



## **Cambridge Technicals**

## **Health and Social Care**

### **Unit 7: Safeguarding**

Level 3 Cambridge Technical in Health and Social Care  
**05830 - 05833**

## **Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2018

Annotations to be used when marking Unit 7.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question	Answer/Indicative content	Mark	Guidance
1	<p>(a) <b>One</b> mark for identification of type of abuse. <b>Four</b> required  <b>One</b> mark for each sign of abuse given. <b>Four</b> required</p> <p><b>Types of abuse:</b></p> <ul style="list-style-type: none"> <li>• bullying</li> <li>• discrimination</li> <li>• emotional/psychological</li> <li>• exploitation/mate crime</li> <li>• institutional ( e.g. sexual, physical and neglect)</li> <li>• neglect</li> <li>• sexual</li> <li>• financial</li> <li>• physical</li> </ul> <p><b>Signs of abuse:</b></p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• avoidance of undressing/embarrassment</li> <li>• bedsores</li> <li>• unexplained injuries (e.g. burns, fractures, bleeding/ physical injuries, broken bones, bruises, bite marks, burns, bruising, cuts)</li> <li>• malnourishment/eating disorders</li> <li>• changes in behaviour</li> <li>• dehydration</li> <li>• dirty clothing</li> <li>• disturbed sleep</li> <li>• exclusion</li> <li>• fear of certain people or situations</li> <li>• inappropriate or sexualised behaviour</li> <li>• lack of confidence</li> <li>• low self esteem</li> <li>• malnourishment / malnutrition</li> <li>• self-harm</li> <li>• STIs / pregnancy</li> <li>• unexplained injuries, e.g. bleeding/ physical injuries, e.g. broken bones, bruises, bite marks, burns</li> <li>• unexplained loss of money or possessions</li> </ul>	<p><b>8</b>  (4 x 1)  (4 x 1)</p>	<p>Wording for <b>examples</b> does not have to be exactly the same as in indicative content. Examples may be interchangeable</p> <p><b>Annotation:</b>  The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1525 568 1946 668" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not credit repeats – the question asks for <b>different</b> types and signs of abuse.</p> <p>The sign of abuse given by candidates must match to the type of abuse.</p> <p>Accept other appropriate examples.</p>

Question		Answer/Indicative content	Mark	Guidance
1	(b)	<p><b>One</b> mark for each non –professional identified. <b>Three</b> required</p> <ul style="list-style-type: none"> <li>• peers/friends</li> <li>• parent/guardian</li> <li>• family</li> <li>• siblings: brother / sister</li> <li>• members of the public, e.g. neighbours</li> <li>• Individuals e.g. <ul style="list-style-type: none"> <li>mother,</li> <li>father,</li> <li>uncle,</li> <li>aunt,</li> <li>work colleague.</li> </ul> </li> </ul>	<p><b>3</b> (3 x 1)</p>	<p>Do not accept repeated answers</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	(c)* <b>Supporting positive risk-taking</b> <ul style="list-style-type: none"> <li>Empowering individuals to take responsibility for their own choices and so become less dependent on others.</li> <li>Creating a safe environment where individuals can take risks and learn from mistakes.</li> <li>Looked after children can learn to explore and take risks that will enable them to develop life skills and make suitable judgments about choices. - Their confidence in being able to judge what behaviours and choices they can make should increase as will their resilience</li> </ul> <b>Promoting choice</b> <ul style="list-style-type: none"> <li>Allows individuals to decide on options and weigh up advantages and disadvantages and so be in control of own life.</li> <li>Develops problem solving skills and allows them to make positive choices; Looked after children may have had limited choices in the past/ have been disempowered and so this will help engage them and allow them to explore new activities, foods, and educational environments.</li> <li>The children should be more confident when being offered choices and knowing how to make decisions increasing their resilience to changes and being able to adapt to new environments</li> </ul> <p>Accept other suitable examples</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. Focus is on analysis</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>Detailed analysis</li> <li>Confidence/resilience addressed</li> <li>Clear and explicit understanding of the link to looked after children</li> <li>Positive risk taking and promoting choice addressed</li> <li>Well-developed line of reasoning</li> <li>logically structured</li> <li>QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>Sound analysis</li> <li>Link to confidence and resilience may be implicit.</li> <li>Positive risk taking and promoting choice addressed.</li> <li>a line of reasoning in the most part relevant to looked after children</li> <li>QWC - mid</li> </ul>	<p><b>Level 3: 7 - 8 marks</b> Answers provide detailed analysis of how both supporting positive risk taking and promoting choice can help develop the confidence/resilience of looked after children. Both positive risk taking and promoting choice must be addressed. Link to confidence and resilience will be explicit as will link to looked after children. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 - 6 marks</b> There will be sound analysis of how supporting positive risk taking and promoting choice can help develop the confidence and resilience of looked after children. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max 4</b> if only positive risk taking or promoting choice.</p> <p><b>Level 1: 1 - 3 marks</b> There will be an attempt at an analysis of how supporting positive risk taking and promoting choice can help develop the</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
				<b>Level 1 – checklist</b> <ul style="list-style-type: none"> <li>• Limited analysis</li> <li>• basic information presented in an unstructured way</li> <li>• QWC – low</li> </ul>	confidence and resilience of looked after children. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <b>0 marks</b> - response not worthy of credit.

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2*	<p><b>Increased likelihood of abuse for:</b></p> <p><b>A person with dementia being cared for in their own home</b></p> <ul style="list-style-type: none"> <li>• May be reliant on visits / support and so could face neglect</li> <li>• Easy to take advantage of – will not know how to respond</li> <li>• Lack of proper supervision and a range of carers so may be less well trained.</li> <li>• Limited funding / time to promote good care (estimated visit time lengths used)</li> <li>• Poor memory .may not recall what has happened.</li> </ul> <p><b>A person with communication difficulties</b></p> <ul style="list-style-type: none"> <li>• May depend on others</li> <li>• Cannot raise concerns/ require others to voice their concerns and to communicate with others</li> <li>• Lack of adapted communication equipment/staff</li> <li>• Difficulties in expressing choices/ views, may not be easily understood, disempowered</li> </ul> <p>Accept other appropriate descriptions.</p>	10	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is description.</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• clear understanding of the increased likelihood of abuse will be evident</li> <li>• explicitly linked to both individuals - dementia and communication difficulties</li> <li>• well-developed line of reasoning</li> <li>• logically structured</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound description</li> <li>• reference to dementia / communication difficulties may be implicit</li> <li>• balance - may be one-sided with only dementia or communication difficulties done well</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 - checklist</b></p> <ul style="list-style-type: none"> <li>• limited description</li> <li>• dementia or communication difficulties</li> <li>• lacking an understanding of the situation</li> <li>• basic information presented in an unstructured way</li> <li>• QWC - low</li> </ul>	<p><b>Level 3: 8 - 10 marks</b> There will be a detailed description of why there is an increased likelihood of abuse for individuals with dementia and communication difficulties. Links to individuals with dementia and communication difficulties will be explicit. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 5 - 7 marks</b> Answer provides a sound description of why there is an increased likelihood of abuse for individuals with dementia and communication difficulties. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <b>sub-max 5:</b> if response relates only to dementia or communication difficulties.</p> <p><b>Level 1: 1- 4 marks</b> Answer provides a limited or basic description of why there is an increased likelihood of abuse for individuals with dementia and communication difficulties. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <b>0 marks</b> - response not worthy of credit.</p>

Question	Answer	Mark	Guidance												
3	<p data-bbox="259 242 304 274"><b>(a)</b> <b>One</b> mark for each correct answer, <b>four</b> required.</p> <table border="1" data-bbox="367 320 1167 722"> <tbody> <tr> <td data-bbox="367 320 954 416">Report the situation to a line manager.</td> <td data-bbox="954 320 1059 416">✓</td> <td data-bbox="1059 320 1167 416"><b>A</b></td> </tr> <tr> <td data-bbox="367 416 954 512">Leave the room.</td> <td data-bbox="954 416 1059 512">✓</td> <td data-bbox="1059 416 1167 512"><b>C</b></td> </tr> <tr> <td data-bbox="367 512 954 608">Call other professionals to stop John hurting himself or others.</td> <td data-bbox="954 512 1059 608">✓</td> <td data-bbox="1059 512 1167 608"><b>E</b></td> </tr> <tr> <td data-bbox="367 608 954 722">As soon as possible support and comfort John informing him that you will respond to his concerns.</td> <td data-bbox="954 608 1059 722">✓</td> <td data-bbox="1059 608 1167 722"><b>G</b></td> </tr> </tbody> </table>	Report the situation to a line manager.	✓	<b>A</b>	Leave the room.	✓	<b>C</b>	Call other professionals to stop John hurting himself or others.	✓	<b>E</b>	As soon as possible support and comfort John informing him that you will respond to his concerns.	✓	<b>G</b>	<p data-bbox="1263 242 1330 306"><b>4</b> (4x1)</p>	<p data-bbox="1402 242 2018 338"><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p data-bbox="1402 448 1872 480"><b>No other answers are acceptable.</b></p> <p data-bbox="1402 584 1883 647"><b>If more than four boxes are ticked:</b> Mark the first four only.</p> <p data-bbox="1402 679 2074 919"><b>Crossed Out Responses:</b> Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
Report the situation to a line manager.	✓	<b>A</b>													
Leave the room.	✓	<b>C</b>													
Call other professionals to stop John hurting himself or others.	✓	<b>E</b>													
As soon as possible support and comfort John informing him that you will respond to his concerns.	✓	<b>G</b>													

Question	Answer	Mark	Guidance
3 (b)	<p><b>One mark for each correct answer, two required.</b></p> <p><b>A - Report the situation to a line manager:</b></p> <ul style="list-style-type: none"> <li>• good practice – so they are aware</li> <li>• to ensure appropriate action is taken</li> <li>• ensures correct procedures are followed</li> <li>• allows further investigation</li> </ul> <p><b>C - Leave the room.</b></p> <ul style="list-style-type: none"> <li>• personal safety</li> <li>• to diffuse the situation</li> <li>• to fetch help</li> </ul> <p><b>E - Call other professionals to stop John hurting himself or others.</b></p> <ul style="list-style-type: none"> <li>• specialist staff trained to deal with this type of situation</li> <li>• to ensure correct/appropriate restraint procedures are used if necessary</li> <li>• to gain control of the situation</li> <li>• to obtain appropriate help and support for John</li> </ul> <p><b>G - As soon as possible support and comfort John informing him that you will respond to his concerns.</b></p> <ul style="list-style-type: none"> <li>• to meet John's care needs</li> <li>• to provide emotional support for John</li> <li>• provides him with reassurance</li> <li>• helps make him feel valued</li> </ul> <p>Accept other appropriate and valid justifications.</p>	2 (2x1)	<p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>Wording does not have to be exactly the same as in the indicative content.</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Error carried forward from 3(a) – Credit valid justification points even if 3(a) is incorrect.</p>

Question	Answer	Mark	Guidance
3 (c)	<p><b>Three marks for an explanation.</b>  <b>Adults with physical / learning disabilities at risk of abuse due to:</b></p> <ul style="list-style-type: none"> <li>• lack of suitable, trained, staff</li> <li>• lack of resources/funding/time</li> <li>• lack of mobility/ability to raise concerns</li> <li>• dependency on others, may feel powerless</li> <li>• may feel a burden so may refrain from complaining or raising concerns</li> <li>• less likely to report abuse/ speak up/raise concerns</li> <li>• may be easily manipulated/</li> <li>• taking advantage of lack of mental capacity</li> </ul>	3	<p>Wording does not have to be exactly the same as in the indicative content.</p> <p><b>Three marks:</b>  A detailed explanation that shows understanding of how the individual circumstances may make abuse more likely. Link to physical/learning disabilities is explicit and shows understanding.</p> <p><b>Two marks:</b>  A sound explanation that clearly shows understanding. May provide an example to illustrate point(s) made. Link to physical/learning disabilities may be implicit.</p> <p><b>One mark:</b>  A basic explanation that lacks clarity / relevance to individuals with physical/learning disabilities.</p> <p><b>Annotation:</b>  The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

Question	Answer/Indicative content	Mark	Guidance
4	<p><b>One</b> mark for identification of a policy. <b>Two</b> required <b>Polices</b></p> <ul style="list-style-type: none"> <li>• Accessible complaints procedure</li> <li>• Confidentiality policy</li> <li>• Designated child protection officer</li> <li>• Designated protection officer</li> <li>• Multi agency approach</li> <li>• Risk assessments</li> <li>• Safeguarding policy</li> </ul> <p><b>Points to make regarding how policies can help to protect adults from abuse:</b></p> <ul style="list-style-type: none"> <li>• offers guidelines for staff/kept up-to-date</li> <li>• system of redress for both providers and service users</li> <li>• information kept secure to help safeguard individuals / follow legislative guidelines</li> <li>• lead/named person- suitably qualified- know what to do and can be consulted</li> <li>• allows overview by range of professionals- more likely to spot abuse</li> <li>• reviewed and managed risks</li> <li>• raises awareness/ ability to raise concerns</li> <li>• support given to staff and service users – may be in the form of training</li> <li>• formal supervision provided by key contacts / workers</li> </ul> <p>Accept other appropriate description</p>	<p><b>8</b></p> <p>(2 x 1)</p> <p>(2 x 3)</p>	<p>Wording does not have to be exactly the same as in the indicative content.</p> <p><b>Three marks:</b> A detailed description that shows understanding. Link to protection from abuse is explicit</p> <p><b>Two marks:</b> A sound description that clearly shows understanding. May provide an example to illustrate point(s) made. Link to protection from abuse may be implicit.</p> <p><b>One mark:</b> A basic description that lacks clarity / relevance to protection from abuse</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p><b>Do not credit repetition; the question asks for different answers.</b></p> <p>Do not credit staff recruitment, training and disclosure</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Levels of response	Levels of response
5	(a)* <p>The features of the Data Protection Act are in bold with evidence of how the feature aims to protect information stored on individuals given underneath.</p> <p><b>Processed fairly and lawfully</b> – this protects as only information that is provided by the service user has to have their permission for it to be used. Personal information can only be used on a ‘need to know basis’.</p> <p><b>Used only for the purposes for which it was intended</b> – this protects as the information cannot be used for other purposes thus maintaining the confidentiality of the personal information.</p> <p><b>Adequate and relevant but not excessive</b> – this protects as unnecessary private and personal information will not be provided and therefore this will protect the service user.</p> <p><b>Accurate and kept up to date</b> – this protects due to any inaccurate information will need to be destroyed and any past personal data, e.g. address can be destroyed and no longer available.</p> <p><b>Kept for no longer than is necessary</b> – this protects as once this information is no longer needed it can be permanently destroyed, meaning that no one can access this.</p> <p><b>Processed in line with the rights of the individual</b> – this protects as the service user will be made aware of the information that is held about them; they would have the right to challenge this if they considered the information breached their rights.</p> <p><b>Secured</b> – this protects as non-authorized personnel will not have access to this data.</p> <p><b>Not transferred to other countries</b> – this protects as their data cannot be transferred outside the EU without their permission</p>	8	<p>This is a levels of response question – marks are awarded on the quality of the response given. No mark for naming legislation</p> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• Detailed outline of the DPA</li> <li>• Must link to how it protects information stored on individuals</li> <li>• well-developed line of reasoning</li> <li>• logically structured</li> <li>• QWC - high</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• Clear outline of the DPA</li> <li>• Some reference on how it protects information stored on individuals.</li> <li>• a line of reasoning in the most part relevant</li> <li>• QWC - mid</li> </ul> <p><b>Level 1 - checklist</b></p> <ul style="list-style-type: none"> <li>• basic information presented in an</li> </ul>	<p><b>Level 3: 7 - 8 marks</b> There will be a detailed outline of the main features of the Data Protection Act. Reference must be made on how it protects information stored on individuals. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 - 6 marks</b> There will a clear outline of the main features of the Data Protection Act. Some reference is made on how it protects information stored on individuals. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling. <b>Sub max 4</b> for only one feature done well.</p> <p><b>Level 1: 1 - 3 marks</b> There will be an attempt at an outline of the main features of the Data Protection Act. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable</p>

Question	Answer/Indicative Content	Mark	Guidance	
			Levels of response	Levels of response
			unstructured way <ul style="list-style-type: none"> <li>• QWC - low</li> </ul>	and intrusive. <b>0 marks</b> - response not worthy of credit.  Do not credit ways to keep information confidential e.g. locked cabinets
5	<b>(b)* Invasion of privacy when personal information is not protected:</b> <ul style="list-style-type: none"> <li>• May make users targets of abuse /humiliation if personal details exposed or treatments not conducted in private</li> <li>• Data leaked out may make the person likely to suffer harm/threats/ financial loss</li> <li>• Access to personal information could be blackmailed/ distressed</li> <li>• Loss of sense of security and so not raise concerns/ complain</li> <li>• May not tell truth about themselves as worry about information being accessed by others.</li> </ul> <p>Accept other suitable discussion points</p>	6	This is a level of response question - marks are awarded on the quality of the response given. The focus of the question is discussion <b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded.  <b>Level 3 checklist</b> <ul style="list-style-type: none"> <li>• clear understanding of the link to adults will be evident</li> <li>• well-developed line of reasoning</li> <li>• logically structured</li> <li>• QWC - high</li> </ul> <b>Level 2 checklist</b> <ul style="list-style-type: none"> <li>• sound discussion</li> <li>• a line of reasoning in the most part relevant</li> <li>• QWC - mid</li> </ul> <b>Level 1 - checklist</b> <ul style="list-style-type: none"> <li>• descriptive (upper end) list</li> </ul>	<b>Level 3: 5 - 6 marks</b> Answer provides a detailed discussion about how invasion of privacy may make abuse of adults more likely. Links to adults will be explicit. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.  <b>Level 2: 3 - 4 marks</b> Answer provides a sound discussion about how invasion of privacy may make abuse of adults more likely. Answers will be factually accurate. There may be some errors of grammar, punctuation and spelling.  <b>Level 1: 1 - 2 marks</b> Answer provides a limited or basic discussion about how invasion of privacy may make abuse of adults more likely. List like answers should be

Question	Answer/Indicative Content	Mark	Guidance	
			Levels of response	Levels of response
			like (low end) <ul style="list-style-type: none"> <li>• lacking an understanding of the situation</li> <li>• basic information presented in an unstructured way</li> <li>• QWC - low</li> </ul>	placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.  <b>0 marks</b> - response not worthy of credit.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

