

Home Economics (Child Development)

General Certificate of Secondary Education **GCSE J441**

Mark Scheme for the Unit

January 2010

J441/MS/R/10J

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

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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Home Economics (Child Development) (J441)**

MARK SCHEME FOR THE UNIT

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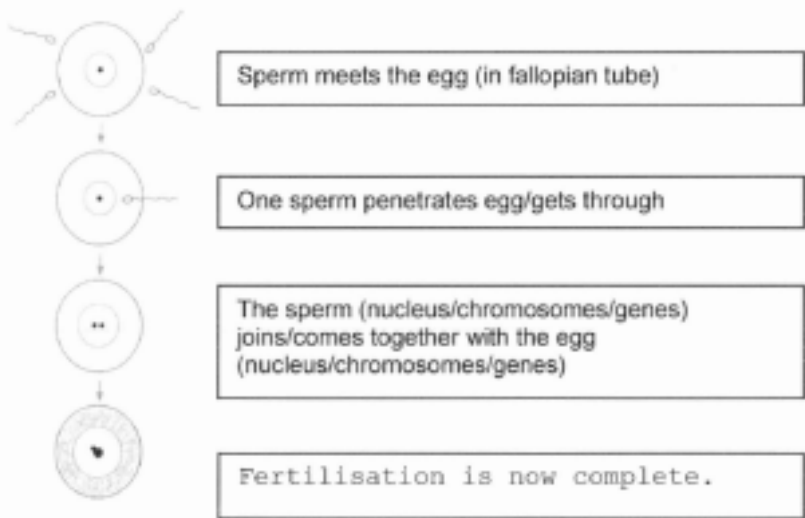
B013 Principles of child development

Question		Expected Answer	Mark	Additional Guidance								
1	(a)	<p>Body measurements are taken as soon as a baby is born. Give three measurements which are taken as soon as a baby is born.</p> <p>ONE mark for each correct answer. THREE required eg</p> <p>Length/height Weight Head circumference/diameter/head span/round the head Heart rate/pulse</p>	[3]									
	(b)	<p>Complete the following table giving the correct name for each description. The first one has been done for you. ONE mark for each correct answer. TWO required eg</p> <table border="1" data-bbox="392 837 1335 1050"> <thead> <tr> <th>Description</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>A greasy whitish substance on a baby's skin at birth</td> <td>Vernix</td> </tr> <tr> <td>A slight yellow colouring to the skin and eyes</td> <td>Jaundice</td> </tr> <tr> <td>Small whitish spots on a baby's face, particularly on the nose</td> <td>Milia</td> </tr> </tbody> </table>	Description	Name	A greasy whitish substance on a baby's skin at birth	Vernix	A slight yellow colouring to the skin and eyes	Jaundice	Small whitish spots on a baby's face, particularly on the nose	Milia	[2]	
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A greasy whitish substance on a baby's skin at birth	Vernix											
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Question		Expected Answer	Mark	Additional Guidance	
	(c)	<p>All new born babies have the same basic needs.</p> <p>Identify four basic needs of a new born baby.</p> <p>ONE mark for each correct answer. FOUR required eg</p> <p>Food Shelter/home/house Warmth Clothes Love/affection Attention Sleep/rest Security/protection/safe environment Hygiene/kept clean Routine Stimulation/attention</p>	[4]		
	(d)	(i)	<p>Most children follow the same general pattern of development.</p> <p>What term describes the average ages and stages of this general pattern of development?</p> <p>ONE mark for correct answer. Milestones/norms</p>	[1]	
		(ii)	<p>Name the two main factors that affect a child's development.</p> <p>ONE mark for each correct answer. TWO required eg Nature Nurture</p>	[2]	

Question		Expected Answer	Mark	Additional Guidance
	(e)	Some children go through a phase of refusing food. Describe two ways a parent/carer could help a child through this phase.		
		<p>Ways x 2</p> <p>Small portion</p> <p>Own crockery</p> <p>Own cutlery</p> <p>No snacks between meals</p> <p>No bribery/coaxing/ forcing/threats</p> <p>Do not rush/do not force</p> <p>Eat as a family/with child/relaxed/happy occasions</p> <p>Give a variety of food</p> <p>Food not to hot/cold</p> <p>Do not fuss/do not make comment/remove food</p>	<p>How helps a child x2</p> <p>So do not over face/overwhelm a child</p> <p>Feel special/encourages to see pattern/security from familiar things</p> <p>Right size for small fingers</p> <p>Will be ready to stop playing/want to eat</p> <p>Child will feel less stressed</p> <p>Less likely to refuse food</p> <p>Social time/talk together/listen to one another/share events</p> <p>Fun to try new things</p> <p>Does not put off child/more comfortable</p> <p>Know when they have had enough</p>	

Question		Expected Answer		Mark	Additional Guidance
	(e)	<p>Allow child to help make meal</p> <p>Encourage to help with shopping</p> <p>Invite a friend</p> <p>Serve food attractively/shapes/ Colourful</p> <p>Allow child to feed itself</p> <p>Regular mealtimes/routine</p>	<p>Sense of enjoyment/allows child to succeed</p> <p>Feel involved/likely to try food chosen/bought</p> <p>Allows child to share enjoyment with peers</p> <p>Makes child want to try food/more interesting</p> <p>Lets child be independent/feel grown up</p> <p>Child not over hungry or tired</p>	[4]	
	(f)	(i)	<p>Children should be taught to wash their hands before eating to prevent food poisoning.</p> <p>Name two other occasions children should be taught to wash their hands.</p> <p>ONE mark for each correct answer. TWO required eg</p> <p>After: Being outside Playing Touching pets/animals Going to the toilet Sneezing/coughing/using a handkerchief/blowing nose Touching/handling rubbish Before helping prepare/give out food Before/after visiting a sick relative/friend</p>	[2]	

Question	Expected Answer	Mark	Additional Guidance
	<p>(ii) Identify two symptoms of food poisoning.</p> <p>ONE mark for each correct answer. TWO required eg</p> <p>Diarrhoea Sickness/vomiting Tummy ache/stomach pains/cramps/upset stomach Nausea/feeling sick</p>	<p>[2]</p>	
<p>2</p>	<p>(a)</p> <p>After an egg has been released from a woman's ovary, it moves into the fallopian tube where fertilisation usually takes place. Give the stages of fertilisation shown in each of the diagrams below. The last stage has been done for you. ONE mark for each correct answer. THREE required.</p>  <p>Sperm meets the egg (in fallopian tube)</p> <p>One sperm penetrates egg/gets through</p> <p>The sperm (nucleus/chromosomes/genes) joins/comes together with the egg (nucleus/chromosomes/genes)</p> <p>Fertilisation is now complete.</p>	<p>[3]</p>	

Question	Expected Answer	Mark	Additional Guidance										
(b)	<p>Explain why blood tests are taken during pregnancy.</p> <p>High Level Response 5-6 The candidate will name a number of blood tests will correctly explain their importance of why blood tests are taken. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4 A candidate will describe the importance of taking blood tests but lack detail. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Low Level Response 0-2 The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <table border="1" data-bbox="383 951 1357 1422"> <thead> <tr> <th data-bbox="383 951 869 986">Blood test</th> <th data-bbox="869 951 1357 986">Importance</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 986 869 1082">Blood group</td> <td data-bbox="869 986 1357 1082">Needed for an emergency/blood transfusion</td> </tr> <tr> <td data-bbox="383 1082 869 1177">Rhesus factor</td> <td data-bbox="869 1082 1357 1177">Explain negative/positive antibodies</td> </tr> <tr> <td data-bbox="383 1177 869 1273">Anaemia</td> <td data-bbox="869 1177 1357 1273">To establish iron levels/give supplement if needed</td> </tr> <tr> <td data-bbox="383 1273 869 1422">Rubella immunity</td> <td data-bbox="869 1273 1357 1422">Mother is immune to German measles. Risk to baby</td> </tr> </tbody> </table>	Blood test	Importance	Blood group	Needed for an emergency/blood transfusion	Rhesus factor	Explain negative/positive antibodies	Anaemia	To establish iron levels/give supplement if needed	Rubella immunity	Mother is immune to German measles. Risk to baby	[6]	
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Question		Expected Answer	Mark	Additional Guidance
	(b)	Sickle cell disease or thalassaemia	Congenital illness. Detect carrier. Genetic counselling.	
		Syphilis/STIs	To detect and treat to prevent infecting baby	
		Hepatitis	Liver disease that may infect baby if mother is a carrier or infected during pregnancy. Baby can be immunised at birth.	
		Placental hormones	To make sure the placenta is working properly and the baby is supplied with enough food and oxygen	
		Down's risk screening	To find the risk of the baby having Down's syndrome. If mother is high risk group, amniocentesis is recommended	
		AFP test	Screening for spina bifida	
		HIV test	To give mother treatment/advise on types of birth and feeding baby	

Question	Expected Answer	Mark	Additional Guidance
(c)	<p>Certain foods should be avoided during pregnancy to prevent harm to the baby. Name three foods that should be avoided during pregnancy.</p> <p>ONE mark for each correct answer. THREE required eg</p> <p>Unpasteurised products Soft cheeses/blue cheeses/goats cheese Raw/undercooked meat Cook chill meals Raw eggs/mayonnaise/mousse Liver/liver pate Peanuts Unwashed vegetables/fruits Tuna/Marlin/Swordfish</p>	[3]	
(d)	<p>Babies need clothing. Give three points to look for when choosing clothes for a newborn baby.</p> <p>ONE mark for each correct answer. THREE required eg</p> <p>Soft Lightweight Warm/cool/ depending on the season Washable/easy to wash/dry Non irritant (won't scratch or irritate skin) Flame resistant (will not easily catch fire) Easy to put on/off/access to nappy Loose/comfortable/not tight Porous (allows moisture to escape) No drawstrings/ribbons (especially around the neck)/no small buttons Avoid loose weave/open knitted garments (to prevent fingers getting caught) Cost Colour Size</p>	[3]	

Question		Expected Answer	Mark	Additional Guidance								
3	(a)	<p>A range of day-care provision is available for children under five. Explain why parents/carers could use day-care provision for their child.</p> <p>High Level Response 5-6 The candidate will explain why parents/carers may use day care provision with explanations how this could help them or their child. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4 A candidate will give some reasons why parents/carers may use day care provision with explanations how this could help them or their child but will lack detail. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Low Level Response 0-2 The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <table border="1"> <thead> <tr> <th>Day care provision</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Meet children from ethnic groups</td> <td>Promotes social harmony/acceptance</td> </tr> <tr> <td>An only child can mix with others</td> <td>Company/people to play with/make friends</td> </tr> <tr> <td>Used to other adults/being away from parents carers</td> <td>Encouraging independence/preparation for school</td> </tr> </tbody> </table>	Day care provision	Explanation	Meet children from ethnic groups	Promotes social harmony/acceptance	An only child can mix with others	Company/people to play with/make friends	Used to other adults/being away from parents carers	Encouraging independence/preparation for school		
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Question		Expected Answer	Mark	Additional Guidance
		Social development of child	Make friends/mix with own age group	
		Promotes language development	Sharing/cooperating with children in play	
		More toys/activities	Access to a wider variety of toys/saves parents/carers buying expensive toys/opportunity for activities not done at home eg messy play	
		More space to play/can run around	If child lives in a small environment/flat with no garden	
		Single parent/carer can work	Self esteem for parent/carer/ able to earn money	
		Both parents/carers work	Income to meet needs of child/ family/no need for carers to continue careers	
		Break for parent/carer	Allows parent/carer time for themselves	
		Respite care	Special needs child needing special provision/allows time with any other child in family	
		Parents/carers can get on with other jobs/chores	Can do shopping etc feel they are coping/reduces stress. Can do jobs more quickly or safely eg ironing	

Question		Expected Answer	Mark	Additional Guidance
		<p>Parents/carers can belong to activity/friendship/ interest groups</p> <p>Gives parent/carers equal choices/opportunities</p>	<p>Contact with other adults/gives parent/carer some time socially/ keep social contacts</p> <p>If no relatives nearby to look after child</p> <p>[6]</p>	
	(b)	<p>Name three types of pre-school provision.</p> <p>ONE mark for each correct answer. THREE required eg</p> <p>Nursery class/nursery school Playgroup/playschool Montessori Kindergarten Parent and toddler group Day nursery Crèche</p> <p>NB NOT nursery on its own</p>	<p>[3]</p>	

Question	Expected Answer	Mark	Additional Guidance
(c)	<p>There is a range of statutory benefits to help families. Give three statutory benefits that could be available to help families.</p> <p>ONE mark for each correct answer. THREE required eg</p> <p>Working families tax credit Income support Housing benefit and council tax benefit Sure start maternity grant Welfare to work scheme Free milk and vitamins Reduced price formula milk Free school meals Fares to hospital Child support maintenance Child benefit Free dental treatment Free medical prescriptions Free eye tests Disability allowance</p>	[3]	
(d)	<p>Give three reasons why a child may be brought up by only one parent.</p> <p>ONE mark for each correct answer. THREE required eg</p> <p>Parents separated/divorced/in refuge One parent died One parent in hospital long term One parent working away long term Births to single women/more women choosing to be single parents/donor sperm/teenage pregnancy One parent in prison</p>	[3]	

Question		Expected Answer	Mark	Additional Guidance								
4	(a)	<p>There is a choice of contraceptives available. Identify the following methods of contraception.</p> <p>ONE mark for each correct answer. THREE required eg</p> <table border="1"> <thead> <tr> <th>Description</th> <th>Method of contraception</th> </tr> </thead> <tbody> <tr> <td>A rubber cover placed over the cervix</td> <td>Cap/Diaphragm</td> </tr> <tr> <td>A device placed in the uterus by a doctor</td> <td>IUS/IUO/IUCO/Coil/copper 7/copper T</td> </tr> <tr> <td>Taken orally and contains hormones</td> <td>Pill/minipill/combined pill</td> </tr> </tbody> </table>	Description	Method of contraception	A rubber cover placed over the cervix	Cap/Diaphragm	A device placed in the uterus by a doctor	IUS/IUO/IUCO/Coil/copper 7/copper T	Taken orally and contains hormones	Pill/minipill/combined pill	[3]	
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Taken orally and contains hormones	Pill/minipill/combined pill											
	(b)	<p>Name two types of contraception that do not require medical advice. ONE mark for each correct answer. TWO required eg</p> <p>Femidom Condom Natural Family Planning (NFP)/Rhythm method Abstinence/saying 'no' Withdrawal</p>	[2]									
	(c)	<p>Name one sexually transmitted disease that can cause infertility in women.</p> <p>ONE mark for correct answer. ONE required, eg</p> <p>Chlamydia Gonorrhoea</p>	[1]									

Question	Expected Answer	Mark	Additional Guidance								
(d)	<p>Describe the factors a couple could consider before deciding to start a family.</p> <p>High Level Response 5-6 The candidate will describe factors a couple could consider before deciding to start a family. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4 A candidate will give some factors a couple could consider before deciding to start a family but may lack specific detail of examples. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Low Level Response 0-2 The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <table border="1" data-bbox="376 879 1429 1217"> <tr> <td data-bbox="376 879 864 914">Accommodation</td> <td data-bbox="864 879 1429 914">Enough room/consider moving</td> </tr> <tr> <td data-bbox="376 951 864 986">Garden</td> <td data-bbox="864 951 1429 986">If there is one/big enough/safe</td> </tr> <tr> <td data-bbox="376 1023 864 1058">Health</td> <td data-bbox="864 1023 1429 1058">Give up smoking/drinking alcohol/balanced diets/folic acid etc</td> </tr> <tr> <td data-bbox="376 1158 864 1193">Money</td> <td data-bbox="864 1158 1429 1193">Affordable on one wage of with other bills etc</td> </tr> </table>	Accommodation	Enough room/consider moving	Garden	If there is one/big enough/safe	Health	Give up smoking/drinking alcohol/balanced diets/folic acid etc	Money	Affordable on one wage of with other bills etc		
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Question		Expected Answer		Mark	Additional Guidance
		Career/break	Whether one person is willing		
		Maturity	Can cope with demands/put baby first		
		Lasting responsibility	Prepared for commitment		
		Lack of freedom/lifestyle change	Considered lack of time/opportunity for own interests etc		
		Age	Not too young/too old re risks to health of mother/baby		
		Genetic history/problems	Need for genetic counselling	[6]	
	(e)	Name the family structures described in the table below. The first one has been done for you. ONE mark for each correct answer. THREE required eg			
		Type of family	Description		
		Nuclear	Couples who live together and may or may not be married. Some have children. Relatives may live far away.		
		Reconstituted	The family may be made up of children from one or both parents' previous relationships.		
		Adopted	Families where adults become parents of other people's children. It is permanent and parents gain full legal rights.		
		Extended	Parents/carers and children who live with or near relatives eg grandparents who share the bringing up of the children.	[3]	

Question	Expected Answer	Mark	Additional Guidance
5	<p>The development of communication and language begins as soon as a baby is born.</p> <ul style="list-style-type: none"> • Describe how a baby can communicate before it talks. • Explain how parents/carers could encourage their child's language development. <p>Candidates should be able to show their depth of knowledge and understanding, using correct terminology. In order to achieve a High Level Response, both areas must be addressed <i>in detail</i>.</p> <p>A candidate only answering one part of the question well remains in the Medium Level Response and can access up to 7 marks only. Must be answered well, with clear descriptions and/or explanations.</p> <p>If candidates respond by giving answers in a <i>list</i>, they remain in the Lower Level Response.</p> <p><i>Bullet point</i> answers can only achieve up to the Medium Level Response only.</p> <p>High Level Response: 13-15 The candidate describes in detail a range of ways (4/5) a baby can communicate before it talks and gives comprehensive explanations (4/5) how parents can encourage a child's language development. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p>		

Question	Expected Answer	Mark	Additional Guidance
	<p>A good/satisfactory response 9-12 The candidate describes some relevant ways (3/4) a baby communicates before it talks and gives some explanations (3/4) how parents can encourage their child's language development. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format.</p> <p>The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.</p> <p>A limited response 5-8 The candidate makes some valid comments ((2/3) how a baby communicates and/or gives some explanations (2/3) how parents can encourage their child's language development, although descriptions and/or explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar</p> <p>Low Level Response 0-4 The candidate is likely to give limited, muddled or incorrect answers (1/2) generally with no real knowledge. Answers may be in the form of a list. Facts may not always relate to the contents. Answers may be ambiguous or disorganised There will be little or no use of specialist terms. Errors of grammar, punctuation and spellings may be intrusive.</p> <p>How a baby communicates before it talks Crying for food/attention or because of pain/illness/discomfort Using their eyes/watching/looking/following/eye-contact Tone of voice/noises/cooing/gurgling/grizzling/babbling Facial expressions/smiling/grimacing Using their hands/pointing/putting arms out/throwing/pushing away Rubbing eyes (tired) Rubbing ears/pulling ears (pain) Cuddling/snuggling/physical contact</p>		

Question	Expected Answer	Mark	Additional Guidance
	<p data-bbox="389 204 1413 236">How parents/carers could encourage their child's language development</p> <p data-bbox="389 240 757 272">Talk to child/involve/engage</p> <p data-bbox="389 341 788 373">Valuing the child's contribution</p> <p data-bbox="389 442 781 474">Encouraging the use of books</p> <p data-bbox="389 510 869 542">Explaining what things are/how used</p> <p data-bbox="389 644 763 676">Playing games with the child</p> <p data-bbox="389 745 618 777">Praise when tries</p> <p data-bbox="389 879 864 984">Taking out/zoo/seaside/ shopping/ park/ activities eg swimming/ tumble tots/outings</p> <p data-bbox="389 1021 613 1053">Read to the child</p> <p data-bbox="389 1090 826 1121">Providing different types of books</p> <p data-bbox="389 1158 763 1190">Listening to story tapes/CD's</p> <p data-bbox="389 1259 577 1291">Singing songs</p> <p data-bbox="389 1327 846 1359">Answering/asking child's questions</p>		
	<p data-bbox="920 240 1447 304">Putting the child in a position to watch or help. Feel part of activity/conversations</p> <p data-bbox="920 341 1391 405">Allowing child to talk/listening/ being patient</p> <p data-bbox="920 442 1279 474">Visiting a library/story times</p> <p data-bbox="920 510 1435 606">Pointing out/naming objects both in and out of the house/ different colours/shapes</p> <p data-bbox="920 644 1397 708">Board games/card games/ match-up games/role-play etc</p> <p data-bbox="920 745 1357 841">Boosts confidence/self esteem/ encourages the child to be part of conversations</p> <p data-bbox="920 879 1335 975">Opportunity to meet with other children/conversation/increases vocabulary</p> <p data-bbox="920 1021 1346 1053">Pointing to pictures/letters/words</p> <p data-bbox="920 1090 1249 1121">Activity/pop-up books etc</p> <p data-bbox="920 1158 1341 1222">Following the words in the book/ explaining new words</p> <p data-bbox="920 1259 1128 1291">Nursery rhymes</p> <p data-bbox="920 1327 1373 1391">Using correct vocabulary/sentence Development</p>		

Question			Expected Answer	Mark	Additional Guidance
		Learning the alphabet numbers/ everyday words	On household items eg cereal packets		
		Educational/children's TV Discuss programmes/videos/DVD's/Computer programmes	Discuss what seen/heard		
		Taking to pre school group	Mixing with own peer group	[15]	

Grade Thresholds

**General Certificate of Secondary Education
Home Economics (Child Development) (J441)
January 2010 Examination Series**

There were no entries for this session.

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