account of the many strange and wonderful things which he saw and felt while he was in that state, the whole being taken from his own words.

“I had been some time ill of a low and lingering fever. My strength gradually wasted, and I could see by the doctor that I had nothing to hope. One day, towards evening, I was seized with strange and indescribable quiverings. I saw around my bed, innumerable strange faces; they were bright and visionary, and without bodies. There was light and solemnity, and I tried to move, but could not; I could recollect, with perfectness, but the power of motion had departed. I heard the sound of weeping at my pillow, and the voice of the nurse say, ‘He is dead.’ I cannot describe what I felt at these words. I exerted my utmost power to stir myself, but I could not move even an eyelid. My father drew his hand over my face and closed my eyelids. The world was then darkened, but I could still hear, and feel and suffer. For three days a number of friends called to see me. I heard them in low accents speak of what I was, and more than one touched me with his finger. The coffin was then procured, and I was laid in it. I felt the coffin lifted and borne away. I heard and felt it placed in the hearse; it halted, and the coffin was taken out. I felt myself carried on the shoulders of men; I heard the cords of the coffin moved. I felt it swing as dependent by them. It was lowered and rested upon the bottom of the grave. Dreadful was the effort I then made to exert the power of action, but my whole frame was immovable. The sound of the rattling mould as it covered me, was far more tremendous than thunder. This also ceased, and all was silent. This is death, thought I, and soon the worms will be crawling about my flesh. In the contemplation of this hideous thought, I heard a low sound in the earth over me, and I fancied that the worms and reptiles were coming. The sound continued to grow louder and nearer. Can it be possible, thought I, that my friends suspect that they have buried me too soon? The hope was truly like bursting through the gloom of death. The sound ceased. They dragged me out of the coffin by the head, and carried me swiftly away. When borne to some distance, I was thrown down like a clod, and by the interchange of one or two brief sentences, I discovered that I was in the hands of two of those robbers, who live by plundering the grave, and selling the bodies of parents, and children, and friends. Being rudely stripped of my shroud, I was placed naked on a table. In a short time I heard by the bustle in the room that the doctors and students were assembling. When all was ready the Demonstrator took his knife, and pierced my bosom. I felt a dreadful crackling, as it were, throughout my whole frame; a convulsive shudder instantly followed, and a shriek of horror rose from all present. The ice of death was broken up; my trance was ended. The utmost exertions were made to restore me, and in the course of an hour I was in full possession of all my faculties.

Glossary:

Innumerable: too many to count

Solemnity: serious, dignified

Clod: a lump of earth or clay

Procured: obtained with care or effort

Plundering: stealing



Learner Resource 3.4 Scientific advance



Bahá'u'lláh founded the Bahá'í faith in 19th century Persia.

In 1866 Bahá'u'lláh began writing letters to the world's rulers, including Queen Victoria, declaring himself a Messenger of God and explaining how world peace might evolve.

O YE the elected representatives of the people in every land! Take ye counsel together, and let your concern be only for that which profiteth mankind, and bettereth the condition thereof, if ye be of them that scan heedfully. Regard the world as the human body which, though at its creation whole and perfect, hath been afflicted, through various causes, with grave disorders and maladies. Not for one day did it gain ease, nay its sickness waxed more severe, as it fell under the treatment of ignorant physicians, who gave full rein to their personal desires, and have erred grievously. And if, at one time, through the care of an able physician, a member of that body was healed, the rest remained afflicted as before. Thus informeth you the All-Knowing, the All-Wise.

We behold it, in this day, at the mercy of rulers so drunk with pride that they cannot discern clearly their own best advantage, much less recognize a Revelation so bewildering and challenging as this. And whenever any one of them hath striven to improve its condition, his motive hath been his own gain, whether confessedly so or not; and the unworthiness of this motive hath limited his power to heal or cure.

That which the Lord hath ordained as the sovereign remedy and mightiest instrument for the healing of all the world is the union of all its peoples in one universal Cause, one common Faith. This can in no wise be achieved except through the power of a skilled, an all-powerful and inspired Physician. This, verily, is the truth, and all else naught but error...

Glossary:

Heedfully: with awareness, attention

Maladies: illnesses

Erred: acted wrongfully

Sovereign: possessing a supreme power

Verily: certainly



Learner Resource 4.1 Dual identity/appearance



Jane Eyre – Charlotte Brontë

“...if she were a nice, pretty child, one might compassionate her forlornness; but one really cannot care for such a little toad as that.” So says Mrs. Reed’s maid, Miss Abbot, about the young Jane Eyre. In fact Jane herself says “I felt it a misfortune that I was so little, so pale, and had features so irregular and so marked”.

In the following extract Jane rejects Rochester after she discovers he is already married to Bertha Mason. As you read the extract think about whether her physical appearance bears any relation to her character.

His fury was wrought to the highest: he must yield to it for a moment whatever followed; he crossed the floor and seized my arm, and grasped my waist. He seemed to devour me with his flaming glance: physically, I felt, at the moment, [powerless as stubble exposed to the draught and glow of a furnace – mentally, I still possessed my soul](#), and with it the certainty of ultimate safety. The soul, fortunately, has an interpreter – often an unconscious, but still a truthful interpreter – in [the eye](#). My eye rose to his; and while I looked in his fierce face, I gave an involuntary sigh: his gripe was painful, and my overtaken strength almost exhausted.

‘Never,’ said he, as he ground his teeth, ‘never was anything at once so frail and so indomitable. A mere reed she feels in my hand! (And he shook me with the force of his hold.)’ I could bend her with my finger and thumb: and what good would it do if I bent, if I uprooted, if I crushed her? [Consider that eye: consider the resolute, wild, free thing looking out of it, defying me, with more than courage – with a stern triumph](#). Whatever I do with its cage, I cannot get it – the savage, beautiful creature! If I tear, if I rend the slight prison, my outrage will only [let the captive loose](#). Conqueror I might be of the house; but the inmate would escape to heaven before I could call myself possessor of its clay dwelling place. And it is you, spirit – with will and energy, and virtue and purity – that I want: not alone your brittle frame. Of yourself, you could come with soft flight and nestle against my heart, if you would: seized against your will you will elude the grasp like an essence – you will vanish ere I inhale your fragrance...’



Learner Resource 4.2 Dual identity/appearance



***The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson**

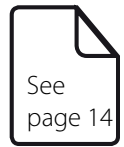
Mr Hyde is described by Utterson as having a “displeasing smile” and speaking with a “husky, whispering and somewhat broken voice”. He believes the “impression of deformity” is the “radiance of a foul soul”.

The extract below is taken from Dr Jekyll’s statement at the end of Stevenson’s book. Jekyll has taken the drug compound he has concocted and transformed into Mr Hyde for the first time.

I must here speak in theory alone, saying not that which I know, but that which I suppose to be most probable. The evil side of my nature, to which I had now transferred the stamping efficacy, was less robust and less developed than the good which I had just deposed. Again, in the course of my life, which had been, after all, nine-tenths a life of effort, virtue and control, it had been much less exercised and much less exhausted. And hence, as I think, it came about that Edward Hyde was so much smaller, slighter and younger than Henry Jekyll. Even as good shone upon the countenance of the one, evil was written broadly and plainly on the face of the other. Evil besides (which I must still believe to the lethal side of man) had left on that body [an imprint of deformity and decay](#). And yet when I looked upon that ugly idol in the glass, I was conscious of no repugnance, rather of a leap of welcome. This, too, was myself. It seemed natural and human. In my eyes it bore a livelier image of the spirit, it seemed more express and single, than the imperfect and [divided countenance](#). I had been hitherto accustomed to call mine. And in so far I was doubtless right. I have observed that when I wore the semblance of Edward Hyde, [none could come near to me at first without a visible misgiving of the flesh](#). This, as I take it, was because all human beings, as we meet them, are commingled out of good and evil: and Edward Hyde, alone, in the ranks of mankind, was pure evil.



Learner Resource 4.3 Dual identity/appearance



Illustrative Studies in Criminal Anthropology – Cesare Lombroso

These excerpts from an article by the Italian criminal psychologist and physician Cesare Lombroso appeared in the quarterly US philosophical journal *The Monist* at the beginning of the 1890s.

Lombroso believed that criminals were physically different to 'ordinary' people and conducted experiments to prove his theory.

Secretions. – Dr. Ottolenghi has made in my laboratory a number of observations with 15 born criminals and 3 occasional criminals, for the purpose of measuring the proportional quantities of urea, chlorides, and phosphates eliminated under the same alimentary conditions. Here are the average results:

Urea per 100 grammes of the weight of the body	Born criminals	0.39 grammes
	Occasional criminals	8.53 grammes
Phosphates.....do.....	Born criminals	0.024 grammes
	Occasional criminals	0.0195 grammes
Chlorides.....do.....	Born criminals	0.28 grammes
	Occasional criminals	0.29 grammes

There is therefore amongst the born criminals a diminution in the elimination of urea; and an augmentation in that of phosphates, while the elimination of chlorides does not vary.

Walk. – A study which I have made with Perachia, shows us that, contrary to the case of normal men, the step of the left foot of criminals is generally longer than that of the right; besides they turn off from the line of the axis more to the right than to the left.

The Skeleton. – Mr. Tenchini, having made studies upon 63 skeletons of criminals, has found in the proportion of 6 out of 100 cases, the perforation of the bony prominence at the back of the elbow; he likewise observed additional ribs and vertebrae in 10 cases out of 100 of them, and also too few, in the same proportion.

Dr Ottolenghi has studied in my laboratory the wrinkles of 200 criminals and 200 normal persons (workingmen and peasants), and he has found that they occur earlier and much more frequently among the criminals; in fact, two to five times more so than among normal persons, with predominance of the wrinkle situated in the middle of each cheek, which may well be called the wrinkle of vice, and is the characteristic wrinkle of criminals.

In criminal women (80) also, wrinkles have been found more frequent than in normal women, although here the difference is not so marked. One calls to mind at once the wrinkle of the sorcerers. It is enough to look at the bust of the celebrated Sicilian woman poisoner, preserved in the National Museum of Palermo, and whose face is one heap of wrinkles.

Experiments were made a short time ago by Mr. Rossi, who studied the result of measurements in 100 criminals (nearly all thieves). He found the breadth of the span of the arms to be greater than the height of body in 88; and in 11 to be less. In 30 he found the right foot larger; in 58 he found the left foot larger; in 12 both feet equal. The right arms of 43 per cent. were longer than the left, and the left in 54 per cent. longer than the right. Which confirms to a marvellous degree the *gaucherie*, mancinism, or structural misproportion, that had before been indicated by the study of the walk of criminals.

This anatomical misproportion I have very recently verified with Mr. Ottolenghi by measurements of the two hands, the middle fingers, and the feet, right and left, in 90 normal persons and in 100 born criminals.



Learner Resource 4.3 Dual identity/appearance

Glossary:

Gaucherie: awkwardness

Mancinism: left-handed



Learner Resource 4.4 Dual identity/appearance



An interview with Adam Pearson

Pearson stars in the 2013 science fiction film *Under the Skin* with Scarlett Johansson. He was born with a condition that causes tumours to grow on his face.

"He points out that facial imperfections are often used as shorthand for evil in films, whether it be Blofeld's eye scar in James Bond or the villain in Disney's recent adaptation of *The Lone Ranger*, whose face was severely scarred and who was given what appeared to be a cleft palate in makeup. "It's always used very lazily," explains Pearson."

Whole article: <http://www.theguardian.com/film/2014/apr/13/scarlett-johansson-screen-stigma-disfigurement>





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