

# **Home Economics Child Development**

General Certificate of Secondary Education

Unit **B013**: Principles of Child Development

## **Mark Scheme for June 2012**

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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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**Annotations**

Annotation	Meaning
✓	Correct response
SEEN	Extended writing seen and read

**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 0°C this means it is a liquid at -10°C'). 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.**

Question		Answer	Marks	Guidance
1	(a) (i)	<p>Give <b>one</b> reason for each step when making up a formula milk feed.</p> <p>Step 1. Wash hands</p> <p><b>To prevent cross contamination of bacteria/remove dirt/bacteria/to make sure hands are clean/hygiene/to stop the baby getting an infection</b></p> <p>Step 2. Allow boiled water to cool before pouring into bottle</p> <p><b>To prevent burning/scalds/damage to bottle/melt or crack/too hot to hold/lift bottle</b></p> <p>Step 3. Measure powder correctly</p> <p><b>Accurate concentration/right/correct amount used/too much powder could make baby overweight/overfed/cause dehydration/damage kidneys/too much salt; too little powder baby will not gain weight/cry because hungry/imbalance of nutrients/prevent dehydration</b></p> <p>Step 4. Shake water and powder</p> <p><b>To mix together/dissolve milk powder/remove lumps/prevent powder settling or staying at the bottom/for correct consistency</b></p> <p>Step 5. Test on inside of wrist</p> <p><b>Correct/right temperature/check temperature/won't burn/scald baby/not too hot/cool enough for baby</b></p>	5x1	<p><b>Do not allow harm baby/make ill</b>  <b>Do not allow too strong/too weak</b></p> <p><b>Do not allow too hot or too cold in one sentence (example of a scattergun)</b></p>

Question		Answer	Marks	Guidance						
1	(b)	Can see how much baby has taken Allows father/partner to bond Other people/partner/father can feed baby Gives mother a break/can go out Less tiring for mother/can sleep/rest Mother can go back to work Less embarrassing can feed baby/less embarrassing as can feed anywhere or in public Mother less likely to suffer sore breasts/mastitis/cracked/sore nipples/has developed mastitis/sore/painful/infected breasts Inverted nipples Mother doesn't have embarrassment of leaking breasts Lack of milk Mothers with HIV/using drugs Mothers who have had cosmetic surgery/implants Mothers undergoing cancer treatment	3x1	<b>Don't like – must be qualified</b>						
1	(c)	(i) Steaming	1							
		(ii) Microwave	1							
		(iii) To kill bacteria/prevent food poisoning/gastro enteritis/no bacteria left	1	<b>Do not allow 'make baby ill'</b>						
1	(d)	<b>Three</b> reasons with matching explanations required. <table border="1" data-bbox="345 1060 1356 1314"> <tr> <td>Lives nearby</td> <td>Less travel involved for both parents/carers and child</td> </tr> <tr> <td>Cheaper</td> <td>Less overheads/ makes working financially worthwhile</td> </tr> <tr> <td>Know the person</td> <td>Someone the parent/carer trusts/child settles better</td> </tr> </table>	Lives nearby	Less travel involved for both parents/carers and child	Cheaper	Less overheads/ makes working financially worthwhile	Know the person	Someone the parent/carer trusts/child settles better	6 3x2	<b>Mix and match as long as explanations match</b>
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Question		Answer	Marks	Guidance																		
		<table border="1"> <tr> <td>Flexible hours</td><td>Helpful if parent/carer has to go to work early or stay late/in an emergency</td></tr> <tr> <td>Personal attention</td><td>Knows family/allows for stronger bond with child/customs/routines</td></tr> <tr> <td>Limited number of other children</td><td>More time with child</td></tr> <tr> <td>Can come to child's own home</td><td>Child feels more secure in own environment</td></tr> <tr> <td>Take them to activities</td><td>Enables child to continue or take part in other social occasion eg ballet/tumble tots/parties</td></tr> <tr> <td>Can still use when child starts school/nursery</td><td>Seamless transfer of care/child still with familiar people</td></tr> <tr> <td>Inspected/qualified/ registered</td><td>Safe environment/checked</td></tr> <tr> <td>Similar to home environment</td><td>Less daunting for child</td></tr> <tr> <td>Other siblings can go as well</td><td>Reassurance/being together</td></tr> </table>	Flexible hours	Helpful if parent/carer has to go to work early or stay late/in an emergency	Personal attention	Knows family/allows for stronger bond with child/customs/routines	Limited number of other children	More time with child	Can come to child's own home	Child feels more secure in own environment	Take them to activities	Enables child to continue or take part in other social occasion eg ballet/tumble tots/parties	Can still use when child starts school/nursery	Seamless transfer of care/child still with familiar people	Inspected/qualified/ registered	Safe environment/checked	Similar to home environment	Less daunting for child	Other siblings can go as well	Reassurance/being together		
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1	(e)	Workplace crèche/ crèche Day Nursery Nursery School Playgroups/playschool Kindergarten Montessori Nanny Au pair Relatives/and example of a relative/friend	3x1	<b>Do not accept 'childminder'</b> <b>Do not accept Nursery on its own</b> <b>Do not accept babysitter</b> <b>Do not accept pre school – must identify the type</b>																		
			<b>Total</b>	<b>20</b>																		

Question		Answer	Marks	Guidance										
2	(a)	Development of the brain/mind	1											
2	(b)	<p>Complete the table below which shows the intellectual norms or milestones.</p> <table border="1"> <thead> <tr> <th>Intellectual Norm or Milestone</th> <th>Age</th> </tr> </thead> <tbody> <tr> <td>Recognises parent/carer</td> <td>1 month</td> </tr> <tr> <td>Constantly asks questions</td> <td>2 ½ years</td> </tr> <tr> <td>Plays with hands</td> <td>3 months</td> </tr> <tr> <td>Copies actions, for example, waving</td> <td>1 year</td> </tr> </tbody> </table>	Intellectual Norm or Milestone	Age	Recognises parent/carer	1 month	Constantly asks questions	2 ½ years	Plays with hands	3 months	Copies actions, for example, waving	1 year	4	<b>Must include units 'months' or 'years' as appropriate</b>
Intellectual Norm or Milestone	Age													
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Copies actions, for example, waving	1 year													
2	(c)	<p>Help concentration      Listening skills      Develops memory/remembering things      Improves vocabulary/new names/colours/objects      Improves language skills/talking/speech/communication/ expressing opinions/asking questions/singing      Helps creativity      Develops imagination      Learning of concepts      Problem solving/thinking skills      Number skills/counting      Letter recognition/learn alphabet      Shapes/matching shapes      Learns about the environment/traditions/history/nature/world      Improves knowledge and understanding      Control of self      Builds confidence</p>	3x1	<b>Do not accept 'stimulation'</b>										

Question		Answer	Marks	Guidance
2	(d)	Illness/accident to child Illness/accident of parent/carer Disabled/seriously ill sibling/parent/carer One parent/carer working away long term e.g. military Parent in prison Arrival of a new baby Moving house/away Parent/carer divorce/separation/discord in family home Remarriage/new partner/step children Change of carer either at home or day care setting Death of family member Death of family pet Starting day care provision/school Taken into care	3x1	<b>Illness/death or accident must be qualified</b>

Question	Answer		Marks	Guidance																						
2 (e)	<p><b>Two</b> effects with matching descriptions required.</p> <table border="1"> <tr> <td>Unhappy/unwanted</td><td>Child feels miserable/unloved</td></tr> <tr> <td>Feels useless/too many expectations on child</td><td>Feels they are never good enough/cannot please parent/carer</td></tr> <tr> <td>No bonding</td><td>No relationship with parent/carer as always being nagged/told off</td></tr> <tr> <td>Insecure</td><td>Withdrawn/does not communicate</td></tr> <tr> <td>Intellectually</td><td>Unwilling or afraid to explore/try out new concepts</td></tr> <tr> <td>Socially</td><td>Timid/lack confidence/unable to make friends/fit in/talk/aggressive/violent towards others</td></tr> <tr> <td>Emotionally</td><td>Low self esteem/never experience success/rewards/have negative emotions</td></tr> <tr> <td>Regression</td><td>Reverting to baby-like behaviour</td></tr> <tr> <td>Fear/fearful/scared/anxious</td><td>Frightened of further punishment</td></tr> <tr> <td>Does not learn right from wrong</td><td>Always in the wrong</td></tr> <tr> <td>Becomes violent or aggressive</td><td>Role model of parent/carer</td></tr> </table>		Unhappy/unwanted	Child feels miserable/unloved	Feels useless/too many expectations on child	Feels they are never good enough/cannot please parent/carer	No bonding	No relationship with parent/carer as always being nagged/told off	Insecure	Withdrawn/does not communicate	Intellectually	Unwilling or afraid to explore/try out new concepts	Socially	Timid/lack confidence/unable to make friends/fit in/talk/aggressive/violent towards others	Emotionally	Low self esteem/never experience success/rewards/have negative emotions	Regression	Reverting to baby-like behaviour	Fear/fearful/scared/anxious	Frightened of further punishment	Does not learn right from wrong	Always in the wrong	Becomes violent or aggressive	Role model of parent/carer	4 2x2	<p><b>Mix and match so long as description matches point</b></p> <p><b>Do not allow repeats</b></p> <p><b>2 points with a matching descriptions required</b></p>
Unhappy/unwanted	Child feels miserable/unloved																									
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			<b>Total</b>	<b>15</b>																						

Question		Answer		Marks	Guidance	
					Content	Levels of response
3			<p>Change in menstrual cycle/period</p> <p>When a woman misses a period for no other reason/particularly if her periods are normally regular</p> <p>Sickness</p> <p>Nausea/feeling sick which occurs normally in a morning but can last all day. Sometimes a woman vomits in the mornings</p> <p>Need to urinate/visit toilet more often</p> <p>Hormones enlarge the uterus which results in women needing to pass urine more often</p> <p>Constipation</p> <p>Pregnancy causes reduced bowel movement</p> <p>Tiredness</p> <p>Feeling much more tired than usual for no reason/due to high levels of the hormone progesterone</p> <p>Altered tastes in mouth</p> <p>A woman suddenly goes off food she has always liked or gets intense cravings for a particular food. Metallic taste in mouth</p> <p>Sense of smell</p> <p>Heightened sense of smell</p>		<p>Marks are allocated according to the quality of the response. Candidates should be able to show their depth of knowledge and understanding, using correct terminology.</p> <p>In order to achieve a <b>Level 4</b> response, <b>both</b> areas must be addressed <b>in detail</b>.</p> <p><b>A candidate answering only one part of the question well remains in Level 2 and can access up to 7 marks only. Must be answered well, with clear descriptions and/or explanations.</b></p> <p>If candidates respond by giving answers in a <b>list</b>, they remain in <b>Level 1</b>.</p> <p>Bullet point sentences can achieve up to <b>Level 2</b> only.</p>	<p><b>Level 4 (13-15)</b> The candidate describes in detail signs that could indicate a woman is pregnant <b>and</b> gives comprehensive explanations of the factors she should consider when buying clothes in the last few months of pregnancy. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision.</p> <p>The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Level 3 (9-12)</b> The candidate describes some signs that could indicate a woman is pregnant <b>and</b> give some explanations of the factors she should consider when buying clothes in the last few months of pregnancy. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format.</p>

Question		Answer		Marks	Guidance	
					Content	Levels of response
3		Breast changes	Breasts become sore/tender or tingle. Breasts become fuller/swollen/enlarged/heavier. The areola, ring around the nipple, will darken		<b>Do not accept late period</b> <b>Clothes for a season has to be related to pregnancy</b>	The candidate can use a range of specialist terms with facility.  There may be occasional errors in spelling, punctuation and grammar.
		Vaginal discharge	This noticeably increases/without any irritation or soreness		<b>Level 2 (5-8)</b> The candidate gives some valid signs that could indicate a woman is pregnant <b>and/or</b> the factors she should consider when buying clothes in the last few months of pregnancy but explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar.	
		Headaches	Due to hormonal changes a woman may start to have headaches or more headaches than usual		<b>Level 1 (1-4)</b> The candidate is likely to give limited, muddled or incorrect answers generally with no real knowledge. Answers may be in the form of a list. Answers may not always	
		Cost	Worn for only a short time			
		Loose clothes	Not to squash baby/restrict blood flow			
		Elasticated waist/stretchy	For expanding abdomen/won't constrict			
		Soft material	Will not irritate or chafe			
		Lightweight clothes	Already carrying extra weight/may feel warmer due to blood going round at a faster rate			
		Washable/easy to wash	May sweat more/limited number of clothing changes/cuts down expense			

Question		Answer		Marks	Guidance	
					Content	Levels of response
3		Easy to put on and take off	Limited movement for mother			relate to the question. Answers may be ambiguous or disorganised. There will be little or no use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.
		Pretty/stylish/attractive	Feel good/boosts self esteem			
		Supportive bra/bras with wide straps/bigger cup	As breasts will become larger/prevent sagging later			
		Bras with adjustable fastenings	So will last for a longer time/can be used all stages of pregnancy and after birth			
		Bras with cups that will not squash the nipples	Nipples are more tender/sore			
		Front opening bra/nightdress	Continued use when breast feeding			
		Maternity girdle	Have a front panel that grows with you and gives light support for your tummy, which can relieve back of strain and help prevent backaches			
		Tights that are supportive	To prevent varicose veins			
		Flat or low heeled shoes	May become unstable on high heels with extra weight/feet/ankles become swollen so need flatter/bigger shoes			
						0 = No response worthy of credit.

B013

## Mark Scheme

June 2012

Question		Answer		Marks	Guidance	
					Content	Levels of response
3		Slip on/Velcro type shoes	Easy to fasten shoes/need less effort bending down/less pressure on abdomen			
		Non slip soles	To lessen risk of slipping/falling and harming baby			
				Total 15		

Question		Answer	Marks	Guidance
4	(a)	Sudden/unexplained (for no reason)/unexpected death as baby sleeps/SIDS.	1	<b>Do not accept baby dies in sleep/cot</b>
4	(b)	Lie baby on back No pillow No duvet No cot bumpers No toys in cot No pets in room Lightweight blanket/baby sleep bag Don't sleep with baby on sofa/chair Don't share a bed with baby Same room as parents/carers for first 6 months Use a baby monitor Keep up to date with immunisations Environment free of tobacco/cigarette smoke Don't let baby overheat with too many clothes/ avoid overheating room (16-20°C)/don't let baby overheat Breastfeeding If baby is unwell, seek medical advice Place baby at bottom of cot/prevents wriggling down under covers/feet to foot Buy a new mattress if using a second-hand cot Put covers under baby's arms/cover to shoulders	3x1	

Question		Answer	Marks	Guidance															
				Content	Levels of response														
4	(c)	<table border="1"> <tr> <td>Help with breathing/ventilator/given oxygen</td><td>Lungs not fully developed</td></tr> <tr> <td>To be kept warm</td><td>Unable to maintain/regulate own body temp</td></tr> <tr> <td>Feeding/nasogastric tube</td><td>Unable to <b>suck</b></td></tr> <tr> <td>Keep in incubator</td><td>Constant temp/ keep warm/ provides controlled environment/constant humidity</td></tr> <tr> <td>Sun lamp/light</td><td>To clear yellow skin/jaundice</td></tr> <tr> <td>Monitoring sensors/alarm systems</td><td>Check on heartbeat/breathing/oxygen in bloodstream/ haemoglobin levels</td></tr> <tr> <td>Isolation</td><td>To keep baby free from infections/weak immune system</td></tr> </table>	Help with breathing/ventilator/given oxygen	Lungs not fully developed	To be kept warm	Unable to maintain/regulate own body temp	Feeding/nasogastric tube	Unable to <b>suck</b>	Keep in incubator	Constant temp/ keep warm/ provides controlled environment/constant humidity	Sun lamp/light	To clear yellow skin/jaundice	Monitoring sensors/alarm systems	Check on heartbeat/breathing/oxygen in bloodstream/ haemoglobin levels	Isolation	To keep baby free from infections/weak immune system	3x2	<p><b>Mix and match so long as explanation matches point</b></p> <p><b>Do not accept drip</b></p> <p><b>Do not accept pipe</b></p> <p><b>Do not accept trouble eating</b></p>	
Help with breathing/ventilator/given oxygen	Lungs not fully developed																		
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4	(d) (i)	Milk/primary	1																
	(ii)	6 months	1																
	(iii)	20	1																

B013

## Mark Scheme

June 2012

Question			Answer	Marks	Guidance	
					Content	Levels of response
<b>4</b>	(d)	(iv)	Red cheeks/red rash on cheek/flushed cheeks/swollen cheeks Increased dribbling/saliva production Increased crying/crying a lot more/constant crying Fretful/irritable/restless/unsettled Sore/red/swollen gums Fist/hand chewing/chewing objects/biting Sleepless at night Not feeding as well/ not eating as much	2x1	<b>Do not allow sucking</b> <b>Do not allow food refusal</b>	
				<b>Total</b> <b>15</b>		

Question		Answer	Marks	Guidance
5	(a)	<p>Any <b>two</b> correct points required for each method.</p> <p><b>Combined Pill</b>            Prescribed from GP/family planning clinic            A pill taken at the same time each day for 21 days            Not taken for 7 days and during this time a period occurs            Contains two hormones            Oestrogen and progesterone            Stops production of FSH (Follicle Stimulating Hormone)            Thickens cervical mucus            Stops the release of an egg every month (ovulation)            Not effective if taken 12 hours late or after severe diarrhoea/vomiting.</p> <p><b>The Diaphragm (Cap)</b>            Barrier method            Prevents sperm reaching egg/uterus/cervix  <b>Initially/at first</b> fitted by GP to ensure correct size            Made of flexible rubber or silicone to cover cervix            Must be put/placed in vagina (before intercourse)            Has to stay in place for at least 6 hours after intercourse            Must be used with a spermicidal gel/cream to kill sperms            Washable and reusable.</p> <p><b>IUD</b>            A small plastic and copper device            Put/placed in uterus by (GP/fitted by GP/doctor/family planning clinic)            Lasts 3-10 years            Stops sperm surviving in the cervix/uterus/fallopian tube            It stops sperm meeting an egg            May stop implantation.            Used as emergency contraception</p>	6 3x2	

Question		Answer	Marks	Guidance
5	(b)	Can be inserted any time before intercourse Protection from STIs/STDs Protection from HIV Widely sold/available Can be free from some family planning clinics No side effects Does not require medical advice/GP advice/intervention/prescription/fitting	2x1	<b>Do not allow quick/easy to use</b>
5	(c)	May slip off or split/rip/tear/break/can interrupt intercourse/needs to be removed quickly after ejaculation/embarrassment when buying/can use only once	1	
5	(d)	(i) Unable to have children/man or woman/cannot conceive/low sperm count/poor ovulation IVF has not worked Past child bearing age/too old to have children Mother remarries/jointly adopt so child has same surname Foster parents adopt foster child/foster parents Grandparents/family member adopt if child's parents die/or an example of a family situation If there is a chance of passing on a hereditary disease/genetic disorder HIV positive If had a vasectomy/sterilised and parent remarries To provide opportunities for a disadvantaged child children's home/orphaned/abandoned/disabled/from abroad Same sex partners	3x1	<b>To provide opportunities/ to help a child must be qualified</b>

B013

## Mark Scheme

June 2012

Question			Answer	Marks	Guidance
5	(d)	(ii)	Legal procedure/court order to bring up a child not their own Parents/carers have legal rights over child Cannot be reversed Child loses ties with birth family Usually takes on the new family's name/change name Parent/carer has to financially cover the cost of bringing up child Permanent/long term/forever/full responsibility for the child Child unable to contact birth parents until age 18 years Parents/carers have to be 21 or over	3	
			<b>Total</b> <b>15</b>		

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