

# **Mark Scheme for June 2011**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## Section A: Listening and Writing

## Task 1:

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Turkish get no marks.

Question	Answer	Marks [6]	Guidance
(a)	Take weight loss tablets	[1]	<b>Accept</b> Approved by health authority, consulted with doctors/ dieticians/chemists/Permission from minister of health
(b)	That they are approved	[1]	
(c)	Food supplements are sold as weight loss tablets	[1]	
(d)	Life style that requires less physical activity	[1]	
(e) (i)	To encourage children to do sports	[1]	<b>Accept</b> Vegetables/fruit/wheat
(e) (ii)	and develop good eating habits	[1]	

## Task 2:

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
	<b>Content: 22 QoL: 10 Total: 32</b>		
(a)	Toprak kaybı demektir.	[1]	
(b)	Sivil toplum örgütüdür.	[1]	
(c)	Toprak kaybını önlemek. [1] Bu konuda halkı bilinçlendirmek. [1]	[2]	<b>Accept</b> Ağaçlandırmak/Çölleşmeyi önlemek/Doğayı (doğal varlıkları) korumak/Halkı aydınlatmak/Doğal afetleri engellemek/Toplumsal duyarlılığı artırmak/
(d)	Yağmur [1] oksijen [1] kaynağıdır. Erozyonu önler. [1]	[3]	
(e)	Bilinçsizce kesiliyor [1] yangınlardan. [1]	[2]	<b>Accept</b> Yer elde etmek/daha geniş arazi kazanmak/gelir elde etmek/alan kazanmak/tarla açmak
(f)	Ormanların önemini anlatmak için.	[1]	<b>Accept</b> Toprağın/ağaçların önemini anlamak
(g) (i)	10 milyar ağaç dikme projesidir. [1]	[1]	
(g) (ii)	Cumhuriyetin 100. Yılında tamamlanacak. [1]	[1]	<b>Accept</b> 25 yılda
(h) (i)	Genç yaşlı herkes katılıyor.	[1]	<b>Accept</b> Yediden yetmişe herkes/gönüllü üyeler
(h) (ii)	Başarıyla sürüyor.	[1]	

**F890**

**Mark Scheme**

**June 2011**

<b>(i)</b>	Meralardaki otların büyümesi için.	<b>[1]</b>	<b>Accept</b>
<b>(j)</b>	Mera, hayvanların otladıkları yeşil alandır.	<b>[1]</b>	Kısa otların büyümesi
<b>(k)</b>	Kırsal alanlarla ilgilidir.	<b>[1]</b>	<b>Decline</b> Mera Islah projesi
<b>(l)</b>	Yavru, genç ve mezun TEMA gönüllüleri yetişiyor	<b>[3]</b>	
<b>(m)</b>	Gönüllü sayısını artırmak. [1] Amaçları açıklamak için. [1]	<b>[2]</b>	<b>Accept</b> Çocuklar, gençler, yetişkinler

QWC: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (-) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Task 3**

Question	Answer	Marks [8]	Guidance
(a)	N	[1]	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(b)	L	[1]	
(c)	C	[1]	
(d)	I	[1]	
(e)	H-G	[1]	
(f)	E	[1]	
(g)	A	[1]	
(h)	F	[1]	

## Task 4

Question	Answer	Marks [7]	Guidance
(a)	C	[1]	1 mark for each correct answer The marks are awarded individually. No annotations are necessary.
(b)	A	[1]	
(c)	B	[1]	
(d)	C	[1]	
(e)	A	[1]	
(f)	C	[1]	
(g)	B	[1]	



## Task 5

Question	Answer	Marks [10]	Guidance
(a)	Blog sitelerini [1] ziyaret eder [1]	[2]	<b>Accept</b> İnternet siteleri
(b)	Müşterileriyle [1] iletişim kuruyorlar [1]	[2]	<b>Accept</b> Kitle iletişim aracı
(c)	Medyanın [1] rakibi [1]	[2]	No annotation is necessary. Enter 2, 1, 0 or NR as appropriate. Ignore mis-spellings.
(d)	Blog [1] sahibi [1]	[2]	
(e)	Maddi gelir [1] (internet) araştırma yapan şirketler [1]	[2]	

## Task 6

Question	Answer	Marks [10]	Guidance
(a) (i)	Yazarlar	[1]	<b>Accept:</b> Yazarlar okuyucularla/yöneticiler çalışanlarla.
(a) (ii)	Yöneticiler	[1]	
(b) (i)	Üniversite öğrencilerine	[1]	
(b) (ii)	Blog siteleri açmalarını öneriyor.	[1]	
(b) (iii)	Çünkü iş görüşmelerine yarar sağlayacaktır	[1]	<b>Accept</b> Yöneticiler önceden kişiler hakkında internetten bilgi arıyorlar. Kendilerini bu sitelerde tanıtmalarını istiyor.
(c) (i) + (ii)	<b>Any two of four</b> Sahiplerinin yetenekleri, ilgi alanları, düşünceleri ve ne takip ettikleri hakkında bilgi sahibi olurlar.	[2]	<b>Accept</b> Meraklı oldukları alanlar/Hobileri/Özgeçmişleri/Hayatları
(d)	Görüşmeye çağıracakları kişi hakkında bloglardan bilgi topluyorlar	[1]	
(e)	İnternet aracılığıyla hakkınızdaki bilgilere ulaşmak önemli		<b>Accept</b> Çünkü oradan iş bulunur/Kendilerini tanıtabilmek için...

## Task 7:

**Transfer of Meaning:**

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2 TRANSFER OF MEANING 10 marks AO2	
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

**Notes to Grid H.2**

Exceptional responses and marks to award:

- 1 Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
- 2 The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

## Task 7

Question	Answer	Marks [10]	Reject
7	<p>From an educational perspective we were a lucky generation because there used to be Village Institutes then.</p> <p>The education system used to direct us to continually ask questions such as why? where? and how?</p> <p>We used to learn things by doing.</p> <p>For example, once our famous folk poet visited our literature class and played Saz for us.</p> <p>We had the opportunity to get to know him and ask him questions.</p>	<p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p> <p>[2]</p>	<p><b>Decline</b> Community centres/village associations</p> <p><b>Accept</b> Bağlama</p>

**Task 8:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
  - Award 1, 0 or NR without annotation.
  - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
  - Use a cross (✗) when a word in the response invalidates an otherwise acceptable answer.
  - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

## Task 8

Question	Answer	Marks [10]	Guidance
(a) (i) (a) (ii)	Taklitler yapmayı severdi. Aziz Nesin kitapları onu teşvik etti.	[1] [1]	<b>Accept</b> İnsanları güldürmeyi severdi.
(b) (i) (b) (ii)	Deneyim yoluyla öğrendikleri için bu bilgi aklından çıkmıyor.	[1] [1]	<b>Accept</b> Ona sorular sorma ve tanıma fırsatı yakaladıkları için/yaparak uygulayarak/yaşayarak öğrendikleri / bilgi sahibi oldukları için.
(c) (i) (c) (ii)	Olanakları sınırlıydı ve bu yüzden yabancı bir dil öğrenemedi.	[1] [1]	
(d)	Kalyon'un yaş kuşağı kitaplardan okuyarak öğrenirdi.	[1]	<b>Accept</b> 'Gide Gide' adlı kitaptan./yaşayarak ve deneyimle öğrenirdi.
(e)	Şimdiki gençler İnternet yoluyla daha çok bilgiye ulaşabilir.	[1]	
(f) (i) (f) (ii)	İnternette bilgi öğrenmelerini ve daha fazla sorgulayıcı olmalarını öneriyor.	[1] [1]	<b>Accept</b> İnternet sadece yalnız/yalnızca/bir tek oyun aracı/eğlence olmamalı.

## Task 9

Question	Answer	Marks [6]	Guidance
(a)	Bilgi/fikir	[1]	Sentence completion. Marks entered individually. No need for annotation. Enter 2, 1, 0 or NR as appropriate. <b>Accept</b> fikir
(b)	yaşam tecrübesinin	[2]	<b>Accept</b> Farklı yaşamları öğrenmesinin/Yaşam bilgilerinin/farklı yaşam
(c)	paylaşımı	[1]	<b>Accept</b> Alışverişi
(d)	tiyatrodan	[1]	<b>Accept</b> Tiyatro tarafından/olumlu yönde
(e)	çözümüne de	[1]	

## Task 10

Question	Answer	Marks [6]	Guidance
(a)	Sahnedeki sözleri hayal ürünüydü [1] mahkemede şahitlik [1]	[2]	Sentence completion. Marks entered individually. Enter 2, 1, 0 or NR as appropriate. <b>Accept</b> Lüzumsuz işlerle uğraşan ...
(b)	eserleri [1] özel [1]	[2]	
(c)	konservatuar	[1]	<b>Accept</b> M.K. Atatürk
(d)	çocuk	[1]	



- Assessing **Quality of Written Communication** across Section B
  - a You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
  - b Apply Grid C.2 and enter the mark.
  - c *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
<b>0-2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3-4</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>5-6</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>7-8</b>	Language generally accurate. Shows a sound grasp of AS ( <b>and/or A2</b> ) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>9-10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**Section C: Writing**

**Task 11 – 18**

**Task specific guidance**

**Mark one essay using the grids N, O, C.2 and F.2**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks overall.

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.

Grid N guidance

3–4 – No specific example from TL = cap 4

5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.
3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid O guidance

6–9 – Straight narration = more 6/7

Evidence of some argument = more 8/9

## Task 11-18 – Language (QWC) – Grids C.2 and F.2: [20 marks]

- a. Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (-) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.

GRID C.2 QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3		GRID F.2 QUALITY OF LANGUAGE (RANGE) 10 marks AO3	
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5–6	Shows evidence of fair understanding of grammatical usage. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .	5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> in producing a range of syntax and sentence structures appropriate to the task.
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .

## GCE Turkish A2 F890 2011

## Listening Tape Script

## Eng Task 1: Listening

## M Healthy habits

- F (Sunucu)** Günümüzde gençler arasında zayıflama hapları kullanımının arttığı görülüyor. Bu konuda ne düşünüyorsunuz?
- M (Uzman)** Haplar, Sağlık Bakanlığınca kontrol edilip, onaylanıyor. Tüketiciler, almak istedikleri ürün kutularının üzerinde bu onayın olduğundan emin olmalıdır. Ayrıca, bu ürünlerin, yararları ve yan etkileri olup olmadığını öğrenmek için bir diyetisyene, doktora ya da eczacıya danışmaları gerekir.
- F** Yurt dışından da birçok ürün ithal ediliyor, değil mi?
- M** Evet ne yazık ki sadece bitkisel gıda desteği olan bazı ürünler bir takım şirketler tarafından zayıflama tableti olarak piyasaya sürülüyor.
- F** Şişmanlık konusunda sizin önerileriniz nedir?
- M** Şişman kişilerin hastalığa yakalanma riski daha fazladır. Günümüzde, yetişkinlerin ve çocukların daha az hareket gerektiren bir yaşam biçimi olmasından dolayı, dünyada ve ülkemizde şişman kişilerin sayısı artmaktadır. Çocukların, top oynama, koşma yerine bilgisayar önünde vakit geçirmeleri, yetişkinlerin bisiklet, toplu taşıma araçları yerine arabaları ile yolculuk yapmaları bunlara örnektir. Fiziksel etkinlik ve beslenme alışkanlıkları çocukken kazanılır. Aileler, çocuklarını spora yönlendirmeli ve sebze, meyve ve tahıllardan oluşan beslenme alışkanlığı edinmelerini sağlamalıdır. Kalori fazlası olan yiyeceklerin tüketimi sınırlandırılmalıdır.

**M Alıştırma 2: Dinleme  
TEMA**

**M** TEMA'nın açılımı nedir, nasıl bir kuruluştur?  
(Sunucu)

**F** (TEMA görevlisi) Tema Vakfı 1992 yılında kurulmuştur ve Türkiye Erozyon yani toprak kaybı ile Mücadele, Ağaçlandırma ve Doğal Varlıkları koruma Vakfı olan bir sivil toplum örgütüdür. Bu konuda sürekli eğitim gören 265 bini aşkın gönüllü üyesi vardır. Türkiye'nin geleceğini tehdit eden erozyon ve çölleşmeyi önlemek ve bu konuda toplumsal duyarlılığı artırmak için çeşitli çalışmalar yapar.

**M** Ne gibi çalışmalar?

**F** Türkiye'de erozyonu önleyecek, oksijen ve yağmur kaynağı olan ormanlar azdır ve çeşitli nedenlerle de yok ediliyor. Örneğin; Birçok ağaç, ya gelir elde etmek için, ya da alan, tarla olarak kullanılmak için bilinçsizce kesiliyor. Tabii orman yangınları da başka bir nedendir. Biz, halka, toprağın ne denli önemli olduğunu, anlatmak için Türkiye'nin çeşitli yerlerinde eğitim çalışmaları yapıyoruz.

**M** Projelerinizden bahseder misiniz?

**F** En önemli projemiz Cumhuriyetin 100. yılında tamamlamak üzere yola çıktığımız 25 yılda 10 milyar ağaç dikme projesidir. Proje kapsamında yediden yetmişe kadar herkes el ele vererek çalışıyor ve proje başarıyla devam ediyor. Diğer bir projemiz 'Mera Islah Projesi'dir. Bildiğiniz gibi hayvanlar meralarda otlarlar. Köylülere hayvanlarını beslemek için yem vermek yoluyla meralardaki küçük otların ezilmesi önlendi. Ayrıca son zamanlarda Türkiye'nin değişik yerlerinde 31 kırsal alan projemiz var.

**M** TEMA'nın geleceği hakkında ne düşünüyorsunuz?

**F** Tema'nın geleceğini gençlere emanet edeceğiz. İlköğretim kurumlarında yavru TEMA, lise ve üniversitelerde Genç TEMA ve kurumlarda Mezun TEMA çalışmalarını düzenli bir şekilde yürütüyoruz. Gönüllü sayısını artırmak ve amaçlarımızı anlatmak için konferanslar düzenliyoruz.

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