



GCE

# Home Economics (Food, Nutrition and Health)

Advanced Subsidiary GCE

Unit **G001**: Society and Health

## Mark Scheme for January 2013

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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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**Subject-specific Marking Instructions****Marking crossed out and duplicated answers**

OCR currently provides examiners with 'rules' for marking crossed out answers.

Duplicated answers refer to two (or more) alternative responses to the same question, or responses to more optional questions than required within the paper rubric.

The rules are as follows:

***Crossed out answers***

- where a candidate crosses out an answer and provides an alternative response the crossed out response is not marked and gains no marks
- where a candidate crosses out an answer to a whole question, but makes no second attempt and the inclusion of the answer would not cause a rubric infringement, the assessor should attempt to mark the crossed out response and award marks

***Duplicated answers:***

- normally all responses are marked and the highest mark given
- where alternate answers are provided to a multiple choice question, no mark should be awarded (for example: following a request to tick one box, the candidate ticks two or more boxes)
- where the candidate provides contradictory responses, no mark should be awarded (for example: the candidate writes a statement such as 'water freezes at 0oC this means it is a liquid at -10oC'). The candidate, here, does not seem to understand the context of the 'question'
- where the candidate has adopted a 'scattergun' approach by providing multiple answers to a single response question, no mark should be awarded.

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Question			Answer	Marks	Guidance
1	(a)	(i)	£12	1	Accept 12 or £12.
		(ii)	£2	1	Accept 2 or £2.
		(iii)	<ul style="list-style-type: none"> <li>Type of job/employment</li> <li>Age of person</li> <li>Number of dependent children/family</li> <li>Education-more educated spend more time outside the home</li> <li>Income/The amount of money they have to spend/cost of activity</li> <li>How much time they have/working hours/when leisure activities held.</li> <li>Where they live/cost and convenience of transport in rural area.</li> <li>Facilities available</li> <li>Hobbies/interests of person</li> <li>Gender – generally women have less leisure time than men.</li> </ul>	3	Accept any three factors including one word answers.
	(b)	(i)	<ul style="list-style-type: none"> <li><b>Patterns of employment</b></li> <li>Age of workforce rising.</li> <li>Increase in retirement age.</li> <li>Many people not retiring.</li> <li>Fewer young people entering the job market.</li> <li>Less jobs available for young.</li> <li>Increase in jobs in caring field.</li> <li>Greater mobility required.</li> <li>More part time work.</li> <li>The burden of dependency will impact on the younger work force.</li> </ul>	6	3 marks for patterns of employment. Accept any three well written effects on society of an ageing population. Accept one point with a <b>detailed</b> explanation for three marks

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		(ii)	<ul style="list-style-type: none"> <li>• <b>Social care provision</b></li> <li>• Increased demand for places in care homes.</li> <li>• Pressure put on voluntary services e.g. meals on wheels.</li> <li>• Shortage of carers/increased need for workers in care sector.</li> <li>• Increased cost of care in community.</li> <li>• Rise in number of elderly who want to stay at home.</li> <li>• Increase in number claiming benefits.</li> <li>• More provision needed where elderly retire.</li> <li>• Increased pressure on NHS/longer waiting lists/greater need for health care.</li> <li>• More people require care.</li> <li>• Increased need for suitable housing/adaptations.</li> </ul>		<p>3 marks for social care provision. Accept any three well written effects on society of an ageing population.</p> <p>Accept one point with a <b>detailed</b> explanation for three marks</p>
		(c)	<ul style="list-style-type: none"> <li>• Working population has to pay more tax and/or National Insurance.</li> <li>• To support those unable to work</li> <li>• To provide the services/ benefits they need.</li> </ul>	2	Two marks for an explanation that includes reference to the work force paying more tax/NI to support those not working/claiming benefits
		(d)	<ul style="list-style-type: none"> <li>• <b>Transport</b> – easily accessible/regular and reliable</li> <li>• <b>Medical services</b> – easy access to doctor/health centre /nearest hospital on transport route/access to health services e.g. dentist.</li> <li>• <b>Shops</b> – need to be close to housing/easy to access/ on transport route/variety.</li> <li>• <b>Leisure facilities</b> – education e.g. night classes/exercise/religious meetings/discussion groups/entertainment.</li> <li>• <b>Day Centres</b> – makes them socially active.</li> </ul>	4	<p>One mark for identification of the facility or service. One mark for description.</p> <p><b>Or</b> Two marks for a full description.</p>

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					Content	Levels of response
	(e)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Physiological need</b> – at base of Maslow's pyramid and includes food, warmth, sleep, shelter, sex</li> <li>• <b>Safety</b> – need to feel safe and protected, secure and stable, society must have values and laws, individuals can make themselves feel secure eg fitting burglar alarm</li> <li>• <b>Social need</b> – love and sense of belonging, social relationships</li> <li>• <b>Esteem need</b> – desire to achieve, acquire status and independence, through achievement at school/work</li> <li>• <b>Self actualisation</b> – realise own potential, sense of satisfaction and accomplishment; accept others, content with themselves, most difficult to achieve.</li> </ul>	8	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p><b>Level 3 (7–8 marks)</b> The candidate is able to demonstrate clear knowledge of Maslow's hierarchy of needs. The description will be detailed and will be developed and supported, by the use of subject specific examples from all five areas of need. Ideas will be expressed clearly and fluently. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (4–6 marks)</b> The candidate is able to demonstrate knowledge of Maslow's hierarchy of needs. The description will show understanding. The explanation may not be fully developed and may lack examples from all five areas of need. Ideas will be expressed clearly and fluently. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (1–3 marks)</b> The candidate is able to demonstrate superficial knowledge of Maslow's hierarchy of needs. The description will show very limited understanding. The information may be poorly expressed and errors of grammar, punctuation and spelling will be intrusive.</p> <p>0 = no response worthy of credit</p>
			<b>Total</b>	<b>25</b>		

Question			Answer	Marks	Guidance	
					Content	Levels of response
2	(a)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Food intake is excessive in quantity</b> – Energy intake not equalling expenditure</li> <li>• <b>Meals eaten are not well balanced</b> – do not contain appropriate amounts of all necessary nutrients required for health. Portion control</li> <li>• <b>Too many ready meals/take away/snack foods/processed foods</b> – high in fat, sugar</li> <li>• <b>Not consuming at least five portions of fruit and vegetables per day</b></li> <li>• <b>Eating too many protein foods</b> – secondary source of energy</li> <li>• <b>Eating too many sugary carbohydrates</b></li> <li>• <b>Eating too many foods containing fat</b></li> <li>• <b>Eating too many full fat dairy foods</b> – cheese, cream and butter</li> <li>• <b>Lack of exercise</b> – playing computer games.</li> <li>• <b>Influence of media</b> –TV advertising/food industry etc</li> <li>• <b>Psychological reasons</b> – stress/bullying/comfort eating, low self esteem.</li> <li>• <b>Parental influence</b> – if parents don't prepare healthy meals, not good role models</li> <li>• <b>Lack of education/knowledge</b> – not aware how to prepare and cook healthy meals.</li> <li>• <b>Working parents</b> – limited time to prepare healthy meals/ use of convenience foods</li> </ul>	10	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p><b>For each question in Section B</b>  <b>AO1 Demonstrate knowledge and understanding accounts for 3 marks.</b>  <b>AO2 Apply knowledge and understanding and analyse problems accounts for 14 marks</b>  <b>AO3 Organise, evaluate and justify accounts for 8 marks.</b></p> <p><b>Level 4 (9–10 marks)</b>  The candidate is able to identify and describe a wide range of factors that are clearly linked to obesity in children. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (6–8 marks)</b>  The candidate is able to identify and describe a range of factors that are mostly linked to obesity in children. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p>

Question			Answer	Marks	Guidance	
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	(b)		<b>Indicative content:</b> <ul style="list-style-type: none"> <li>Helping poorer people to make good choices about health</li> <li>To try and stop people buying unhealthy food, cigarettes and alcohol</li> <li>No smoking in public places</li> <li>Working with schools to help children to be healthier eg providing children with healthy food to eat, making sure children see a school nurse, encouraging children to do sport and exercise, linking PE lessons to sporting events</li> <li>Greater punishments to stop owners who sell cigarettes to young people</li> <li>Spend time and money helping poorer communities to help people to be healthier, work with sports clubs to help people do more sport, make it easier to cycle and walk</li> <li>Help people be healthier at work by helping more people to get a job.</li> <li>Five a Day</li> <li>Eat well plate</li> <li>School Fruit and Vegetable Scheme</li> <li>NHS accredited trainers will be available to provide advice and support on healthy eating.</li> <li>Working with the food industry to improve food labelling and restricting advertisement for foods high in sugar and fat during children's programmes</li> <li>Change for life</li> <li>The Healthy Start scheme</li> <li>The School Food Trust</li> <li>The National Healthy Schools Programme</li> <li>The Walk once a Week scheme</li> <li>Cycling to school. Encouraging and developing a School Cycling Policy, which could be part of a School Travel Plan</li> </ul>	15	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p><b>Level 4 (13–15 marks)</b> The candidate is able to describe a range of current health education policies with links of how they aim to improve the health of young people. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (9–12 marks)</b> The candidate describes a range of current health education policies with some links of how they aim to improve the health of young people. There will be evidence of subject specific terminology. The information will be expressed clearly although some ideas may not be fully developed. There may be occasional errors in spelling punctuation and grammar.</p> <p><b>Level 2 (5–8 marks)</b> The candidate describes some current health education policies with limited links of how they aim to improve the health of young people. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p>



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			<ul style="list-style-type: none"> <li>Many schools are considering and setting up before and after school provision. eg breakfast club.</li> </ul> <p>Candidates may describe their own school initiatives.</p>			<p><b>Level 1 (1–4 marks)</b></p> <p>The candidate describes one or two current health education policies with no clear link of how they aim to improve the health of young people. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit</p>
			<b>Total</b>	<b>25</b>		

Question			Answer	Marks	Guidance	
					Content	Levels of response
3	(a)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Hostel</b> – basic accommodation, meals, shared facilities/room</li> <li>• <b>Shared housing</b> – group of people living in the same house – usually rented from private landlord</li> <li>• <b>Rented flat or maisonette</b> – from private or social landlord. No mortgage commitment</li> <li>• <b>Social Housing</b></li> <li>• <b>Homes can be rented from Registered social landlord (RSL) (housing association) or from the local authority (council).</b> They work together to meet housing need</li> <li>• <b>Most local authorities and RSLs operate a waiting list.</b> Individuals apply to rent property, applicants are assessed. Homes can be allocated using a points based system</li> <li>• <b>Buying a home through a mortgage</b></li> <li>• <b>Homebuy schemes</b> – aid the purchase of homes part buy and part rent the property</li> <li>• <b>Living at home with parents.</b></li> <li>• <b>University Halls of Residence</b></li> </ul>	10	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p><b>Level 4 (9–10 marks)</b> The candidate is able to fully describe the range and types of housing available to young people. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (6–8 marks)</b> The candidate is able to describe the range and type of housing available to young people. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–5 marks)</b> The candidate is able to give some description of the range and type of housing available to young people. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p>

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Question			Answer	Marks	Guidance	
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						<b>Level 1 (1–2 marks)</b> The candidate is able to give a limited description of the range and type of housing available to young people. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.  0 = no response worthy of credit

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(b)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Cavity wall insulation</b> – Involves filling the cavity between the house walls with insulation material to prevent heat loss</li> <li>• <b>Floor insulation</b> – Use of silicone sealants around skirting boards</li> <li>• Use heat reflecting underlay under laminate, wood and carpet floors</li> <li>• Put insulating boards on top of concrete floors</li> <li>• <b>Loft insulation</b> – Traps rising heat in the house. Insulation materials can be wool, fibre glass or recycled materials such as paper and clothing. Loose fill loft insulation such as foam or polystyrene beads are suitable for lofts with restricted access.</li> <li>• The thicker the loft insulation the more heat it can retain/should be at least 270mm</li> <li>• <b>Draught proofing</b></li> <li>• Use foam or rubber strips to fill gaps in window and door frames</li> <li>• Nylon brush strips can cover keyholes, letterboxes and the bottom of doors</li> <li>• <b>Double/triple glazing</b> – The air gap between the glass sheets creates an insulating barrier</li> <li>• Argon gas filled glazing can be used as the gas transmits heat less readily</li> <li>• Some glazing has special heat reflective coatings</li> <li>• Secondary glazing – additional window and frame on the rooms side of the existing window</li> <li>• <b>Heating and hot water</b></li> <li>• Lagging pipes and tanks.</li> <li>• By law any new boilers in England and Wales must be the high efficiency condensing type</li> </ul>		<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> <p>Take care not to credit energy saving light bulbs, timers, stand by.</p>	<p><b>Level 4 (13–15 marks)</b> The candidate is able to explain fully how a house may be improved to be more energy efficient. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (9–12 marks)</b> The candidate is able to explain how a house may be improved to be more energy efficient. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (5–8 marks)</b> The candidate is able to give some explanation of how a house may be improved to be more energy efficient. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p>

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			<ul style="list-style-type: none"> <li>• Use a Combination boiler as this removes the need for a hot water tank/hot water is supplied on demand</li> <li>• Use independent room thermostats on radiators to control heat output.</li> <li>• Solar panels for electricity and water heating systems.</li> </ul>			<b>Level 1 (1–4 marks)</b> The candidate gives a limited explanation of how a house may be improved to be more energy efficient. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.  0 = no response worthy of credit
			<b>Total</b>	<b>25</b>		

Question			Answer	Marks	Guidance	
					Content	Levels of response
4	(a)		<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Availability of financial resources</b></li> <li>• Income from employment, welfare benefits and investments</li> <li>• Large income families tend to have higher standard of living</li> <li>• Some households have more than one wage due to the high costs of running the home</li> <li>• <b>The number of people</b></li> <li>• Large households need large incomes to sustain the standard of living</li> <li>• Collective income of a large family can increase standard of living</li> <li>• <b>The number of dependents</b></li> <li>• Could include children, the elderly, unemployed or the disabled</li> <li>• May make a limited contribution to the household income but require a greater proportion of the resources</li> <li>• A household with dependant members may have a lower standard of living</li> <li>• <b>The profession or occupation of individuals</b></li> <li>• Certain professions and occupations have larger salaries</li> <li>• Individuals in these profession provide a higher standard of living within their household</li> <li>• Income from unskilled manual work or part time work may lower standard of living</li> <li>• Education must be considered as graduates tend to earn more than non graduates</li> <li>• <b>The health of individuals</b></li> <li>• Illness and disability can affect earning potential</li> <li>• May lead to a loss of earnings</li> </ul>	10	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p>	<p><b>Level 4 (9–10 marks)</b> The candidate is able to explain a wide range of factors that may affect the standard of living for households and families. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (6–8 marks)</b> The candidate is able to explain a range of factors that may affect the standard of living for households and families. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p>

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			<ul style="list-style-type: none"> <li>Costs include: prescription charges, special diets, heating the home all day, transport to hospital</li> <li>Other family members may have to give up work to provide a caring role</li> <li><b>The geographical location</b></li> <li>Fewer employment opportunities in some areas of the UK</li> <li>Living in rural areas can increase transport costs</li> <li>It is more expensive to buy property in certain parts of the UK</li> <li><b>The amount of debt</b></li> <li>Households now spend more of their income of repaying debt</li> <li>Consumer borrowing has risen</li> <li>A household with substantial debt will have a lower standard of living</li> <li><b>The cost of housing</b></li> <li>House prices have increased and mortgage repayments can be difficult to meet</li> <li>Interest rates may rise and reduce the amount of available money in the household</li> <li>Maintenance of the home can be expensive especially in older properties. Older properties can be more expensive to heat in the winter.</li> </ul>			<p><b>Level 2 (3–5 marks)</b> The candidate explains some of the factors that may affect the standard of living for households and families. Information will be relevant with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p> <p><b>Level 1 (1–2 marks)</b> The candidate gives a limited explanation of the factors that may affect the standard of living for households and families. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit</p>

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			<b>Indicative content:</b> <ul style="list-style-type: none"> <li>• <b>Jobseeker's allowance</b> – must be available for work, able to work and seeking employment – available to the unemployed and those working less than 16 hours per week</li> <li>• <b>Income support</b> – for individuals who cannot work and do not have enough money to maintain a reasonable standard of living; individuals savings will be taken into consideration; may be suitable for lone parents, registered sick/disabled and carers</li> <li>• <b>Housing benefit</b> including council tax benefit – helps towards payment of rent and council tax</li> <li>• <b>Job/employment grants</b> – one off payment to help with the cost of moving from unemployment to work</li> <li>• <b>Work programme</b> – job centres have employment service advisers. May be compulsory schemes where claimants must take part in order to receive support; or voluntary schemes where claimants are encouraged to join</li> <li>• <b>Work clubs/job club</b> – offer training on the completion of CV and preparation for interviews. Centres may have internet access, telephones and photocopying services for people to use</li> <li>• <b>Work trials/Employment on Trial</b> – enables employers to try out unemployed people in a job for up to 15 days. The aim is to encourage employers to permanently employ a person on the trial</li> <li>• <b>Training schemes</b> – these are aimed at young people who do not qualify for job seekers</li> </ul>	15	<p>If communication is clear this will help inform the level. Credit will be given for all valid points.</p> <p>There is no new deal or flexible new deal.</p>	<p><b>Level 4 (13–15 marks)</b> The candidate is able to describe a wide range of the support services available to the unemployed. Ideas will be expressed clearly and fluently in a well structured manner and will be supported, where appropriate, with examples. Technical terms will be used correctly and appropriately. There will be few if any errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (9–12 marks)</b> The candidate is able to describe a range of support services available to the unemployed. The information will be expressed clearly although some ideas may not be fully developed. There will be some use of specialist terminology. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (3–5 marks)</b> The candidate describes some factors with limited links to obesity in children. Some information will be relevant, with some subject specific terminology although not always used appropriately. There may be some errors in spelling punctuation and grammar.</p>



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	(b)		<ul style="list-style-type: none"> <li>• They provide work based training</li> <li>• <b>Apprenticeship programmes</b> – help young people leaving school or college to achieve vocational qualifications and skills. Many apprentices are employed after completing their apprenticeship</li> <li>• <b>New enterprise allowance</b> – to help start up a business, mentor and financial support if obtaining jobseekers for 6 months</li> <li>• <b>Work experience</b> – 18–24 and in receipt of JSA</li> <li>• <b>Sector based work academies</b> over 18 and claiming JSA or Employment and Support Allowance. Offer training and work experience.</li> </ul>			<p><b>Level 1 (1–2 marks)</b> The candidate describes one or two factors with no clear link to obesity in children. Information will be poorly expressed and there will be limited if any use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = no response worthy of credit</p>
			<b>Total</b>	<b>25</b>		

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