

# **Design & Technology (Graphic Products)**

General Certificate of Secondary Education **GCSE 1955**

General Certificate of Secondary Education (Short Course) **GCSE 1055**

## **Mark Schemes on the Components**

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**June 2006**

**1955/1055/MS/R/06**

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### General Certificate of Secondary Education

### GCSE Design & Technology (Graphic Products) – 1955

### GCSE Design & Technology (Graphic Products) (Short Course) - 1055

#### MARK SCHEMES FOR THE COMPONENTS

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**Mark Scheme 1955/01, 1055/01  
June 2006**

**Tolerance + or - 2mm on all questions**

1	(a)	(i)	Letter E completed	(1)		
			<b>OR</b>			
			Letter E accurately completed within tolerance	(2)	(2)	
			Letter P completed	(1)		
			<b>OR</b>			
			Letter P accurately completed within tolerance	(2)	(2)	<b>[4]</b>
		(ii)	Outline shape drawn within tolerance, <b>No marks for freehand in (a) (i) and (a) (ii)</b>		(1)	<b>[1]</b>
	(b)	Quicker	Can copy drawing		(1)	
		Easier	Star only needs to be drawn once		(1)	<b>[2]</b>
		More accurate				
		Any appropriate factor (1 x 2)				
	(c)	Sketch that shows a form of perforation - a broken line			(1)	
		Clear explanation of perforation - a series of small cuts or holes along the line to be torn			(1)	<b>[2]</b>
	(d)	Offset litho ticked, <b>No</b> mark if more than one box ticked			(1)	<b>[1]</b>
					<b>Total:</b>	<b>[10]</b>

2	(a)	(i)	Two vertical fold lines correctly added (1 x 2) Two horizontal fold lines correctly added (1 x 2) Lines must be full length. Both solid lines only 1 mark	(2) (2)	[4]
		(ii)	Two glue tabs correctly added (at least 5mm wide & angled ends) <b>OR</b> Three glue tabs correctly added (at least 5mm wide & angled ends)	(1) (2)	
			If three glue tabs in correct position but not wide enough or no angled end No credit for 'double tabs'	(1)	[2]
	(b)		Die cutting, stamping or press knives	(1)	[1]
	(c)		Not as messy as glue Can be attached to box by manufacturer Assembly requires no extra materials Not quicker or easier unless qualified eg quicker to assemble	(1)	[1]
	(d)		Takes up less space Costs less to send Less likely to be damaged Cheaper for manufacturer to produce Easier to transport Less work for manufacturer (1 x 2)	(1) (1)	[2]

**Total: [10]**

<b>3</b>	<b>(a)</b>	<p>Advantage</p> <p>Holds a lot of information</p> <p>Sound can be used</p> <p>Moving images can be used</p> <p>Material can be made interactive or as a presentation</p> <p>Easy to access specific information</p>	(1)		
		<p>Disadvantage</p> <p>User may not have appropriate hardware to run CD ROM</p> <p>User may not know how to use a CD ROM</p> <p>No computer available (1)</p>	(1)	<b>[2]</b>	
	<b>(b)</b>	<b>(i)</b>	<p>Any octagon drawn</p> <p>Any regular octagon</p> <p>Regular octagon of correct size</p>	(1) (1) (1)	
			<p>Eight triangles drawn as a net</p> <p>Triangles show a degree of accuracy</p> <p>(Mark to candidate's drawing of octagon).</p>	(1) (1)	
			<p>Only one mark can be awarded if candidate has drawn a hexagon and triangles are accurate to this solution. Do not accept any other shape.</p>		
			<p>Triangles accurate within tolerance</p>	(1)	<b>[6]</b>
		<b>(ii)</b>	<p>Sketch of appropriate component - sticky label or self adhesive sticker (accept sticky tape or something being glued on but not triangles glued down)</p> <p>Use of sticker clearly explained - placed over the apex of each of the eight triangles</p> <p>Accept a workable solution which uses locking tab(s)</p>	(1) (1)	<b>[2]</b>
				<b>Total:</b>	<b>[10]</b>



- 4 (a) **Photograph of car**
- |  |     |            |
|--|-----|------------|
| Use of digital camera  | (1) |            |
| Use of disc, DVD, memory card or cable, USB port to transfer image | (1) |            |
| Use of program to manipulate/crop/enhance/re-size image            | (1) | <b>[3]</b> |
- Invitation**
- |                               |     |  |
|-------------------------------|-----|--|
| Text style chosen - Helvetica | (1) |  |
| Text size chosen - 18 pts.    | (1) |  |
| Text justification - Centred  | (1) |  |
| Use of bold text              | (1) |  |
- Car showroom address**
- |   |     |            |
|---|-----|------------|
| Text justification - Right justification or aligned | (1) | <b>[5]</b> |
|---|-----|------------|
- Note** Marks for text style and size can be awarded if they are given in car showroom address section  
Tick where each of the five marks is awarded
- (b) Understanding that thermochromic inks change with temperature (1)
- |   |     |            |
|---|-----|------------|
| Appropriate modification explained using a sketch | (1) | <b>[2]</b> |
|---|-----|------------|
- Eg.  
Colour of car could change  
Lucky number could appear

**Total: [10]**

<b>5</b>	<b>(a)</b> Easier to get catalogues out of tray..... .....because of cut away sections	(1) (1)	<b>[2]</b>
	<b>(b)</b> Product/material contains 40% ..... ..... of recycled material	(1) (1)	<b>[2]</b>
	<b>(c)</b> Any slot shown Any form of tab shown Locking tab shown Slot is shorter than locking tab	(1) (1) (1) (1)	<b>[4]</b>
	<b>(d)</b> More expensive/difficult/harder to produce ..... ..... because it is a more complex design	(1) (1)	<b>[2]</b>
		<b>Total:</b>	<b>[10]</b>

**Mark Scheme 1955/02, 1055/02  
June 2006**

**Tolerance + or - 2mm on all questions**

- 1 (a) Photograph of car**
- |  |     |            |
|--|-----|------------|
| Use of digital camera  | (1) |            |
| Use of disc, DVD, memory card or cable, USB port to transfer image | (1) |            |
| Use of program to manipulate/crop/enhance/re-size image            | (1) | <b>[3]</b> |
- Invitation**
- |                               |     |  |
|-------------------------------|-----|--|
| Text style chosen - Helvetica | (1) |  |
| Text size chosen - 18 pts.    | (1) |  |
| Text justification - Centred  | (1) |  |
| Use of bold text              | (1) |  |
- Car showroom address**
- |   |     |            |
|---|-----|------------|
| Text justification - Right justification or aligned | (1) | <b>[5]</b> |
|---|-----|------------|
- Note** Marks for text style and size can be awarded if they are given in car showroom address section  
Tick where each of the five marks is awarded
- (b)** Understanding that thermochromic inks change with temperature (1)
- |   |     |            |
|---|-----|------------|
| Appropriate modification explained using a sketch | (1) | <b>[2]</b> |
|---|-----|------------|
- Eg.  
Colour of car could change  
Lucky number could appear

**Total: [10]**

2	(a)	Easier to get catalogues out of tray..... .....because of cut away sections	(1) (1)	<b>[2]</b>
	(b)	Product/material contains 40% ..... ..... of recycled material	(1) (1)	<b>[2]</b>
	(c)	Any slot shown Any form of tab shown Locking tab shown Slot is shorter than locking tab	(1) (1) (1) (1)	<b>[4]</b>
	(d)	More expensive/difficult/harder to produce ..... ..... because it is a more complex design	(1) (1)	<b>[2]</b>
			<b>Total:</b>	<b>[10]</b>

<b>3</b>	<b>(a)</b>	More material is used	(1)	<b>[2]</b>
		More processes involved	(1)	
		Takes longer to make	(1)	
	<b>(b)</b>	Attracts people's attention	(1)	<b>[2]</b>
		Makes product more interesting	(1)	
		More space is available for printing information	(1)	
	<b>(c)</b>	Die cutting, stamping or press knives	(1)	<b>[1]</b>
	<b>(d)</b>	Some construction shown (at least 2 circles & 2 angled lines or equivalent (1))		
		<b>OR</b>		
		Correct construction (2)	(2)	
		Good quality curve within tolerance	(1)	
		(Mark can be given without evidence of construction)		
Rectangular tab, 60mm wide, centrally located		(1)		
10mm measured from ellipse not along minor axis (Mark to candidate solution for ellipse)		(1)	<b>[5]</b>	
			<b>Total: [10]</b>	

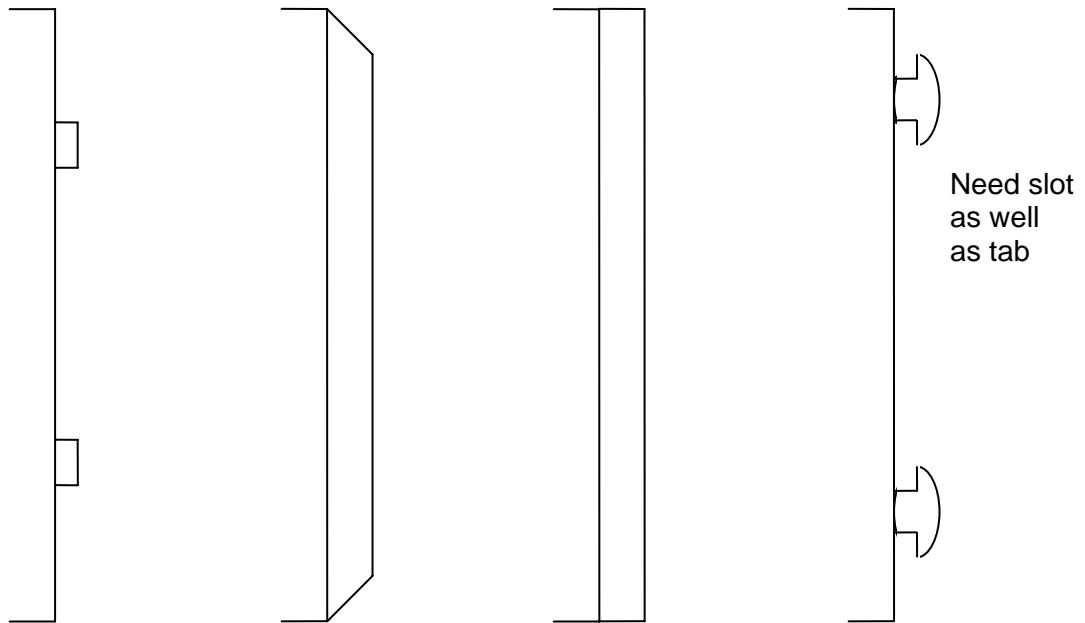
4	(a)	Corrugated flutes shown	(1)	[2]	
		Two outer flat sheets shown (Accept 2D or 3D sketch/drawing)	(1)		
	(b)	Difficult to bend across the corrugations	(1)	[1]	
	(c)	Reversed letter E drawn within tolerance	(1)	[3]	
		Fold over section added (either side)	(1)		
		Glue flap added	(1)		
	(d)	Any letter P sketched/drawn in isometric form	(1)	[4]	
		Depth added to letter	(1)		
		Proportions are appropriate	(1)		
		Appropriate joining pieces shown (must be two, front & bottom)	(1)		
					<b>Total: [10]</b>

5	<b>(a)</b>	Suitable one piece net shown	(1)	<b>[4]</b>
		Appropriate window large enough to show most of car	(1)	
		Appropriate method to allow packaging to hang from hook	(1)	
		Box that can open and close	(1)	
	<b>(b)</b>	Suitable net (6 surfaces)	(1)	<b>[6]</b>
		All fold lines shown	(1)	
		Appropriate fold in tabs shown (min. of 3 – 2 large and one small)	(1)	
		Appropriate glue tabs shown	(1)	
Window drawn in appropriate position and to an appropriate size		(1)		
Appropriate hanging method (no additional material used)	(1)			
			<b>Total: [10]</b>	



**Mark Scheme 1955/03**  
**June 2006**

- 1 (a) 6 sided figure joined up (not necessarily using AB) (1)  
 Regular hexagon correct to overlay (1)  
 Any thickness all way round inside or out (1) [3]
- (b) Correct tick for HEXAGON (more than 1 box ticked NO mark) (1) [1]
- (c) (i) Remaining 4 sides shown to the right (1)  
 Correct overall length +/- 5mm (1)  
 Any additional correct use of fold line convention (1) [3]  
 (accept dash line)
- (c) (ii) Suitable method of joining sides together i.e. glue flap (1) [1]  
 (double sided tape needs a flap)



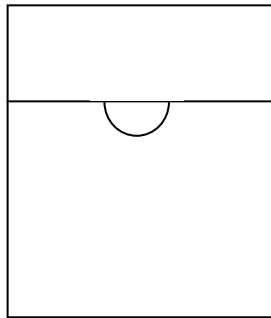
- (c) (iii) Cut out hole shown on the correct side as per overlay (1)  
 Cut out - correct size and position to overlay - (1)  
 +/- 2mm on any side [2]

**TOTAL 10**

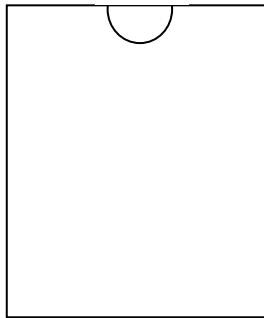
<b>2</b>	<b>(a)</b> Correct tick for EMBOSSING (more than 1 tick NO mark)	(1)	<b>[1]</b>
	<b>(b)</b> Some attempt to show depth	(1)	
	Depth correct on consistent surfaces of the best ray	(1)	<b>[2]</b>
	<b>(c) (i)</b> Circle diameter shown as 50 mm diameter +/- 2mm	(1)	<b>[1]</b>
	<b>(ii)</b> LINE TOOL given (not ruler)	(1)	
	Draw a horizontal	(1)	
	Diameter		
	or		
	Line through centre point		
	or		
	50mm line		
	or		
	Full width line or maximum width	(1)	<b>[3]</b>
	<b>(iii)</b> Circle diameter correct (50 mm +/- 2mm)	(1)	
	Horizontal diameter	(1)	
	Top semi-circle darker or No bottom semi-circle shown	(1)	<b>[3]</b>

**TOTAL 10**

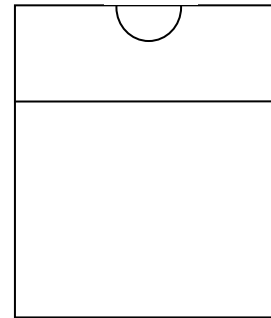
- 3 (a) (i) Overall height of 130 mm shown (1)  
 Major axis of ellipse shown at a height of 100mm (1)  
 Some evidence of Ellipse construction  
 (two circles and two angled lines or equivalent) (1)  
 Correct ellipse construction (1)  
 Ellipse accuracy to overlay within 2mm (1) [5]
- (ii) Horizontal line projected from front view in line with  
 major axis or to candidate solution (1)  
 Tab to solution below (ignore size) (1) [2]



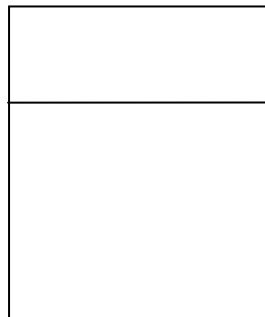
(2) OR



(1) OR



(1)

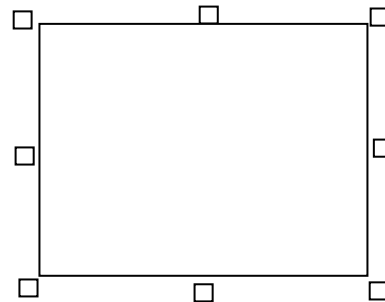
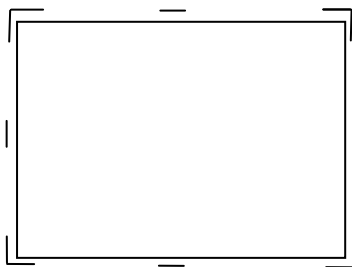
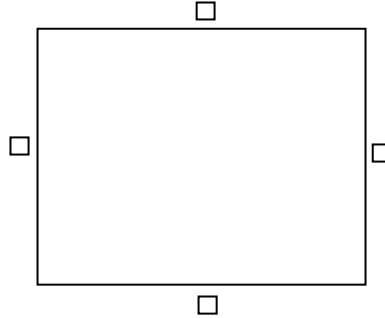


OR (1)

- (b) Correct tick for 300 microns (more than 1 box ticked NO mark) (1) [1]
- (c) (i) Correct tick for OFFSET LITHOGRAPHY  
 (more than 1 box ticked NO mark) (1) [1]
- (ii) Correct tick for COLOUR PHOTOCOPYING or SCREEN  
 PRINTING  
 Or  
 Colour photocopying AND screen printing (1) [1]

**TOTAL 10**

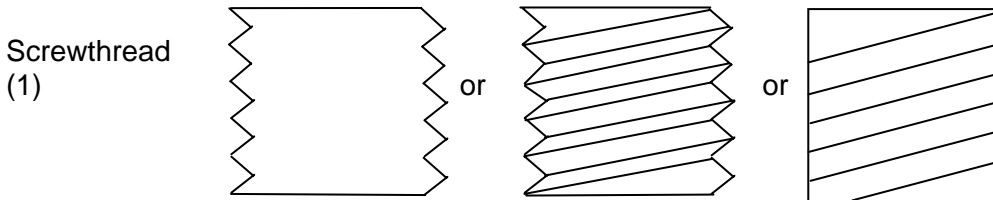
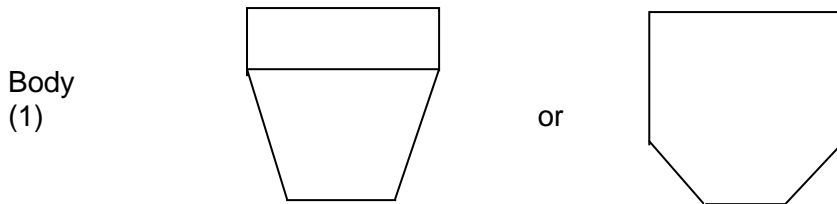
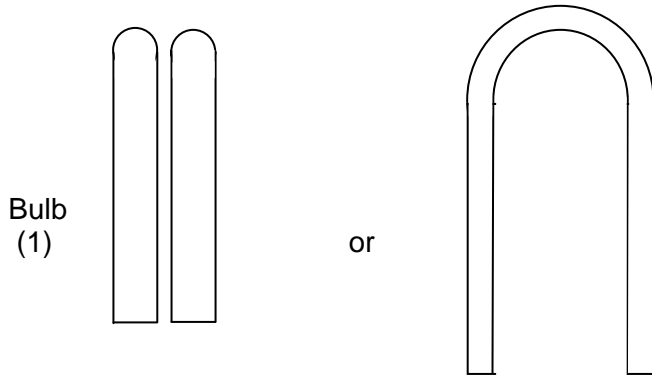
- 4 (a) Correct alignment of CENTRE or CENTRED, CENTRAL (1) [1]  
 No mark for MIDDLE
- (b) Any drawn Rectangular frame (1)  
 Rectangular frame shown to just contain the farmyard (1)  
 4-8 grips shown (as below or on line/inside/outside ). (1) [3]  
 No marks for arrows, circles



- (c) 2 reasons 1 mark each accept alter size/change colour or tone/remove any unwanted detail such as background, add features, contrast, sharpness (2x1) [2]  
 NOT enhance or edit or improve quality
- (d) HAND WRITTEN METHOD  
 45/45 Accept 60/30, 30/60, 45 (1)  
 Suitable colouring media i.e. pencils/markers/air brush (1)  
 Watercolours, paint, felt tips, pastels
- 3D CAD METHOD  
 Suitable 3D software - Autocad/Inventor/Solid works/Prodesktop/2D Design/Drawplus/Rhino/Autodesk/ProEng. Mechanical Desktop (1)  
 NOT DTP, Paint, Photoshop, Word  
 Suitable rendering words such as detail/colour/tone/shading Texture/Features/Background (1) [4]

TOTAL 10

- 5 (a) 3 parts separated or joined (1)  
 Bulb to sketch below (1)  
 Body to sketch below (1)  
 Screw thread to sketch below (1) [3]

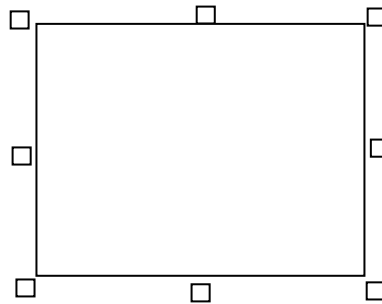
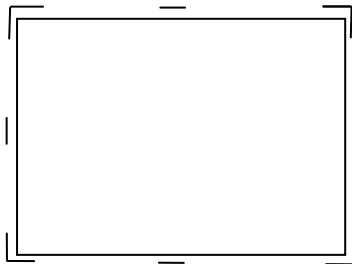
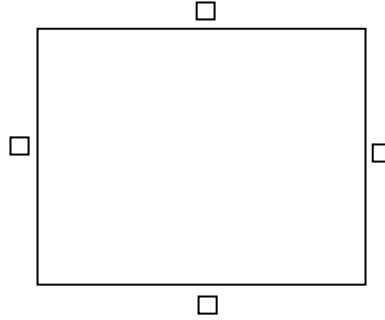
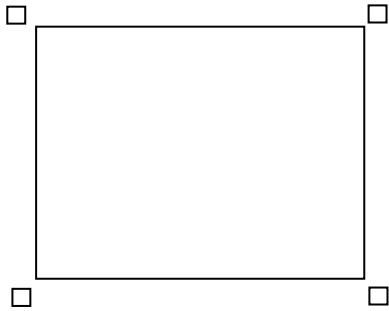


- (b) Fully or partially exploded generally in line (1)  
 Solution in isometric (1)  
 Method prevents bulbs touching (1)  
 Method prevents bulbs moving or provides extra protection (1)  
 Method fully communicated (1) [5]
- (c) One advantage of plastic blister packaging - can see the bulb/ it stops people pinching one out of the box/aids display of the bulb (1) [1]
- (d) No marks for cheaper/quicker/protect (1)  
 VACUUM FORMING or MOULDING (1) [1]

TOTAL 10

**Mark Scheme 1955/04**  
**June 2006**

- 1 (a) Correct alignment of CENTRE or CENTRED, CENTRAL (1) [1]  
 No mark for MIDDLE
- (b) Any drawn Rectangular frame (1)  
 Rectangular frame shown to just contain the farmyard (1)  
 4-8 grips shown (as below or on line/inside/outside ). (1) [3]  
 No marks for arrows, circles

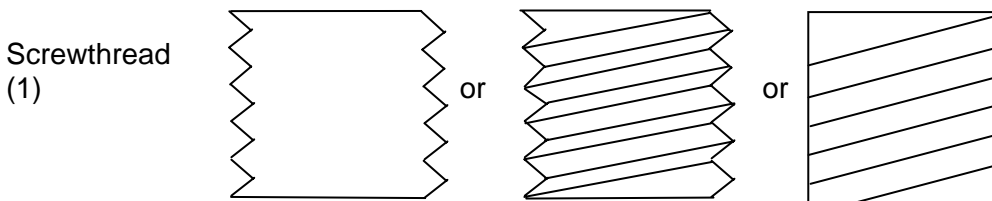
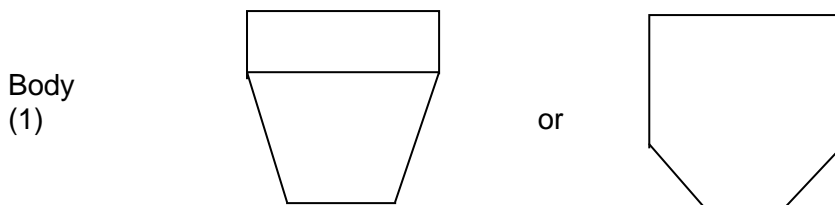
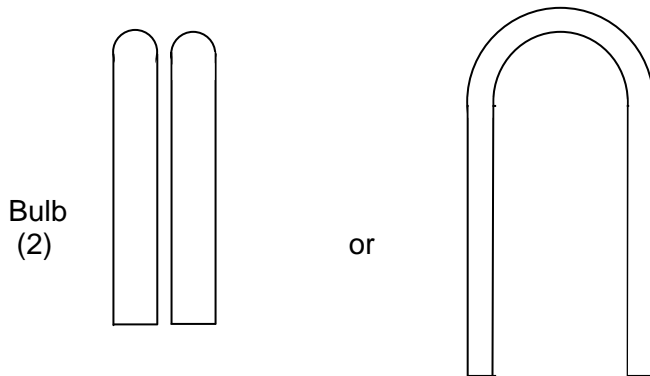


- (c) 2 reasons 1 mark each accept alter size/change colour or tone/remove any unwanted detail such as background, add features, contrast, sharpness (2x1) [2]  
 NOT enhance or edit or improve quality
- (e) HAND WRITTEN METHOD  
 45/45 Accept 60/30, 30/60, 45 (1)  
 Suitable colouring media i.e. pencils/markers/air brush (1)  
 Watercolours, paint, felt tips, pastels
- 3D CAD METHOD  
 Suitable 3D software - Autocad/Inventor/Solid works/Prodesktop/2D Design/Drawplus/Rhino/Autosketch/ProEng. Mechanical desktop (1)  
 NOT DTP, Paint, Photoshop, Word  
 Suitable rendering words such as detail/colour/tone/shading Texture/Features/Background (1) [4]

TOTAL 10



- 2 (a) 3 parts separated or joined (1)  
 Bulb to sketch below (1)  
 Body to sketch below (1)  
 Screw thread to sketch below (1) **[3]**

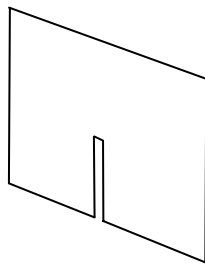


- (b) Fully or partially exploded generally in line (1)  
 Solution in isometric (1)  
 Method prevents bulbs touching (1)  
 Method prevents bulbs moving or provides extra protection (1)  
 Method fully communicated (1) **[5]**
- (c) One advantage of plastic blister packaging - can see the bulb/it stops people pinching one out of the box/aids display of the bulb (1) **[1]**
- (d) No marks for cheaper/quicker/protect (1)  
 VACUUM FORMING or MOULDING (1) **[1]**

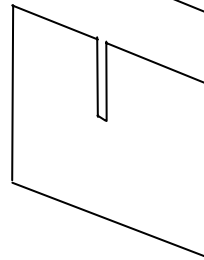
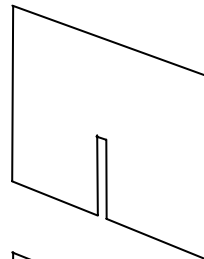
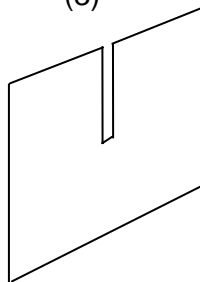
**TOTAL 10**

- 3 (a) Cuboid in isometric form (1)  
 Upstand curve drawn anywhere (not horizontal) (1)  
 - in isometric form (1)  
 Cutout curve drawn anywhere – in isometric form (1)  
 Orientation ie Upstand to right, cutout opposite (1)  
 Correct measurements to overlay +/- 2mm (1) [5]
- (b) CARD THICKNESS 200-500 microns (1)  
 CUTTING AND CREASING METHOD - Die Cutting/  
 Die stamping /Die forming (1) [2]  
 No marks for - CAD/CAM plotter/die cutter/laser cutter
- (c) Exploded sketch shown (correct orientation needed) (1)  
 2 pieces of card used to give 4 compartments (1)  
 2 pieces slot together to give 4 compartments (slot any length  
 single line acceptable) (1) [3]

**TOTAL 10**



(3)



(2) exploded  
 mark not  
 given due to  
 orientation

4	(a)	(i)	Workable net (all elements present, fits together)		
			No glue flaps needed	(1)	
			Front to overlay +/- 2mm	(1)	
			Both sides correct to overlay +/- 2mm	(1)	
			Some evidence of ellipse construction		
			Min 2 circles, 2 angled lines or equivalent	(1)	
			Complete ellipse construction	(1)	
			Ellipse and top shoulders accurate to overlay +/- 2mm	(1)	<b>[6]</b>
		(ii)	Slot and tab which pull out	(1)	
			Slot and tab which will NOT pull out (slot is narrower than tab) accept double folded over sides	(1)	<b>[2]</b>
		(iii)	Correct fold lines identified - label, broken line, dotted, thin line, coloured line, construction line. Ignore Tabs	(1)	
			Correct convention _____ - - - _____	(1)	<b>[2]</b>
					<b>TOTAL 10</b>

5	(a)	(i)	Suitable material for see through window, thin styrene, acetate, cellophane No marks for acrylic, Perspex, polythene, cling film, plastic	(1)	[1]
		(ii)	Hexagon shown on given centre to general proportions of window (accept straight sides) Any evidence of curved surface taken into account in the drawing of the hexagon (curved construction lines or curved sides)	(1) (1)	[2]
	(b)	TOP IS SQUASHED DOWN AND THE TWO SIDES PUSH OUTWARDS Top is shown squashed down ie lower down Two sides shown pushed outwards Arrows pushing down AND outwards (need both)		(1) (1) (1)	[3]
	(c)	Method shown which connects or strengthens two sides Method should provide some support for the top Drawing should show how the method is fixed to existing package Clear and unambiguous communication – can you see how it works		(1) (1) (1) (1)	[4]
					<b>TOTAL 10</b>

**General Certificate of Secondary Education  
Design & Technology: Graphic Products (Short Course) 1055  
June 2006 Assessment Session**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01 Paper 1	50			26	22	18	15	12
02 Paper 2	50	32	28	24	19			
03 Coursework	105	82	69	57	45	33	22	11

**Syllabus Options**

**Foundation Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175				85	71	57	43	29
Percentage in Grade					19.7	22.6	16.7	16.7	14.7
Cumulative Percentage in Grade					19.7	42.3	59.1	75.8	90.6

The total entry for the examination was 217

**Higher Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175	142	125	108	91	72	62		
Percentage in Grade		7.1	25	29.1	17.8	10.9	4.9		
Cumulative Percentage in Grade		7.1	32.1	61.2	79.1	90.1	95		

The total entry for the examination was 376

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	4.5	16	18.6	18.5	15.1	9.1	6	5.2
Cumulative Percentage in Grade	4.5	20.6	39.3	57.8	73	82.1	88.1	93.4

The total entry for the examination was 593

**General Certificate of Secondary Education  
Design & Technology: Graphic Products (Full Course) 1955  
June 2005 Assessment Session**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01 Paper 1	50			26	22	18	15	12
02 Paper 2	50	32	28	24	19			
03 Paper 3	50			28	23	19	15	11
04 Paper 4	50	30	25	21	16			
05 Coursework	105	82	69	57	45	33	22	11

**Syllabus Options**

**Foundation Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175				91	75	59	43	27
Percentage in Grade					25.4	23.7	20.6	15.4	8.8
Cumulative Percentage in Grade					25.4	49.3	69.8	85.2	94.1

The total entry for the examination was 10006

**Higher Tier**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	175	139	122	105	89	70	60		
Percentage in Grade		8.1	22.4	29.9	22.3	12.0	2.1		
Cumulative Percentage in Grade		8.1	30.6	60.5	82.9	94.9	97.1		

The total entry for the examination was 12679

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	4.5	12.6	16.7	23.7	17.2	10.2	6.7	3.8
Cumulative Percentage in Grade	4.5	17.1	33.9	57.6	74.8	85.1	91.9	95.8

The total entry for the examination was 22685







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