

# **Mark Scheme for June 2013**

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Unclear
	Application
	Benefit of doubt
	Expansion of a point
	Evaluation
	Not relevant
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Sociological concept
	Correct point

## Section A

Question		Answer	Marks	Guidance
1	(a)	E.g. ( <b>one</b> from)  Computer games Adverts Films Celebrity magazines.	1	<b>One mark</b> for the identification of <b>one</b> area of the media listed.
	(b)	Answers can include any of the ones identified before the bullet points TV internet rap music lyrics.  Other possible answers might include: DVD newspapers books radio.  Any other reasonable response.	1	<b>One mark</b> for the correct identification of a media type not listed in the bullet points.  A different type of magazine will not be credited.  This could include specific media e.g. Facebook, Twitter, Social Network etc as long as it does not belong to one of the types identified in the bullet points in the investigation.

Question		Answer	Marks	Guidance
2	(a)	<p>E.g. When it is not wrong/bad, when it is moral.            If an example is given but there is no further information.            E.g. When people are told they are being studied.            E.g. When privacy is maintained</p>	2	<p><b>One mark</b> for a partial explanation which relates in some way to ethical but the answer lacks a clear understanding.</p> <p><b>Two marks</b> for a clear explanation which shows understanding of ethical research as that which does fulfil the moral obligations/responsibility of the researcher to ensure people do not come to harm is maintained.</p> <p>A weak explanation can be given 2 marks if a clear example is given to support it.</p> <p>Illegal to study children cannot be credited.</p> <p>Examples alone cannot be credited with 2 marks.</p>
	(b)	<p>Answers might include:            Parents not informed            Researching on children under 16            Covert research/children not told/their permission not gained            Showing material which may be over the BBFC certification age            Material may cause distress to the viewer            Resulting violence could harm others            Researcher lacked suitable experience.</p> <p>Any other reasonable response.</p>	4	<p><b>One mark</b> for one correct reason identified.</p> <p><b>Two marks</b> for two correct reasons identified.</p> <p><b>One additional mark</b> for each reason explained            E.g. The children could be harmed by the violence they watch as this could cause them to be upset and have nightmares.</p> <p>E.g. Parents are not informed and therefore unable to refuse permission.</p> <p>E.g. Watching material illegal for children can be credited.</p>

Question		Answer	Marks	Guidance
3	(a)	E.g. tick box, likert scale, multiple-choice or could be an example of a closed question without an explanation.  E.g. How old are you?	2	<b>One mark</b> for a partial explanation. This could show understanding of a closed question as simple, quick etc.  <b>Two marks</b> for a clear explanation. Respondents are presented with a list of options or a two-way choice and have to select the response with which they most agree.  Answers which explain what closed questions are <i>not</i> e.g. where respondents are not free to say what they want, and without any additional information, can be credited with only 1 mark.  Credit cannot be given for answers which state what can be done with the data.  E.g. you can put it into statistics.
	(b)	Questions 1, 2, 3, 4, 5, 7, 8, 10.  (Identification can be either by question number or by the question being written.)	1	
	(c)	Questions 3, 6, or 9 (Identification can be either by question number or by the question being written.)	1	Question 3 could be classed as open or closed and therefore should be credited.

Question		Answer	Marks	Guidance
4	(a)	<p><b>One mark</b> for a partial description which relates in some way to quantitative data but the answer lacks a full description. E.g. a graph Or the answer says what quantitative data is <b>not</b> E.g. not in words.</p> <p><b>Two marks</b> for a clear description which shows understanding of quantitative data as numerical information which can be presented as graphs, tables, charts, percentages, statistics etc.</p>	2	A weak description can be given 2 marks if a clear example is given to support it.
	(b)	<p>Possible answers might include: Lacks detail Meaning may not be clear Numbers do not show why something happens Numbers can be manipulated Lacks validity.</p> <p>Any other reasonable response.</p>	2	<p><b>One mark</b> for the correct identification of a disadvantage.</p> <p><b>One additional mark</b> for an explanation of the disadvantage. E.g. Numbers or percentages lack detail as they only show how many people act in a particular way but they do not explain the nature of the actions or the reasons why people act in that way.</p> <p>Candidates who relate back to questionnaires to identify and explain a disadvantage can be credited.</p> <p>E.g. Data is collected by using closed questions so it lacks validity as people may have been unable to choose an answer which is accurate for them.</p> <p>To be credited with 2 marks, the answer needs to show clearly why there is a disadvantage. Just explaining there is a lack of depth/detail is not enough.</p>

Question		Answer	Marks	Guidance
5	(a)	50%	1	
	(b)	Culture of hatred Rap music Cutting police numbers The important things in life are.....(consumer goods) Ending EMA Youth unemployment Drugs Hatred of authority.  Any other reasonable response.	1	
	(c)	Children who see aggressive behaviour copy it and behave aggressively themselves Boys are more likely than girls to copy violent behaviour A repeat of the experiment in 1963 did not have the same results – the link between watching aggression and acting aggressively was not clear.	1	The answer should be taken directly from the pre-release with either no or few changes.

Question	Answer	Marks	Guidance
6	<p>Possible answers might include:</p> <p><b>Source A</b>  Ofcom a reputable organisation  Statement up to date  Large amount of time spent using the media  Children likely to see violence on the internet  Not all the source relates to young people  Reference to the dates on the table  No qualitative research (re: parents who don't have software security)  Ofcom sources don't relate to violence.</p> <p><b>Source B</b>  Newspaper article – could be biased  View of only one journalist  May have been edited  Adapted by the researcher  Supports the view – blames rap music for encouraging materialism  Opposes the view – violence caused by a cut in police numbers  Opposes the view – violence caused by abolishing EMA  Opposes the view – violence caused by a cut in police numbers  Opposes the view – violence caused by an increase in youth unemployment.</p> <p><b>Source C</b>  Bandura seems to prove the link between watching and behaviour with regard to violence  Reputable researcher/published results  Boys are more likely than girls to copy violent behaviour so this proves the effect of the media on violent behaviour.   When repeated the study did not get the same results (reliability)</p>	6	<p><b>Level 3 (5–6 marks)</b>  At this level candidates demonstrate good understanding of the sources as related to the issue of violence. There will be clear identification and explanation of two or more evaluation points, linked to the issue of violence and with reference to more than one source.</p> <p>For <b>6 marks</b> answers will be more developed and a wider range of sources/issues will be addressed. Answers will include both advantages and disadvantages.</p> <p><b>Level 2 (3–4 marks)</b>  At this level candidates apply basic evaluation of the sources as a useful means of finding out about use of the media and possible effects on behaviour. At this level the answers are likely to focus on only one side of the debate or only one source, or general points about the sources not related to the issue of violence</p> <p>For 3 marks candidates must identify one clear and accurate link between a source and the issue or more than one general advantage or disadvantage of one or more of the sources.</p> <p>E.g. Source C is a study by a sociologist who has shown that children who watched violence behaved aggressively. This is useful as it could help to prove that watching violence on TV will cause children to be violent.</p> <p>At the top, candidates will offer more than one link or one link and another issue such as validity. However this will either address only one side of the debate (either advantages or disadvantages of the sources) or to both sides of the debate but with reference to only one of the sources. For 4 marks there must be specific reference to studying violent behaviour.</p>

Question	Answer	Marks	Guidance
	<p>Study done in 1961 so dated  Effects of watching on screen could be different to watching in 'real life'  Samples too small to be conclusive  There could be factors other than the ones in the research as a cause of the violence  Source adapted by the researcher.</p> <p>Any other reasonable response.</p>		<p><b>Level 1 (1–2 marks)</b>  At this level candidates show limited understanding and knowledge of the sources and how they can be applied to the issue of the causes of violence.</p> <p>For one mark, answers may make some brief reference to one or more of the sources and which is descriptive.</p> <p>E.g. Source A is about the percentage of households which have blocking software and not about the media.  (There is no attempt to relate to the issue).</p> <p>For 2 marks there will be some attempt to address the question although this may be brief.</p> <p>E.g. Source A is about the percentage of households which have blocking software and not about the effects of media violence/violent content of the media.</p> <p>E.g. Source C is useful as it is about watching violence.</p> <p>E.g. The report was from 2008 so out of date.</p> <p>Answers which focus only on the validity of the research e.g. date it was carried out, will be limited to level 2.</p>

## Section B

Question		Answer	Marks	Guidance
7		'People have a stereotypical view of women because of the way they are represented in the media'.	1	The answer should be taken directly from the pre-release with either no or few changes.
8	(a)	<p><b>One mark</b> for a partial description which relates in some way to a sample but the answer lacks a clear understanding.</p> <p>E.g. People who are given questionnaires/asked questions.</p> <p><b>Two marks</b> for a clear description which shows understanding of a sample as a small group of people (respondents), usually cross-sectional, who are selected by the researcher to provide information/data for the study.</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p>	2	<p>The answer should make some reference to people or groups. Answers such as the number/ those chosen cannot be credited unless there is some additional information.</p> <p>Sampling methods should not be credited.</p>
	(b)	<p>Pupils in a local school</p> <p>Mothers who use Mumsnet.co.uk.</p>	2	<p>One mark for correct identification of each sample</p> <p>Sample types alone should not be credited E.g. snowball sampling</p> <p>Credit can be given if the answer does not state pupils or mothers. E.g. a Local school was used. E.g. People on Mumsnet</p> <p>An answer which states mothers and daughters can be credited with one mark.</p>
9	(a)	New Tricks	1	

Question	Answer	Marks	Guidance
(b)	<p>Possible answers include:</p> <p>Coronation street is the most popular programme on ITV            Soap operas are the most popular programmes on TV/ITV/BBC            Soap operas are more popular on ITV than on BBC            Coronation Street is more popular than Emmerdale.</p> <p><b>One additional mark</b> for the conclusion described.</p> <p>E.g. Soap operas are the most popular programmes on ITV because all of the top 10 programmes are soap operas.</p> <p>E.g. Soap operas are the most popular programmes on TV because they are on most days of the week.</p> <p>Accurate reference to statistical data from the sources can be credited for the additional mark.</p> <p>Any other reasonable response.</p>	2	<p>Identification of an individual statistic            E.g. 5.7 million people watched the 10 o'clock news on Monday, without a conclusion, cannot be credited</p> <p>Simple conclusions e.g. the most watched programme on ITV on Monday was Coronation Street can be credited.</p>
10 (a)	Content analysis.	1	
(b)	<p>One from:</p> <p>The good wife            The matriarch            The bitch            The siren            The victim.</p>	1	The answer should be taken directly from the pre-release with either no or few changes.

Question		Answer	Marks	Guidance
	(c)	<p>One from:            It is a study of US programmes            It was done in 1983 – programmes have changed            Stereotypes may no longer apply            Stereotypes are subjective.</p> <p>Any other reasonable response.</p>	1	<p>Only an identification needed, so credit a brief answer</p> <p>E.g. Done in 1983 or out of date</p>
11	(a)	<p><b>One mark</b> for one correct advantage identified.</p> <p>Possible answers might include:            Can be used as background information            Easily available            Many different forms/large amount available            Cheap to access            Wide ranging – can be local or global            Information from the past is stored and can be accessed.</p> <p>Any other reasonable response.</p> <p><b>One additional mark</b> for an advantage explained.            E.g. Information from the past is stored and can be accessed so changes e.g. in advertising can be identified.</p> <p>E.g. Wide ranging as the information from the internet is available for all countries.</p> <p>Candidates who use an example from Investigation 2 to explain the advantage can be credited.</p>	2	<p>Answers which provide an advantage of secondary sources in general and do not relate specifically to the media will only gain one mark.</p>

Question	Answer	Marks	Guidance
(b)	<p>Possible answers might include:  View of only one journalist  May have been edited/adapted  Quickly out of date  Written for entertainment  Might be biased  Exaggerated/ distorted  Might be based on very limited knowledge/research or a short press release from another source (e.g. business, pressure group)  Media materials may lack sound research to produce them.  May be international material and therefore not relevant.</p> <p>Any other reasonable response.</p> <p><b>Two marks</b> for two correct disadvantages identified.</p> <p><b>One additional mark</b> for each disadvantage explained  E.g. An article is written by one journalist and therefore will reflect only their view.</p> <p>Candidates who use examples from Investigation 2 to explain the disadvantage can be credited.</p>	4	<p>Answers which provide a disadvantage of secondary sources in general and do not relate specifically to the media will only gain one mark.</p> <p>Candidates may focus on any form of media  E.g. internet, books, magazines, radio etc.</p> <p>Answers which give the same explanation for both points cannot be credited twice.  E.g. affects validity.</p> <p>To be credited with the second mark the explanation needs to show why this is a disadvantage.</p>

Question	Answer	Marks	Guidance
12	<p>To be credited, linking to the issue of the views of the representation of women will need to be more than a simple reference or repetition of the issue using the words in the question.</p> <p>Specific reference to the investigation can be credited as a link (application).</p> <p>Possible answers might include:            Can gain qualitative data            Can be sure who has given the data            Respondents can have questions explained            Respondents not restricted to pre-coded choices in their answers            Interviewer can change/adapt questions            Rapport with respondents means more valid data            More difficult for respondents to lie.</p> <p>E.g. Can be sure who has given the data so that if the response of mothers is needed as in Investigation 2, the researcher will know the data is from them.</p> <p>E.g. Can gain qualitative data so people can explain what they understand by the stereotypes.</p> <p>E.g. Rapport with respondents means more valid data as they may be more willing to talk openly about their views of women/attitudes to stereotypes.</p> <p>Any other reasonable response.</p>	6	<p><b>Level 3 (5–6 marks)</b>            At this level candidates demonstrate good understanding of the advantages of unstructured interviews for studying the issue. There will be clear identification of two or more advantages, each linked specifically to the issue.</p> <p>For <b>6 marks</b> answers will be more developed and there will be use of relevant sociological concepts.</p> <p><b>Level 2 (3–4 marks)</b>            At this level candidates apply basic advantages of unstructured interviews as a useful means of finding out about the views of the representation of women. At this level the answers will show some understanding of <i>unstructured</i> rather than interviews generally but this may not be developed in all advantages given.</p> <p>For 3 marks candidates must identify one clear advantage of unstructured interviews explained in relation to the issue.</p> <p>E.g. An unstructured interview is good because it will mean the respondent can explain in their own words their views about how women are shown in stereotyped ways on TV such as advertising beauty products.</p> <p>At the top, candidates will offer more than one advantage. However this will be either an advantage of an interview generally related to the issue <i>or</i> an advantage of unstructured interviews but not linked to the issue.</p> <p><b>Level 1 (1–2 marks)</b>            At this level candidates show limited understanding and knowledge of unstructured interviews and how they can be linked to studying views of the representation of women in the media.</p>

Question			Answer	Marks	Guidance
					<p>For 2 marks there will be some attempt to address the question by showing some understanding of unstructured type of interviews or by linking the interview method to the study of views about the representation of women although this may be brief.</p> <p>E.g. The interviewer will be able to ask questions about what the person thinks of women/housewives/stereotypes/ women on TV etc.</p> <p>E.g. Unstructured interviews are good because the interviewer can get in-depth information.</p> <p>For one mark, answers may make some brief reference to interviews.</p> <p>E.g. You can ask people what they think. (There is no attempt to link to the issue or any clear understanding of unstructured).</p>

## Section C

Question			Answer	Marks	Guidance
13			<p>Possible answers could include discussion of some of the following:</p> <p><b>Investigation 1</b> <b>Questionnaire 1 (criticisms)</b> No introduction No instructions No pilot study Q1 – ages overlap Several yes/no answers which are limited and no ‘don’t</p>	12	<p><b>Level 3 (9–12 marks)</b> Candidates reveal a good knowledge of the advantages/disadvantages of the questionnaires, usefulness of the data and sampling and can apply this knowledge and examples to the question.</p> <p>Candidates analyse and evaluate the debate in a good way. A wide range of evidence from the sources and wider knowledge is used to critically support substantiated arguments and conclusions in relation to the issue.</p>

Question	Answer	Marks	Guidance
	<p>know'</p> <p>Q3 – may not play computer games/not enough space for answers</p> <p>Q4 – OK is vague/may not watch films or TV/may only watch 1 of films/TV 'violence' means different things to different people, limited answer choice, question does not focus on media effects</p> <p>Q5 – may not know what the BBFC is or the certification groups</p> <p>Ethical issue of finding out about illegal behaviour (watching material when underage)</p> <p>Q6 – May only watch 1 or none. Violence has different meanings</p> <p>Q7 – Limited options in responses</p> <p>Q8 – Leading question</p> <p>Q9 – Assumes knowledge of the riots</p> <p>Q10 – Limited responses and both negative.</p> <p><b>Questionnaire 1 (strengths)</b></p> <p>Q1 – Appropriate age range overall</p> <p>Q2 – Gender – can make comparisons</p> <p>Q3/4/5/ – Closely related to aims</p> <p>Q6 – Open question to gain qualitative data</p> <p>Q7 – Relates to media effects</p> <p>Q9 – Appropriate open question.</p> <p><b>Questionnaire 2 (criticisms)</b></p> <p>Q1 – Over 35 too wide/18 too young for parents Several yes/no answers which are limited and no 'don't know'</p> <p>Q3 – May not understand the watershed</p> <p>Q4 – Unclear, parents may not know what their children play with</p> <p>Q5 – May not know what the BBFC is or the certification groups</p>		<p>Meaning is clear.</p> <p>Typically answers will contain a range of sociological ideas and language throughout.</p> <p>Complex ideas will be expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p>At this level reference to some part of both investigations will be made.</p> <p>Lower in the level, candidates will respond with developed if not fully balanced evidence evaluating the questionnaires, data and sampling.</p> <p>At the top, candidates will have a more balanced evaluation, considering the advantages and disadvantages in some detail. The answer will relate to studying the media and/or media influence. Also at the top, candidates may make some suggestion (which may be implicit) as to how the research could have been improved.</p> <p><b>Level 2 (5–8 marks)</b></p> <p>Candidates reveal a basic knowledge of the advantages/disadvantages of the questionnaires, usefulness of the data and sampling which is used to analyse and evaluate in a basic way. Relevant information and evidence is presented and meaning is generally clear.</p> <p>Typically answers will contain sociological ideas but without/with little sociological language.</p> <p>There will be some errors of spelling, punctuation and</p>

Question	Answer	Marks	Guidance
	<p>Q6 – Unclear; answers could mean do/don't watch at all or do/don't watch when children are around</p> <p>Q7 – Too much information asked in the question</p> <p>Q8 – Leading question</p> <p>Q9 – Assumes knowledge of the riots</p> <p>May not understand 'censorship'.</p> <p><b>Questionnaire 2 (strengths)</b></p> <p>Questions relate to the issue/hypothesis</p> <p>Includes some open questions so both quantitative and qualitative data gained</p> <p>Some questions in common with first questionnaire e.g. Q8, (having some common questions is stated as an aim of the research).</p> <p><b>Sampling (young people)</b></p> <p>Difficult to track the young people so problems of return</p> <p>All related to 1 TG (in Glasgow) so possibly not representative</p> <p>Questionnaire unsuitable for 8 yr olds</p> <p>May not get a balanced sample as snowball</p> <p>50 is a fairly large sample</p> <p><b>(adults)</b></p> <p>Adults in the club may not want to fill them in</p> <p>Adults may not have children</p> <p>Will be mostly men</p> <p>Likely to be working class and unrepresentative</p> <p>May not take much care and answer fully</p> <p>They do not know what their children are doing while they are out at night</p> <p>50 is a fairly large sample and the same as the first one for comparison.</p>		<p>grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>At the bottom of the level, typical answers will identify and provide some explanation of the advantages or disadvantages of the questionnaires and/or sampling techniques. The range of sources may be narrow and the arguments one-sided.</p> <p>At the top of the level the answer may use all the sources but arguments will not be developed or there may be fewer sources used but explained in some detail. There may be the start of a debate and some (if limited) recognition of advantages of the questionnaires and/ or sampling. There will be links made to studying the media and/or media effects or to specific aspects of the questionnaire. Sociological language may start to appear.</p> <p><b>Level 1 (1–4 marks)</b></p> <p>Candidates reveal a limited knowledge of the advantages/disadvantages of the questionnaires, the data they produce and sampling.</p> <p>Candidates apply limited knowledge and examples to the question.</p> <p>Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply.</p> <p>There are likely to be some errors of spelling, punctuation and grammar, some of which might be noticeable and intrusive.</p> <p>At this level candidates are likely to produce a one-sided</p>

Question	Answer	Marks	Guidance
	<p><b>Investigation 2</b></p> <p><b>Questionnaire 3 (criticisms)</b>            Q1 – Older age group too narrow            Most is on soap operas            Will not find out about media effects            Q7 – Assumes knowledge of airbrushing            Q8 – May have been on a diet but not for the reason given            Q9 – Assumes knowledge of the ‘skinny motto’            Q10 – May not understand ‘stereotypes’            Open questions will be difficult to compare.</p> <p><b>Questionnaire 3 (strengths)</b>            Introduction and clear instructions            Pilot study carried out            Focused on soap operas as intended            Focused on celebrities as intended            Q3 – asks for explanation – qualitative data/more valid            Open questions so increases validity            Suitable for both sample groups so comparison possible.</p> <p><b>Sampling (Young people)</b>            Only one school in London            Does not know what type of pupils have been selected            Does not know under what conditions the pupils fill them in            Stratified sample            May take it seriously as in school.</p> <p><b>(Sample 2)</b>            No guarantee they will be returned as an online method            Mumsnet more likely to be middle class so not representative            Does not know exactly who will be completing them            Geographically wide sample</p>		<p>argument (most likely disadvantages). This will be based simply on some individual questions and/or points about sampling. There is likely to be reference to only one questionnaire or one investigation.</p> <p>Typical answers at the bottom may be restricted to one or two points about some of the questions and/or the sampling. Answers may be mainly descriptive. Higher in this level there will be more points made about the questionnaires or sampling, showing some understanding of where there may be advantages/ disadvantages.</p> <p>Answers which focus on the advantages or disadvantages of questionnaires generally and are not related to the investigations will be credited at this level.</p>

Question	Answer	Marks	Guidance
	<p>Are all parents Likely to be completed carefully as they are mothers who are interested/concerned about children's issues.</p> <p>Candidates who compare the usefulness of questionnaires with one or more other ways of measuring media effects (e.g. observations/longitudinal studies/focus groups etc should be credited. The level of their answer will depend upon the quality of the response).</p> <p>Any other reasonable response.</p>		

## APPENDIX 1

Question	AO1	AO2	AO3	Total
1(a)	-	1	-	1
1(b)	-	1	-	1
2(a)	2	-	-	2
2(b)	-	4	-	4
3(a)	2	-	-	2
3(b)	-	1	-	1
3(c)	-	1	-	1
4(a)	2	-	-	2
4(b)	-	-	2	2
5(a)	-	1	-	1
5(b)	-	1	-	1
5(c)	-	1	-	1
6	-	-	6	6
7	-	1	-	1
8(a)	2	-	-	2
8(b)	-	2	-	2
9(a)	-	1	-	1
9(b)	-	2	-	2
10(a)	-	1	-	1
10(b)	-	1	-	1
10(c)	-	1	-	1
11(a)	-	-	2	2
11(b)	-	-	4	4
12	-	-	6	6
13	2	4	6	12
<b>Totals</b>	<b>10</b>	<b>24</b>	<b>26</b>	<b>60</b>

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