

Design & Technology: Graphics

General Certificate of Secondary Education **GCSE J303**

General Certificate of Secondary Education (Short Course) **GCSE J043**

Reports on the Units

January 2010

J303/J043/R/10J

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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Design and Technology: Graphics (J303)**

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Design and Technology: Graphics (Short Course) (J043)**

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Chief Examiner's Report

OCR GCSE Innovator Suite Overview of the January Series 2010

This report provides an overview of the work seen in the written examination Units 2 and 4 and the Controlled Assessment Unit 1, for candidates who took the examination during this series. It precedes a more detailed report to centres from each subject area within the Innovator Suite and highlights general issues that have occurred across the suite of specifications.

Note: No centres submitted a controlled assessment portfolio for Unit 3 – Making Quality Products, in any of the specifications within the Innovator Suite this session.

This report has been prepared by the Chief Examiner, Assistant Chief Examiners, Principal Examiners and Principal Moderators and covers all specifications within the Innovator Suite. It should be read in conjunction with the examination papers, the mark schemes, and the marking criteria for assessment given in the specification booklets.

This is the first examination year for the new Innovator Suite.

An important point for teachers to note about the Terminal Rule in relation to this suite of specifications and re-sits:

The terminal rule is a QCDA requirement. Candidates must be entered for at least two units out of the four (full course) at the time that they certificate. i.e. the end of the course.

Please be aware that the QCDA rule states that marks scored for terminal units will be the marks used in the calculation of candidate grades. Therefore, if one of the candidate's terminal units is a re-sit and the mark is poorer than the original mark, the poorer mark will be used to calculate the final grade for that candidate.

Obviously, the terminal unit marks are then added to the highest marks scored in the other units making up the certificate.

Teachers are reminded that it is also a requirement of QCDA that candidates are now credited for their accurate use of spelling, punctuation and grammar across all four units.

WRITTEN EXAMINATION – UNITS 2 AND 4

The overall performance and range of results for Unit 2 varied considerably. Many of the candidates demonstrated a general awareness of the main points and issues linked to sustainable design and the 6Rs.

In **Unit 2 - Section A** of the papers most candidates across the suite attempted to answer some of the questions, some candidates however did give no response answers. Candidates need to be encouraged to have a guess at the multiple choice style of questions.

There was evidence this year that candidates had not been properly prepared for the **Unit 2** examination and in particular;

- Section A was poorly answered by some of the candidates. It is important to ensure that candidates have an awareness and understanding of trends and innovations in design and manufacture, labelling, packaging and the impact that the design of products is having on the environment, society and the economy.
- Candidates need to be able to identify signs and symbols in particular giving information about materials, products and safety issues in relation to environmental and design issues.

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- Candidates must take great care when circling their answers in Section A, that they do not circle more than one answer; completely clear incorrect circles to eradicate confusion in marking.

It was also noticeable that candidates had not read the instructions correctly and centres would benefit from explaining the correct examination procedures and requirements to the candidates.

Unit 2 - Section B, showed more varied responses and teachers need to ensure that they read the subject specific reports for further detailed feedback on specific issues and individual question performance.

Generally candidates lacked the specific knowledge and understanding required to answer some questions with rigour. Such answers included:

- 'Environmentally friendly' and 'better for the environment' or 'damages the environment'.
- To 'recycle' and 'recycling' is good for the environment.

Many candidates did manage to use subject specific terminology in their answers which is to be commended.

Candidates have struggled to answer specific questions with regard to 'explain' or 'describe' and have a tendency to list their responses rather than giving justified reasons.

The questions marked with an asterisk * provided candidates with the opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response. Few candidates were able to do this well, but most candidates did score two or more marks from the six available for this question.

Hand-writing, at times, was difficult to decipher. Centres are reminded that candidates are assessed on spelling, punctuation and grammar in the extended writing question.

It was disappointing to note that candidates entered for **Unit 4** this session demonstrated a lack of knowledge and understanding relating to the technical aspects of designing and making and, in particular, their knowledge of basic techniques when working with materials. This could have been due to candidates not being equipped with the full knowledge base required for this Unit examination. Care must be exercised here when submitting entries for candidates in Years 9 and 10.

Candidates responded well to the design questions. Most candidates included technical details such as techniques, materials, construction details etc and this is to be encouraged. Candidates should be encouraged to make their sketches large and clear and provide meaningful written notes that **add** to the information given in their sketches.

Centres are to be reminded that questions marked with an asterisk* provide candidates with the opportunity to give detailed written answers combining good subject knowledge with an ability to produce structured, coherent responses. Candidates in general struggled with this type of question format this session.

It is apparent that candidates need to practice examination technique; reading the questions carefully, responding to the instructions given in the questions and having an awareness of the full range of question formats.

CONTROLLED ASSESSMENT – UNIT 1

Most centres have been prompt in the dispatch of documentation to OCR and moderators. It is important that centres forward form CCS160 in particular to moderators.

The majority of centres encourage candidates to organise the portfolio according to the different marking criteria strands. This is to be commended as it enables the candidates to produce work that clearly shows an understanding of the requirements of each criteria strand.

This is particularly important when the centre submits work via the OCR Repository, where individual files are used to store portfolio work. Centres need to ensure that candidates clearly label each file using the marking criteria section headings; this facilitates a more effective completion of the moderation process.

Portfolios should be clearly labelled with the Candidate and Centre name and number, with the Unit code and title also evident. *Specification - 5.3.5 Presentation of work.*

It is also recommended that the OCR cover sheet is evident, outlining the theme and the starting point chosen by the candidate. The section included on this sheet for annotation and notes provides an opportunity for teachers to briefly identify and justify where and why certain marks were allocated. This is useful for moderators to give guidance and appropriate feedback to teachers on the centre report.

It is good practice to ensure that candidates acknowledge sources of information used for the development of their portfolio work. This can be completed through either a concluding bibliography at the end of the portfolio or acknowledging sources throughout the criteria sections where appropriate.

There was evidence this session of strong teacher guidance influencing candidate portfolios. Where this was evident it greatly hampered the candidate's ability to show flair and creativity, and therefore achieve the higher marks. Centres are to be reminded that the '*controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.*' *Specification - Section 5.2.2 Using Controlled Assessment Tasks.*

Centres are to be commended on the amount of work produced for the Unit 1 portfolio, which has been realistic in terms of the amount produced and the time allocated to this unit – 20 hours.

Candidates must select one of the themes specified by OCR as a starting point for the portfolio. Centres are however, permitted to contextualise the starting point appropriately to reflect centre resources and need.

Teachers are to be reminded that themes for Unit 1 are based around environmental awareness and sustainable resources/processes. Therefore, it is considered good practice for teachers to encourage candidates to consider Eco-design and sustainability when making decisions and combining skills, with knowledge and understanding in order to design and make a prototype product. This knowledge base also acts as a 'spring board' to active learning for Unit 2.

Candidates must be able to demonstrate evidence (either written or visual) that they have a thorough understanding and ability to solve technical problems as they arise through the designing and making process, for the marks awarded in this criteria strand.

It was evident through the portfolio that candidates struggled with the critical evaluation section of the marking criteria. Unit 1 requires that the candidate evaluates the processes and subsequent modifications involved, in the designing and making of the final prototype ONLY.

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Too many references were made to the performance of the prototype against the specification, which meant that candidates' marks were compromised.

It was noticeable that where candidates had scored the high marks, they had used specialist terms appropriately and correctly and had presented their portfolio using a structured format.

A531 – Introduction to Designing & Making – Controlled Assessment

Overview

The Standard of work presented for moderation this session has generally been good, with the outcomes produced being suitable for the OCR D&T: Graphics Unit A531 Introduction to Designing & Making. This was the first assessment of this unit.

Almost all candidates had chosen one of the themes and starting points from the specification. In a few cases candidates has chosen a theme but then adopted their own starting point.

Candidates need to be advised that they must adopt one of the Themes and its respective starting point. All centres used compliant graphic materials as outlined in the specification for D&T: Graphics, Unit A531.

All centres provided at least the minimum two photographs of the completed prototype product. Centres are however requested to ensure they provide photographs that are of a sufficient size to provide full detail of the prototype product. Centres provided both hard copies of folders and folders scanned to disc for moderation.

The outcome of this unit is a prototype product, and all candidates were able to complete this task.

Centres were fairly successful in applying the marking criteria for this Unit. Centres are reminded to apply the mark scheme on a 'best fit' basis. For each of the assessment criteria, one of the descriptors provided in the marking grid, that most closely describes the quality of the work being marked, should be selected. Marks should be positive, rewarding achievement rather than penalising failure or omissions. When teachers select the most appropriate mark within the descriptor, they should use the following guidance:

- Where the candidate's work convincingly meets the statement, the highest mark should be awarded
- Where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded
- Where the candidate's work just meets the statement, the lowest mark should be awarded

Centres are reminded that the OCR GCSE D & T: Graphics mark scheme is based upon numerical values and not grades. Each value is related to a description of an activity undertaken by the candidate. Evidence to support the awarding of marks should be contained within the design folder, or clearly evident through the modelling and construction of the final prototype product. Centres are advised to take a more objective approach and mark the folder of evidence and not simply the candidate.

The use of CAD/CAM was evident throughout all the candidates work submitted for moderation. It is pleasing to see that candidates showed evidence of their understanding and ownership of design work generated and manufactured using this method. There was some evidence of prototype products manufactured using CAM suddenly 'appearing' with no supporting evidence within the candidates design folder. Screen shots provide evidence of the development of ideas using CAD/CAM and are evidence of modelling being undertaken by candidates.

There was evidence of teacher guidance strongly influencing some candidate's folders. Teachers need to take great care when making the distinction between guidance and prescription. Centres should avoid the over-reliance on writing frames for candidates work. It is essential that candidates have the opportunity to show flair and creativity in the way they approach the various aspects of this unit.

Centres are reminded that there are a number of subject specific support systems in place to aid teachers in the delivery of this specification, ranging from written advice on coursework proposals to a full program of In-Service Training meetings.

Administration

Communication with centres was satisfactory and all assessment material reached the moderators in plenty of time. All centres had provided individual Controlled Assessment Cover Sheets for each candidate. Centres are reminded that moderators will still need to receive the Centre Authentication form CSS160 with the MS1 which is sent to the moderator.

In the small number of centres that were moderated there was evidence that internal moderation and standardisation had taken place. Centres are reminded to allow sufficient time to carry out effective internal standardisation prior to the submission of marks.

There were few inaccuracies in centre paperwork. The provision of annotated coursework mark sheets on individual candidates work was appreciated by moderators and aided the smooth running of the moderation process.

Centres are reminded that there is a full range of documentation, including downloadable forms and other subject specific support materials on OCR's website: www.ocr.org.uk.

Content

Most folders were of between 12-15 pages of A3 or equivalent. There was little use of writing frames though in some centres the format of each candidate's folder was very similar. Unit 531 is a controlled assessment which should be completed in 20 hours. It was apparent that most candidates had produced their folders within the allocated time. Guidance regarding editing, suitability of content and concise presentation is still required by some candidates. With such a tight time allowance it is essential that candidates are encouraged to edit their content and avoid duplication or irrelevant material.

Performance of Candidates

The more successful candidates showed evidence of having used the Controlled Assessment Mark Scheme for A531, as printed in the specification, to guide their content. Centres are advised to budget the amount of time that they allow candidates to spend on each of the Creativity, Designing, Making and Evaluation strands.

CREATIVITY

Candidates clearly need guidance to complete the Creativity strand. From the Theme and starting point candidates need to identify a maximum of two appropriate existing products to analyse. From this analysis they will need to establish an understanding of what are the principles of good design for the product and then identify the trends in the design of the existing products. From these findings they should then demonstrate that they have an understanding of the needs of the users. With all this information to hand they should produce a clear concise and precise design brief.

Successful Candidates gave examples of users and the user's needs. They carried out a thorough analysis of two existing products identifying what made them good designs and explained the significance of any trends in these existing products. They used sketches and photographs to illustrate their findings. They briefly analysed the information gathered before using this to generate a concise Design Brief that clearly identified the product and users.

DESIGNING

Candidates should start this strand by analysing their design brief. They then need to produce a suitable specification for their prototype product. Candidates are advised to make clear links between their analysis of the design brief and the Design Specification.

The design specifications produced by candidates varied in content and detail. Some candidates produced simple lists that were vague and generic and which could well have applied to most prototype products. Other candidates provided unique detailed specifications that clearly applied to the prototype product they intended to make. A good design specification forms an essential checklist that will guide the candidate through this controlled assessment.

Most candidates used freehand sketching to illustrate their initial design ideas. Some candidates generated and developed detailed ideas which were fully explained with notes. Others provided simple sketches with little detail or explanation. Most candidates identified a chosen idea but few fully explained their choice of idea.

To illustrate their chosen prototype design most candidates produced an orthographic drawing and provided further detail of prototype, its construction and materials to be used. Many candidates used ICT to present their detailed drawings and surface graphics. At this stage some candidates clearly used ICT to produce a final design for their prototype using ICT but failed to include in their folders the developmental work that they had clearly undertaken using ICT. A series of screenshots of the work they had undertaken would have seen them gain greater credit.

Successful Candidates briefly analysed their design brief and drew conclusions from this work. This was then incorporated into a structured, detailed, bullet pointed design specification. Successful candidates presented their design ideas using pencil sketches to generate a range of free-flowing ideas which were then fully explained with annotation. They then explained fully, with reasons, their choice of prototype product. Candidates then produced a detailed scale drawing of the prototype product giving full details of possible materials, likely construction methods and processes, and of surface graphics. Candidates should communicate their designs using appropriate skills and techniques including ICT.

MAKING

Most candidates successfully produced a prototype product. Overall, this was the most successful aspect of the work seen. Most candidates appeared to have worked skilfully and safely to produce prototype products of reasonable to high quality.

Few candidates, however, provided any real evidence of modelling in their folders. Clearly modelling must have taken place as products had developed from earlier designs. It is essential that candidates include evidence of modelling in their folders in order to gain credit. Modelling evidence might include cut and paste examples of models, photographic images, and screenshots showing how their design was modelled using ICT.

Surface graphics were successfully applied to most prototype products seen using both traditional rendering methods and the extensive use of ICT.

All candidates had chosen compliant materials for Graphics for their prototype products and had made sound choices of tools and equipment. Furthermore, all candidates had chosen and used facilities appropriate to Graphics.

Most candidates were able to show through their folder and the prototype product that they had effectively solved technical problems as they had arisen.

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All candidates had planned the making of their prototype product. Most candidates had then included a record of the key stages in making the prototype product using notes, sketches and photographic images. Many had highlighted difficulties and problems they had encountered and how they had overcome them.

Successful Candidates use modelling to identify problems and make appropriate modifications. They clearly assess the suitability of the prototype considering in detail the needs of the user. Candidates make appropriate choices of materials, tools and equipment. Successful candidates work skilfully and safely to produce a high quality prototype product suitable for the intended user which has surface graphics applied that demonstrate a high level of competency. Throughout their folder they assess and apply knowledge appropriate for Graphics. Successful candidates clearly demonstrate their ability to solve problems effectively and efficiently as they arise. Successful candidates record the key stages in the creation of the prototype product providing comprehensive notes and visual evidence.

EVALUATION

Almost all candidates based their evaluation on their prototype product and specification. All the modifications candidates outlined were improvements to the prototype product. The Specification for Unit 531 clearly states that the evaluation should be of the designing and making process. Furthermore that any modifications proposed by the candidate should be of ways to improve the designing and making process. The record that candidates will have kept of the creation of the prototype (in the Making strand) together with the recording of any technical problems the candidate had overcome (also in the Making strand) should form the basis of their evaluation.

Moderators felt that centres may well have run short of time and this could have further contributed to very limited evaluations in many folders.

Successful Candidates produce a critical evaluation that evaluates the processes involved in designing and making their prototype product. Through reference to their planning and recording of the stages in making their prototype product they are able to reflect and suggest modifications to improve the modelling and prototyping processes.

QUALITY OF WRITTEN COMMUNICATION

Most Centres applied this mark fairly and accurately. Candidates should be encouraged to use appropriate specialist terms throughout their folder.

A532 Sustainable design

General Comments

This paper proved to be accessible to all candidates and a good range of responses were seen to all of the questions.

The vast majority of candidates attempted to answer all of the questions and there was no evidence to suggest that they did not have sufficient time to complete the paper.

They demonstrated a good understanding of the terminology involved but were often let down by poor exam techniques, by misunderstanding or misinterpreting the question. Many of the answers showed a lack of maturity, a lack of specific knowledge, and a lack of KS4 exam technique. Occasionally candidates' answers were merely taken from the question itself and where two reasons or an explanation were required the same point was made twice with slight word variations.

Some of the candidates handwriting was very difficult to decipher: candidates should be prepared to make an effort with their writing in an examination situation.

A lot of candidates lost marks by not reading the question carefully enough: giving interesting and accurate information about sustainability issues, but not the answer to the set question.

Comments on Individual Questions

Q1 - Well answered, majority of candidates correctly selected 'protect the user.'

Q2 - Almost all candidates correctly answered 'take it apart.'

Q3 - A good proportion of candidates correctly answered although some candidates demonstrated their lack of understanding of the term 'economic' with reference to repairing a product by circling 'there is no proof of purchase.'

Q4 - Almost all candidates identified the correct meaning of the symbol meaning that the product can 'be recycled.'

Q5 - Almost all candidates correctly identified that designers should 'respond to the values of different cultures.'

Q6 - Many candidates correctly answered 'Rethink' or 'Reuse.' Candidates that did not score often listed more than one 6R.

Q7 - There were many good answers that related to the life of the product from manufacture to disposal, low scoring candidates sometimes referred to the life cycle meaning that the product was eco-friendly or gave no response.

Q8 - Very few candidates were able to correctly identify all three words 'Ethical trading Initiative', many candidates simply guessed or did not respond.

Q9 - Many candidates were able to state the term 'Carbon Footprint' although answers such as 'carbon emissions' or 'global warming' were listed.

Q10 - A large proportion of candidates were correctly able to identify 'biodegrade or biodegradeable.'

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Q11 - 15 A large proportion of candidates were able to correctly identify true and false answers with Q.14 and 15 being the most inaccurately answered.

Q16a - Many good answers seen that showed why designers would use different pictures for each month, most weaker candidates were able to score here.

Q16b - Lots of acceptable ways to reuse the picture included postcards, posters and birthday cards.

Q16ci - Good answers included a clear understanding of the term sustainable, describing a material that comes from a sustainable, lasting source that will not run out, because it can be re-grown and replenished, without causing any damage to the environment. Some candidates gave answers that referred to the 'staining' of the materials, while other candidates gave answers that referred to lasting a long time without wearing, tearing or falling apart or simply did not give enough clear detail.

Q16cii - Many candidates were able to explain that the term 'redundant' means no longer of any use, and at the end of its useful life. But few candidates were able to relate this to the calendar and gave little or no detail of this.

Q16ciii - Carbon offsetting was seen by most candidates as reducing carbon emissions, rather than the action of offsetting, for example planting trees that attempt to counter balance the global effects of the carbon emissions.

Q16d - Many candidates simply described general risk terms such as the use of 'toxic' or 'harmful' chemicals rather than specific chemical risks such as 'oil based inks' or 'bleaching agents.' Many candidates simply stated that the effect would be to 'harm the environment' rather than detailed a specific risk such as 'Bleach used to whiten the paper could leak into rivers and streams and harm or kill the plants and wildlife affecting the eco-system.'

Q17ai - Many candidates gave answers such as plastic or metal: a much more specific answer was required (such as aluminium, styrene or steel) in order to gain credit.

Q17aii - Many candidates were able to acknowledge that one of the advantages to the manufacturer of using recycled materials was that it was good for the environment, but few candidates were able to identify the improved public image for the manufacturer as an advantage. Cheaper material costs were often given as an advantage, but this is not always the case with recycled materials.

Q17bi - Many candidates were able to explain the term 'rethink' but failed to explain this clearly or simply repeated the term in their answer. Many candidates could not relate their answer to how the term could be applied to the calendar.

Q17bii - Many candidates were able to explain the term 'reduce' but failed to explain this clearly or simply repeated the term in their answer. Many candidates could not relate their answer to how the term could be applied to the calendar.

Q17biii - Many candidates were able to understand the term 'refuse' but failed to explain this clearly in their answer, many simply repeated the term in their answer. Many candidates could not relate their answer to how the term could be applied to the calendar.

Q17ci - Many candidates gave a very simplistic explanation of the term, such as 'how it works.'

The functional aspects of the calendar could have included: having a page for each month, easy to read, spaces to write in appointments or birthdays, easy to turn pages over, easy to tear pages off.

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Q17cii - Candidates were mostly able to correctly identify that the calendar must look good in some aspect. The aesthetic aspects of the calendar could have included: the colours used, the pictures, the typeface, the finish and the texture.

Q18ai - Well answered in general but surprisingly, a number of lower achieving candidates failed to tick any of the boxes of the package illustrations.

Q18aii - Many candidates have a confused understanding of the term 'non-sustainable.' Answers seen related to materials lasting a long time and not wearing or tearing were common answers. It is important for candidates to understand that a non-sustainable resource is one that cannot be replaced, that it will ultimately run out, and that oil, coal and petrol are typical examples of non-sustainable resources.

Q18bi - Vast majority of candidates were correctly able to identify cardboard, corrugated cardboard or card.

Q18bii - 'Polystyrene' without the 'expanded' or 'foam' qualification was often given for the packaging material.

Q18c - A generally well answered question. Almost all candidates were able to identify that the material used was recycled or recyclable and was able to be recycled after use. Many candidates were able to give an answer for transport as some form of eco-transport such as electric cars or carbon efficient vehicles, or reducing/flat packing the cardboard box. Many candidates struggled to suggest an eco-friendly manufacture point; good answers included tessellating the net to reduce waste, or using renewable energy to power machinery.

18d - There were some excellent, well-informed and well-articulated arguments over the three ways to improve the manufacturing processes to protect and preserve the environment. Clearly some candidates had been well prepared for this kind of question, using the correct technical terms, using all of the available space, and structuring their answer in manageable paragraphs. However there were many answers that either failed to address the environmental issues, or only addressed one way to improve the manufacturing with little or no examples given.

Grade Thresholds

General Certificate of Secondary Education
Design and Technology (Graphic Products) (J303 J043)

January 2010 Examination Series

Component Threshold Marks

Unit		Max Mark	A*	A	B	C	D	E	F	G	U
A531	RAW	60	54	48	42	36	30	24	18	12	0
	UMS	120	108	96	84	72	60	48	36	24	0
A532	RAW	60	50	44	38	33	27	21	16	11	0
	UMS	80	72	64	56	48	40	32	24	16	0

The total entry for unit A531 was 47

The total entry for unit A532 was 752

Statistics are correct at the time of publication.

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