

## Thinking and Reasoning Skills

OCR Level 2 Award

Unit **B902**: Thinking and Reasoning Skills Case Study

## Mark Scheme for June 2011

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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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Section A: Thinking through the Documents

Question	Expected Answer	Mark	Additional Guidance								
1	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">The percentage of NEETs and young people in education and training are increasing because employment is decreasing</td> <td style="width: 30px; text-align: center;"> </td> </tr> <tr> <td style="padding: 5px;">The percentage of NEETs is increasing and young people who are employed is decreasing but those in education and training are roughly the same.</td> <td style="text-align: center;"> </td> </tr> <tr> <td style="padding: 5px;">The percentage of NEETs and young people in education and training are increasing, but those who are employed are decreasing.</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="padding: 5px;">The more young people who are in education and training means that the number who can get employment is less.</td> <td style="text-align: center;"> </td> </tr> </table> <p style="margin-top: 10px;">Credit 1 mark for C – The percentage of NEETs and young people in education and training are increasing, but those who are employed are decreasing.</p>	The percentage of NEETs and young people in education and training are increasing because employment is decreasing		The percentage of NEETs is increasing and young people who are employed is decreasing but those in education and training are roughly the same.		The percentage of NEETs and young people in education and training are increasing, but those who are employed are decreasing.	✓	The more young people who are in education and training means that the number who can get employment is less.		[1]	Please follow the advice on crossed out and duplicated answers shown above on page 4.
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2	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>“Everyone should carry on at school after Year 11 just as I did, because it has given me the brightest future out of all of us.”</i></td> </tr> </table> <p style="margin-top: 10px;">Credit 1 mark for because</p>	<i>“Everyone should carry on at school after Year 11 just as I did, because it has given me the brightest future out of all of us.”</i>	[1]	The mark can also be awarded if the word ‘should’ is circled instead.							
<i>“Everyone should carry on at school after Year 11 just as I did, because it has given me the brightest future out of all of us.”</i>											



Question	Expected Answer	Mark	Additional Guidance								
5	<table border="1"> <tr> <td data-bbox="439 240 584 268">Straw man</td> <td data-bbox="882 240 972 268"></td> </tr> <tr> <td data-bbox="439 276 595 303">Tu quoque</td> <td data-bbox="882 276 972 303"></td> </tr> <tr> <td data-bbox="439 311 622 338">Ad hominem</td> <td data-bbox="882 311 972 338"></td> </tr> <tr> <td data-bbox="439 346 645 373">Slippery slope</td> <td data-bbox="882 346 972 373">✓</td> </tr> </table> <p data-bbox="344 427 808 461">Credit 1 mark for D – slippery slope</p>	Straw man		Tu quoque		Ad hominem		Slippery slope	✓	[1]	Please follow the advice on crossed out and duplicated answers shown above on page 4.
Straw man											
Tu quoque											
Ad hominem											
Slippery slope	✓										
6	<p data-bbox="344 496 1122 529">Examples of assumptions which should be credited include:</p> <ul data-bbox="344 533 1240 804" style="list-style-type: none"> <li>• that the windows were broken as a result of the raising of the school leaving age</li> <li>• there was a causal link between the unrest and the broken windows</li> <li>• the students caused the broken windows</li> <li>• before and/or after the number of broken windows was less/40 windows was an increase in the number of windows that had been broken.</li> </ul> <p data-bbox="344 810 875 874">Credit any other reasonable assumption. 0 marks no creditworthy material</p>	[1]	<p data-bbox="1458 496 2063 632">An assumption must be something which is unstated, therefore any answer which is drawn from the text in the document cannot be credited. E.g. <i>'the students felt caged.'</i></p> <p data-bbox="1458 667 2063 799">Where a candidate overstates the assumption (e.g. <i>'she is assuming that all the windows were broken by disaffected students'</i>) the mark should still be awarded.</p>								
7 (a) (b)	<p data-bbox="344 911 1205 976">One mark for each reasonable explanation which is clearly stated. 0 marks no creditworthy material</p> <p data-bbox="344 1015 846 1048">Alternative explanations could include:</p> <ul data-bbox="344 1051 1240 1259" style="list-style-type: none"> <li>• the windows broke due to extreme cold</li> <li>• they were broken by vandals</li> <li>• they were broken because of a different new school policy that the students didn't like</li> <li>• they were broken by footballs or other ball games</li> <li>• there had been an earthquake.</li> </ul> <p data-bbox="344 1287 875 1321">Credit any other reasonable explanation.</p> <p data-bbox="344 1356 629 1390">Examples of 0 marks:</p> <ul data-bbox="344 1393 965 1426" style="list-style-type: none"> <li>• the students caused the broken windows.</li> </ul>	[1]+[1]	<p data-bbox="1458 911 2063 1078">For the answer to be credited, it must explain the breaking of multiple windows. Answers which are limited to providing an explanation for only one broken window should not be credited.</p> <p data-bbox="1458 1117 2063 1182">It is not essential for candidates to explain this as a <u>weekly</u> occurrence to gain the mark.</p> <p data-bbox="1458 1220 2063 1353">Alternative explanations which are associated with the unrest cannot be credited (e.g. <i>the teachers did it because they didn't want to teach the 15 year olds</i>)</p>								

Question	Expected Answer	Mark	Additional Guidance
8	Credit 1 mark for each correctly identified part of the analogy: a maximum of 2 marks <ul style="list-style-type: none"> <li>• Force-feeding young people "skills" [is not likely to succeed]</li> <li>• trying to get more water into a wet sponge [is not likely to succeed]</li> </ul>	[2]	The marks for the two parts of this question should be awarded independently.  Paraphrasing can be allowed. In the first part, the answer must include reference to putting <i>skills</i> into young people <u>or</u> teaching <i>unwilling</i> students. For the second part putting water into a wet sponge must be clear.
9	<p data-bbox="226 512 264 544"><b>(a)</b></p> Credit 2 marks for a clear and complete explanation of one key similarity  Credit 1 mark for any partial explanation or an explanation which may lack clarity  Example of a 2 mark answer <ul style="list-style-type: none"> <li>• the similarity is that both involve trying to put too much into limited space</li> <li>• both are trying to force something in when it is difficult to do</li> </ul> Examples of 1 mark answers <ul style="list-style-type: none"> <li>• they're both difficult to do</li> <li>• both things are full</li> </ul> <p data-bbox="226 1023 264 1054"><b>(b)</b></p> Credit 2 marks for a clear and complete explanation of one key difference  Credit 1 mark for any partial explanation or an explanation which may lack clarity  Example of a 2 mark answer <ul style="list-style-type: none"> <li>• the difference is that force-feeding skills is done to help young people progress, but there is no point in trying to get more water into a wet sponge</li> <li>• young people have a capacity to learn more, but when a sponge is full, it's full</li> </ul>	[2]	For two marks candidates need to recognise the element of difficulty/resistance within the analogy.  If the answer is little more than a re-stating of the analogy, e.g. 'You can't force skills into young people, like you can't get more water into a sponge' then only one mark should be awarded.  Answers which refer to just one side of the analogy and make no reference at all to any similarity with the other side will receive no marks.  For two marks there has to be reference to <u>both</u> sides of the analogy. Where the difference is only implied, award one mark.  The answer must relate to the analogy. Stating that young people are human and sponges are not would receive no credit.

Question	Expected Answer	Mark	Additional Guidance
	<p>Example of a 1 mark answer</p> <ul style="list-style-type: none"> <li>• the difference is that there is a reason in trying to get young people to learn more skills</li> <li>• young people can call it quits, the sponge can't</li> </ul>		
10 (a) (b)	<p>Do not give credit for the ticking of the boxes. These are just to support the student in writing the explanation. Credit two marks for each developed explanation <u>which considers both parties</u>. Credit one mark for each partially developed explanation.</p> <p><b>Examples of 2 mark explanations</b></p> <ul style="list-style-type: none"> <li>• <i>Sara has the better credibility because she works directly with young people as a teacher, whereas Karl may not work directly with them, as he is the Director.</i></li> <li>• <i>Karl has the better credibility because he must be an expert to be the Director of the Institute, whereas Sara is just a teacher and may not have any expertise.</i></li> <li>• <i>Mary has the better credibility and ability to see because she is the parent of 4 sons who have gone through the education system, whereas Teri just acts as a work experience provider.</i></li> <li>• <i>Teri has the better credibility and ability to see because she has met over 100 young people over a long period of time as work experience provider, whereas Mary has only had the ability to see the experience of her 4 children.</i></li> </ul> <p><b>Examples of 1 mark explanations</b></p> <ul style="list-style-type: none"> <li>• <i>Sara has the better credibility because she works directly with young people</i></li> <li>• <i>Karl may not work directly with them, as he is the Director of the Institute</i></li> <li>• <i>Karl has the better credibility because he must be an expert to be the Director of the Institute</i></li> <li>• <i>Sara is just a teacher and may not have any special expertise</i></li> <li>• <i>Sara is a teacher, whereas Karl is a director</i></li> </ul>	[2]+[2]	No credit can be given to answers which use alternative credibility criteria to those asked for in the question stem.

Question	Expected Answer	Mark	Additional Guidance																
	<ul style="list-style-type: none"> <li>• <i>Mary has a good ability to see</i> because she is the parent of 4 sons who have gone through the education system,</li> <li>• Teri is just someone whose company offers work experience to young people</li> <li>• <i>Teri has the better ability to see</i> because she has met over 100 young people over a long period of time as work experience provider</li> <li>• Mary may have only had the ability to see the experience of her 4 children</li> <li>• Teri has given 100 students work experience. Mary just has four sons.</li> </ul>																		
11	<p>Credit one mark for each correctly selected letter:</p> <table border="1" data-bbox="353 678 1261 962"> <tbody> <tr> <td>1. The UK should do it because the USA does it</td> <td>D</td> </tr> <tr> <td>2. It is a better use of resources.</td> <td>D</td> </tr> <tr> <td>3. It will make teachers happy.</td> <td>A</td> </tr> <tr> <td>4. 16 year olds may not be mature enough</td> <td>C or F</td> </tr> <tr> <td>5. 16 year olds may be mature enough</td> <td>G</td> </tr> <tr> <td>6. It promotes equality</td> <td>F</td> </tr> <tr> <td>7. It is worthwhile to make the change.</td> <td>E</td> </tr> <tr> <td>8. It will reduce truancy.</td> <td>A</td> </tr> </tbody> </table>	1. The UK should do it because the USA does it	D	2. It is a better use of resources.	D	3. It will make teachers happy.	A	4. 16 year olds may not be mature enough	C or F	5. 16 year olds may be mature enough	G	6. It promotes equality	F	7. It is worthwhile to make the change.	E	8. It will reduce truancy.	A	[8]	<p>Please follow the advice on crossed out and duplicated answers shown above on page 4.</p> <p>Any answers written outside the grid should be ignored, unless an answer has not been entered on the grid at all.</p>
1. The UK should do it because the USA does it	D																		
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12 (a) (b)	<p>Credit two marks for a weakness which is identified and also explained Credit one mark for any weakness which is just identified but lacks explanatory development</p> <p><b>Examples for two marks</b></p> <ul style="list-style-type: none"> <li>• The size of the survey was quite small and so may not give accurate results</li> <li>• The survey cannot be generalised to the general public as it was unrepresentative; only students at the university answered the questionnaire</li> <li>• The questionnaire was biased and led people into choosing specific answers</li> </ul>	[2]+[2]	<p>Developed explanations contain reasoning and will often contain indicator words like '<i>because</i>', '<i>as</i>', '<i>so</i>' and '<i>if.....then</i>'.</p> <p>Answers which lack explanatory development will be incomplete and invite the response '<i>and so?</i>'</p> <p>For two marks there must be a focus on explaining the weakness, not on explaining the cause of the weakness (e.g. '<i>The sample was too small because only 17% were sent back</i>' – 1 mark)</p>																

Question	Expected Answer	Mark	Additional Guidance								
	<ul style="list-style-type: none"> <li>The questions were asked in a restrictive way and left out other options, It's a false dilemma.</li> </ul> <p><b>Examples for one mark</b></p> <ul style="list-style-type: none"> <li>it was a small sample</li> <li>the sample was not representative</li> <li>not many questionnaires were returned</li> <li>the questions are biased</li> <li>not enough options are given in the questions.</li> </ul> <p><b>Examples for 0 marks</b></p> <ul style="list-style-type: none"> <li>he has no credibility</li> <li>we need to see better facts and figures</li> </ul>										
13	<table border="1" data-bbox="353 715 1088 858"> <tr> <td>Straw man</td> <td></td> </tr> <tr> <td>Tu quoque</td> <td></td> </tr> <tr> <td>Appeal to popularity</td> <td>√</td> </tr> <tr> <td>Slippery slope</td> <td></td> </tr> </table> <p>Credit 1 mark for C – appeal to popularity.</p>	Straw man		Tu quoque		Appeal to popularity	√	Slippery slope		[1]	
Straw man											
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14	<p>(a) (b) (c)</p> <p>Credit one mark for correctly identifying <b>each</b> comment:  <b>Sahid: A or C</b>  <b>Michael: B</b>  <b>Miriam: C</b></p> <p>Credit an additional mark for each explanation, which shows an understanding of the character and their argument in Document 2.</p> <p><b>Explanations which would gain the additional mark:</b></p> <ul style="list-style-type: none"> <li>(Sahid is most likely to have said comment A) because he wanted to go to university</li> <li>(Michael is most likely to have said comment B) because he wanted to earn some money</li> </ul>	[2]+[2] +[2]	<p>Although Sahid could certainly have said comment C, Miriam would not have made comment A.</p> <p>Where a candidate has used comment C for both Sahid and Miriam, only one answer can be credited. Credit the better of the two explanations.</p> <p>No credit can be given for the explanation if the letter is incorrect or missing.</p>								

Question	Expected Answer	Mark	Additional Guidance
	<ul style="list-style-type: none"><li>• (Miriam is most likely to have said comment C) because she wanted some qualifications.</li><li>• (Sahid is most likely to have said C) because he stayed on at school and used his qualifications to go to university</li><li>•</li></ul> <p><b>Explanations which would not be credited:</b></p> <ul style="list-style-type: none"><li>• (Sahid is most likely to have said comment A) because it sounds just like him</li><li>• (Miriam is most likely to have said comment C) because she had a baby.</li></ul>		

## Section B: Thinking to a conclusion based on reasons and evidence.

Question	Expected Answer	Mark	Additional Guidance
15 (a) (b) (c) (d) (e) (f)	<p>Credit 1 mark for each relevant, reasonable question: maximum of 6 marks</p> <p>Examples of relevant questions for 1 mark:</p> <ul style="list-style-type: none"> <li>• When should children be allowed to make their own decisions on their education?</li> <li>• Why should the Government enforce a minimum school leaving age?</li> <li>• How should schools decide whether or not to accelerate students?</li> <li>• Who should be allowed to leave school early, if anyone?</li> <li>• What should the Government do about home schooled children?</li> <li>• Where should Further Education happen – at school, college, on a training programme?</li> <li>• Who should decide the age at which young people should end compulsory education?</li> <li>• Why do we go to school?</li> </ul> <p>Examples of irrelevant and/or unreasonable questions – no credit:</p> <ul style="list-style-type: none"> <li>• When should school end?</li> <li>• When should compulsory education end?</li> <li>• How can I become a NEET?</li> </ul> <p>Examples of Sahid's original questions, verbatim or para-phrased – no credit:</p> <ul style="list-style-type: none"> <li>• Is education important?</li> <li>• When should school education finish?</li> <li>• When should college begin?</li> </ul>	[6]	<p>In order to be credited the answer which the question elicits must be directly related to the issue of when compulsory education should end / the school leaving age. Broader 'open' questions may achieve this as well as narrower, more specific ones.</p> <p>The questions must be new. A repetition or re-phrasing of Sahid's original questions cannot be credited.</p> <p>Where questions are repeated in a slightly changed format, only the first can be credited: e.g. '<i>At what age do people become adults?</i>' and '<i>When does childhood end?</i>'</p> <p>Where questions lack clarity, if the meaning is clarified by reading the preceding question, then the benefit of the doubt can be given and the mark awarded: e.g. '<i>Who should chose when to end it?</i>' can be credited where the previous question makes it clear that '<i>it</i>' is compulsory education.</p>

Question	Expected Answer	Mark	Additional Guidance
16	<p>Marks are to be allocated in accordance with the performance descriptors below. The content for the arguments may be utilised and/or developed from the documents or may be independent of those documents.</p> <p><b>Performance descriptions for 7 to 9 marks: Level 3</b></p> <ul style="list-style-type: none"> <li>• The conclusion is precisely stated</li> <li>• Reasons are provided for the conclusion, which are persuasive, cogent and fully developed</li> <li>• The structure of the reasoning is clear and explicit and places minimal reliance on assumptions</li> <li>• Evidence and examples are provided which are both relevant and clearly strengthen the reasoning</li> <li>• Grammar, spelling and punctuation are good.</li> </ul> <p><b>Example of a Level 3 answer:</b> The compulsory school leaving age should be 14. This is because it will be helpful to young people who want to go to work. For example, Michael worked in his family restaurant. Another reason is that it will mean that the students who want to continue their education are not distracted by those who don't want to bother. The students who don't want to bother can leave and get a job. Finally, teachers will be able to give better lessons, because they are only focusing on the students who want to achieve, not the bad behaviour of those who don't. So compulsory school leaving age should be 14. (9 marks)</p> <p><b>Performance description for 4 to 6 marks: Level 2</b></p> <ul style="list-style-type: none"> <li>• The conclusion is clearly stated</li> <li>• Reasons are provided for the conclusion, which are plausible and relevant</li> <li>• The structure of the reasoning is not fully explicit and does rely on some assumptions</li> <li>• Evidence and examples are provided which are relevant but are open to challenge</li> <li>• Grammar, spelling and punctuation are adequate.</li> </ul> <p><b>Example of a Level 2 answer:</b> It's ok for children to leave school at 16. This is normal nowadays in most countries. They have had enough education to get a job. 14 is too young to go out and work full time. (4 marks)</p>	[9]	<p>The main discriminator here in terms of levels is likely to be the quality of the reasoning.</p> <p>The candidates should all have had an opportunity to study the pre-release documents, so developed reasons should be expected in order to reach level 3, making use of evidence and/or examples drawn from the documents or introduced independently.</p> <p>Counter arguments concerning alternative leaving ages can strengthen the argument, but positive reasons must be given to support the conclusion in order to reach level 3 or the top of level 2. Therefore an answer which concludes that the leaving age should be 16, and bases this argument solely on reasons why 14 is too young and 18 too old, can achieve a maximum of 5 marks.</p>

Question	Expected Answer	Mark	Additional Guidance
	<p><b>Performance description for 1 to 3 marks: Level 1</b></p> <ul style="list-style-type: none"> <li>• The conclusion is imprecise and unclear</li> <li>• Reasons are undeveloped and only provided weak support for their conclusion</li> <li>• Structure is either absent or minimal or unclear</li> <li>• Evidence and examples are poorly developed or explained and are open to obvious counter examples and objections</li> <li>• Grammar, spelling and punctuation may be inadequate.</li> </ul> <p><b>Example of Level 1 answer:</b> Some children become NEETs anyway. It lets the boffins keep studying, so it is good to do it. It should be 18.</p> <p><b>0 marks – no creditworthy material</b></p>		<p>Marks within the levels can be determined by the number of reasons provided and the extent of the evidence or examples provided.</p>
17	<p>Marks are to be allocated in accordance with the performance descriptors below.</p> <p><b>Performance descriptions for 4 to 5 marks: Level 3</b></p> <ul style="list-style-type: none"> <li>• The conclusion is precisely stated</li> <li>• At least one reason is provided for the conclusion, which is persuasive, cogent and fully developed, which could be supported by evidence or examples.</li> <li>• The structure of the reasoning is clear and explicit and places minimal reliance on assumptions</li> <li>• Grammar, spelling and punctuation are good.</li> </ul> <p><b>Example of a Level 3 answer:</b> Young people are not naturally lazy. They work long hours at school and for their homework. For example, some students go to extra revision lessons after school. Also, most young people help with the housework and may even have a part-time job such as a paper round. (5 marks)</p> <p><b>Performance description for 2 to 3 marks: Level 2</b></p> <ul style="list-style-type: none"> <li>• The conclusion is clearly stated, though not necessarily precisely focused.</li> <li>• At least one reason is provided for the conclusion, which is plausible and relevant</li> <li>• The structure of the reasoning is not fully explicit and does rely on some assumptions</li> <li>• Grammar, spelling and punctuation are adequate.</li> </ul>	[5]	<p>In order to reach level 3, the answer must be precisely focused on the conclusion that young people are not naturally lazy. Arguing that <u>not all</u> young people are lazy and providing an example of one or a few young people who work hard is not enough.</p> <p>A successful answer might focus on the word 'naturally' here and credit can be given at level 3 for an answer which addresses this aspect.</p>

Question	Expected Answer	Mark	Additional Guidance
	<p><b>Example of a Level 2 answer:</b>            Not all young people are lazy. Lots of teenagers play sports like football, which isn't being lazy. Not everybody sits at home playing on their X-Box all the time. (3 marks)</p> <p><b>Performance description for 1 mark: Level 1</b></p> <ul style="list-style-type: none"> <li>• The conclusion is imprecise and unclear</li> <li>• The reason(s) provides very weak support for the conclusion</li> <li>• Structure is either absent or minimal or unclear</li> <li>• Grammar, spelling and punctuation may be inadequate.</li> </ul> <p><b>Example of a Level 1 answer:</b>            They're not lazy. Kids do lots of things (1 mark)</p>		Where a candidate produces an argument <u>in support</u> of the conclusion that 'young people are naturally lazy' this can be awarded a maximum of 2 marks (bottom of level 2) if the argument displays strong reasoning skills.
	<b>Total</b>	<b>[60]</b>	

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