

# **Home Economics (Food, Nutrition and Health)**

Advanced Subsidiary GCE

Unit **G002**: Resource Management

## **Mark Scheme for June 2011**

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## SECTION A

Question		Expected Answer	Mark	Rationale/Additional Guidance
1		Equipment labelling can be a useful source of information.		
	(a) (i)	State the washing performance rating for the washer – dryer  A	[1]	
	(ii)	State the drying capacity for the washer – dryer  3 Kg (accept 3)	[1]	
	(b) (i)	Name the organisation that issues the Kitemark symbol.  British Standards Institute/(accept BSI).	[1]	
	(ii)	State <b>two</b> advantages of purchasing a product that carries the Kitemark symbol. <ul style="list-style-type: none"> <li>• Gives peace of mind/reassurance/independent organisation</li> <li>• Product has been tested for safety/electrical safety</li> <li>• Product has been tested for durability/strength</li> <li>• Product has been tested for flammability</li> <li>• Likely to be a high quality product/standard/good quality.</li> </ul>	[2]	Not 'good working condition', 'tested' Must specify the test.
	(c) (i)	Describe what is meant by the term Fairtrade. <ul style="list-style-type: none"> <li>• Goods produced by disadvantaged/poor producers (1).</li> </ul> One of the following: <ul style="list-style-type: none"> <li>• Are given a fair price for their products/support decent working conditions/build local sustainability (1).</li> </ul>	[2]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(c) (ii)	<p>Explain <b>two</b> reasons why the sale of Fairtrade products has increased in recent years.</p> <ul style="list-style-type: none"> <li>• Wider variety of products available (1) give example (1) therefore sales increase</li> <li>• More consumers aware of products (1) more advertising/promotion (1)</li> <li>• More consumers aware of the issues (1) makes an ethical choice (1)</li> <li>• More corporate responsibility from retailers (1) give example (Fair trade fortnight) (1)</li> <li>• Products are more competitively priced (1) this has led to an increase in sales (1).</li> </ul>	[4]	Do not accept – better quality products.
	(d)	<p>Explain <b>one</b> advantage and <b>one</b> disadvantage of buying locally produced foods.</p> <p>Advantage:</p> <ul style="list-style-type: none"> <li>• Cuts down on food miles(1) better for the environment (1)</li> <li>• Supports local businesses/farmers/buying British (1) supports local economy (1)</li> <li>• <b>Perceived</b> as being fresher (1) direct from farm</li> <li>• <b>Perceived</b> as being better quality (1) direct from farm</li> <li>• Know where product is from (1).</li> </ul> <p>Disadvantage:</p> <ul style="list-style-type: none"> <li>• May cost more (1) smaller producers increase costs (1)</li> <li>• Have to travel/special journey/may be inconvenient (1) – eg may have to go to a farm shop (1)</li> <li>• May be a limited range of products (1) seasonal/geographical location (1)</li> <li>• Limited supply (1) increasing costs (1).</li> </ul>	[4]	Do not accept fresher or better quality.
	(e) (i)	<p>Define the term functional food. A food which claims to have health promoting benefits over and above the usual nutritional value.</p>	[1]	Accept a trade name if appropriate eg Benecol Activia.

Question		Expected Answer	Mark	Rationale/Additional Guidance
	(e) (ii)	Give <b>one</b> example of a functional food. Any correct answer accepted, eg yogurt, spreads etc	[1]	Any correct description of a food product with health promoting benefits. Do not accept eggs, fruit, vegetables etc.
	(f)	<p>Explain <b>four</b> reasons why eating outside the home is becoming more popular.</p> <ul style="list-style-type: none"> <li>• More people working (1) so more eating 'on the go' (breakfasts, lunches etc) (1)</li> <li>• More disposable income (1) so more people eating out for pleasure (1)</li> <li>• Greater range of food outlets available (1) so greater choice to suit all tastes and budgets (1)</li> <li>• More women working (1) so may take their children out for food in the evening as a treat or because it is easier/quicker (1)</li> <li>• More people living alone (1) so more likely to eat out to socialise (1)</li> <li>• Eating out is more of a family activity (1) now than it used to be eg pubs are more child friendly (1)</li> <li>• People may not have the time to prepare, cook and clean up (1) so it is perceived to be quicker &amp; easier to eat out (1)</li> <li>• People may not have the skills to prepare food (1) so it may be easier to eat out, especially what is perceived to be complicated dishes such as ethnic dishes (1)</li> <li>• Eating out is no longer regarded as a special treat (1), it has become a way of life (1)</li> <li>• Many restaurants offer special deals (1) eg 'all you can eat buffets' to attract customers especially at certain times eg early evening (1)</li> <li>• More promotional offers/advertising in the media (1) encourages people to visit places to eat (1)</li> <li>• More leisure time (1) so more time is spent socialising and eating out (1).</li> </ul>	[8]	Must be valid explanation to the reason
<b>Total</b>			<b>[25]</b>	

## SECTION B

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p>Describe the factors that may influence the selection and purchase of a microwave oven.</p> <p><b>High 9 – 10 marks</b> The candidate gives a detailed description of the factors that may influence the selection and purchase of a microwave oven. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p><b>Good 6 – 8 marks</b> The candidate gives some good descriptions of the factors that may influence the selection and purchase of a microwave oven. 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>Low 3 – 5 marks</b> The candidate gives a basic description of the factors that may influence the selection and purchase of a microwave oven. Not all of the factors may have been addressed. 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> <p><b>Poor 0 – 2 marks</b> The candidate gives superficial descriptions of the factors that may influence the selection and purchase of a microwave oven. Not all of the factors may have been addressed. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p>	[10]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>Answers may include:</b></p> <p>The main factors which should be considered are:</p> <p><i>Price/Quality</i></p> <ul style="list-style-type: none"> <li>• buy the best quality you can afford with the money available</li> <li>• Look for labels that indicate quality eg Kitemark, BEAB</li> <li>• Students may only want a basic, cheap model which is small and easily portable whereas others may want a more advanced model.</li> </ul> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>• Depends on what the consumer wants from their microwave</li> <li>• Size, colour, aesthetics &amp; ergonomics, capacity, safety</li> <li>• Safety features eg a locking door may be important for a family with young children</li> <li>• Capacity of the microwave; depends on the number of people in the household/amount of use it will have.</li> </ul> <p><i>Fitness for purpose</i></p> <ul style="list-style-type: none"> <li>• Check the specification of the microwave to find out exactly what it will do.</li> </ul> <p><i>Current consumer trends/advertising</i></p> <ul style="list-style-type: none"> <li>• Many people are influenced by this.</li> </ul> <p><i>Energy/Environment</i></p> <ul style="list-style-type: none"> <li>• Look for eco-labels/recyclability</li> <li>• Choose wattage that matches consumer requirements.</li> </ul> <p>Each of these factors can be discussed in relation to a microwave oven eg</p> <ul style="list-style-type: none"> <li>• People with small kitchens may want a smaller sized model, or alternatively may chose a combi microwave that eliminates the need for a full sized oven.</li> </ul>		

Question		Expected Answer	Mark	Rationale/Additional Guidance
(2)	(b)	<p>Explain the advantages and disadvantages of different sources of information available to the consumer when purchasing goods and services.</p> <p><b>High 13 – 15 marks</b> The candidate explains in detail the advantages and disadvantages of different sources of information available to the consumer when purchasing goods and services. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p><b>Good 9 – 12 marks</b> The candidate gives some good explanations of the advantages and disadvantages of different sources of information available to the consumer when purchasing goods and services. 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>Low 5 – 8 marks</b> The candidate gives a basic explanation of the advantages and disadvantages of different sources of information available to the consumer when purchasing goods and services. 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> <p><b>Poor 0 – 4 marks</b> The candidate gives a superficial explanation of the advantages and disadvantages of different sources of information available to the consumer when purchasing goods and services. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p>	[15]	



Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>Answers may include:</b></p> <p>Sources of information that could be included:</p> <ul style="list-style-type: none"> <li>• Media consumer reports eg Which? Good Housekeeping etc</li> <li>• Television programmes eg Watchdog, Rogue Traders</li> <li>• The Internet</li> <li>• Consumer information eg Consumer Direct</li> <li>• Consumer exhibitions eg Good Food, Ideal Home</li> <li>• Advertising</li> <li>• Word of mouth/recommendation by a friend</li> <li>• Visiting the store and talking to the retailer</li> <li>• Written information enclosed with product.</li> </ul> <p>Explanations of advantages and disadvantages can include:</p> <ul style="list-style-type: none"> <li>• Whether information sources are biased or not</li> <li>• How available/accessible the information is</li> <li>• Whether there is a range of products to compare</li> <li>• How up to date the information is</li> <li>• Whether information is given one-to-one by an expert</li> <li>• Whether you can physically see/touch the product</li> <li>• If a demonstration is available.</li> </ul>		
	<b>Total</b>	<b>[25]</b>	

Question	Expected Answer	Mark	Rationale/Additional Guidance
3 (a)	<p><b>Describe the sources of income available for individuals and households.</b></p> <p><b>High 9 – 10 marks</b> The candidate describes in detail most or all of the sources of income available for individuals and households. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p><b>Good 6 – 8 marks</b> The candidate gives some good descriptions of most of the sources of income available for individuals and households. 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>Low 3 – 5 marks</b> The candidate gives a basic description of the sources of income available for individuals and households. 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> <p><b>Poor 0 – 2 Marks</b> The candidate gives a superficial description of the sources of income available for individuals and households. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p><b>Answers may include:</b></p> <ul style="list-style-type: none"> <li>The main sources of income are wages/salary, welfare benefits, interest on savings and investments, and allowances.</li> </ul>	[10]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><i>Wages</i></p> <ul style="list-style-type: none"> <li>• For most adults the main source of income is wages or salary. Wages are typically paid weekly and a salary is typically paid monthly</li> <li>• Wages are typically paid for low income or part time work. Salaries are usually associated with more professional jobs.</li> </ul> <p><i>Benefits</i></p> <ul style="list-style-type: none"> <li>• There is a very wide range of welfare benefits available. The benefits system can be quite complicated and intimidating to some people (eg the elderly, refugees etc) so some people may not be receiving an income from benefits that they are actually entitled to</li> <li>• Some benefits are universally available eg if a person has a child/children in full time education they can claim child benefit</li> <li>• Other benefits are means tested or depend upon your circumstances, eg Income Support or Working Family Tax Credits if you are on a low income or Jobseekers Allowance if you are unemployed</li> <li>• Other benefits available include state pension for the elderly, disability allowance for disabled people, and EMA for 16 – 18 year olds in full time education (depending on household income).</li> </ul> <p><i>Interest on savings and investments</i></p> <ul style="list-style-type: none"> <li>• Interest from most savings and investments is classed as unearned income therefore is taxed. Unless the amount saved or invested is substantial it is unlikely to be a major source of income, particularly in the current economic climate with such low interest rates</li> <li>• Some tax – free saving options are available, such as ISA's, and Premium bonds. With ISA's there is a limit to how much you can save. Premium bonds can be purchased from NSI for entry into a monthly draw with a chance to win cash prizes up to £1m. You can purchase up to a maximum of £30,000 of premium bonds.</li> </ul>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><i>Allowances</i></p> <ul style="list-style-type: none"> <li>• These are generally benefits offered by employers and include medical and dental care, help paying transport to work or use of a company car</li> <li>• A young person still living at home may get an 'allowance' from parents.</li> </ul> <p><i>Other</i></p> <ul style="list-style-type: none"> <li>• Other sources of income that could be mentioned could include gifts, gambling wins, income from renting a house/flat, student grants &amp; bursaries, inheritance, bank loans etc. The end of an endowment mortgage (although this is unlikely in the current economic climate), selling possessions eg on e-bay/car boot sales.</li> </ul>		

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	(b)	<p><b>Explain how a student household can effectively plan their finances.</b></p> <p><b>High 13 – 15 marks</b> The candidate gives a detailed explanation of how a student household can plan their finances effectively. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p><b>Good 9 – 12 marks</b> The candidate gives some good explanations of how a student household can plan their finances effectively. 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>Low 5 – 8 marks</b> The candidate gives a basic explanation of how a student household can plan their finances effectively. 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> <p><b>Poor 0 – 4 marks</b> The candidate gives superficial explanations of how a student household can plan their finances effectively. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p><b>Answers may include:</b></p> <ul style="list-style-type: none"> <li>Any financial planning strategy should focus on drawing up a budget, balancing expenditure against income and making sure that expenditure does not exceed income. Students need to be aware what their total income will be, when it will be coming in, what their major expenses will be and when they will have to pay them.</li> </ul>	[15]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• A realistic budget will include all expected expenditure plus some extra for special occasions or emergencies.</li> <li>• This is particularly difficult for students as they are on a very tight income, and most of their money may come in one large sum at the start of each term, making it difficult to make their money last.</li> <li>• Their main source of income will be student grants/loans. These are the standard way to finance higher education. It may be possible to obtain part time work but only if this fits in with studying commitments. Students can also arrange overdrafts but they should be aware of any costs involved.</li> <li>• Expenditure should be broken down into essential and non – essential items, and it is important that the essential expenditures are met first, such as accommodation (probably requiring payment either termly or monthly) and course fees. Utility bills may also need to be paid if rent is not inclusive of these bills.</li> <li>• It is important to budget for other regular essential expenditure such as food, and possibly transport to college if it is too far to walk/cycle.</li> <li>• Every effort should be made to minimise expenditure. For example; <ul style="list-style-type: none"> <li>– Plan food shopping carefully; only purchase what is needed (make a list and stick to it), use loyalty cards, look out for special offers (as long as the food bought will actually be used and not wasted), use coupons from newspapers etc, shop at discount supermarkets or use supermarket value products, buy fruit &amp; veg from markets (bargains may be available at the end of the day), but seasonal fruit &amp; veg, buy lots of cheap starchy foods such as pasta &amp; rice and buy them in bulk, buy cheap cuts of meat (eg mince), etc</li> <li>– Many shops in university towns offer special offers for NUS card holders eg hairdressers etc</li> <li>– Transport costs to &amp; from home can be reduced by purchasing a Young Person’s railcard, or using cheaper forms of transport such as coaches rather than trains.</li> <li>– Buy clothes, shoes etc only when necessary and shop around. Charity shops can be an excellent source for bargain clothes, as can major supermarkets and low cost chain stores. Students may also agree to share each others’ clothes</li> </ul> </li> </ul>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>– Books required for their course can be purchased from ex – students who have finished the course.</li> <li>• The household may agree to donate to a regular ‘kitty’ to cover expenses such as food, household cleaning products, utility bills etc. This may make it easier to buy food products in bulk, therefore saving money. If this is done then all parties must agree to stick to the proposed plan to avoid bad feeling in the household.</li> <li>• Socialising is an important part of many students lives but it is important to realise that this is a non essential expense and they should budget accordingly, perhaps allocating themselves a weekly allowance for social activities. Low cost social activities could be planned eg renting DVD’s rather than going to the cinema.</li> <li>• Higher band answers may include some recognition that even with the most careful financial planning it will be very difficult for students to avoid falling into debt.</li> </ul>		
	<b>Total</b>	<b>[25]</b>	

Question	Expected Answer	Mark	Rationale/Additional Guidance
4 (a)	<p><b>Describe the issues a busy family with young children should consider when managing their food resources.</b></p> <p><b>High 9 – 10 marks</b> The candidate describes in detail most or all of the issues a busy family with young children should consider when managing their food resources. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p><b>Good 6 – 8 marks</b> The candidate gives some good descriptions of most of the issues a busy family with young children should consider when managing their food resources. 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>Low 3 – 5 marks</b> The candidate gives a basic description of the issues a busy family with young children should consider when managing their food resources. 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> <p><b>Poor 0 – 2 Marks</b> The candidate gives a superficial description of the issues a busy family with young children should consider when managing their food resources. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p>	[10]	



Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>Answers may include:</b></p> <ul style="list-style-type: none"> <li>• Need to consider the dietary needs of the family members. Dietary guidelines should be observed (5 a day etc) but also need to consider the specific needs of the young children therefore this could mean <ul style="list-style-type: none"> <li>– Providing sufficient calcium (eg milk &amp; dairy products) in a form children will eat (eg yogurt, milk on breakfast cereal)</li> <li>– Milk should be whole to provide energy, fat soluble vitamins</li> <li>– Lots of energy needed so plenty of starchy foods (eg sandwich, breakfast cereals)</li> <li>– Providing sufficient iron (eg red meat)</li> <li>– Providing sufficient protein (eg lean chicken, fish etc) in a form children will like (eg fish fingers etc)</li> </ul> </li> <li>• Also need to consider: time available, equipment, storage space, skills of the main food provider, income, special dietary needs &amp; health of the members of the household, personal preferences, transport/access to shops</li> <li>• Time available: Eg if both parents are working then there be more reliance of on convenience foods but still need to consider how to provide a healthy diet. Eg serve fresh fruit for pudding if a convenience meal has been eaten</li> <li>• Equipment, storage space, skills of cook &amp; income: limitations on any of these may also result in heavier use of convenience foods</li> <li>• Special dietary needs/health (eg a food allergy) may result in special food having to be purchased for a particular member of the family, therefore need to consider whether the whole family will eat the same meals or if different foods will be prepared for the person with a special dietary need. This may depend on time &amp; money available.</li> </ul>		

Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(b)	<p><b>Explain the advantages and disadvantages of different retail outlets available for purchasing food.</b></p> <p><b>High 13 – 15 marks</b> The candidate gives a detailed explanation of the advantages and disadvantages of different retail outlets available for purchasing food. Information is presented in a clear and structured way. Subject specific terminology is used with precision. Accurate use of spelling punctuation and grammar.</p> <p><b>Good 9 – 12 marks</b> The candidate gives some good explanations of the advantages and disadvantages of different retail outlets available for purchasing food. 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>Low 5 – 8 marks</b> The candidate gives a basic explanation of the advantages and disadvantages of different retail outlets available for purchasing food. 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> <p><b>Poor 0 – 4 marks</b> The candidate gives superficial explanations of the advantages and disadvantages of different retail outlets available for purchasing food. Information will be poorly expressed with limited if any use of subject specific terminology. Spelling, punctuation and grammar errors may be intrusive.</p> <p><b>Answers may include:</b></p> <p>Candidates may explain the merits of the following retail outlets:</p> <ul style="list-style-type: none"> <li>• Supermarkets (comparison may be drawn between different supermarkets from Waitrose, M&amp;S, through to Tesco, Sainsbury's</li> </ul>	[15]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>etc and low cost supermarkets such as Aldi &amp; Lidl)</p> <ul style="list-style-type: none"> <li>• Internet shopping (both supermarket and specialist sites)</li> <li>• Specialist shops (eg butchers, fishmongers, delicatessens, farm shops etc)</li> <li>• Markets (such as general markets, farmers markets, etc)</li> <li>• Corner shops/filling station shops</li> <li>• Organic delivery schemes (eg fruit &amp; veg delivered to your door).</li> </ul> <p>The comparative merits that may be explained may include the following:</p> <ul style="list-style-type: none"> <li>• Range of products stocked &amp; whether other products are available (ie 'one stop' shopping)</li> <li>• Cost of the food</li> <li>• Quality of the food</li> <li>• Accessibility (eg location, opening hours) of the store</li> <li>• Staff (eg their knowledge, standard of service offered, friendliness)</li> <li>• Delivery of goods (eg flexibility of timing, charges etc)</li> <li>• Other facilities available (eg toilets, cafe etc).</li> </ul>		
	<b>Total</b>	<b>[25]</b>	

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