

Sociology

Advanced Subsidiary GCE

Unit **G672**: Topics in socialisation, culture and identity

Mark Scheme for January 2011

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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

UNIT 2: TOPICS IN SOCIALISATION, CULTURE AND IDENTITY – JANUARY 2011**INDICATIVE MATERIAL****OPTION 1: Sociology of the Family****1 (a) Identify and explain two reasons for the increase in single-person households over the past 30 years. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Changing attitudes and values regarding marriage, cohabitation, single parent families, single-hood*
- *Increase in divorce acting as a deterrent to marriage or resulting in an increase in the number of men living alone*
- *Effect of increased life expectancy*
- *Concepts such as single-hood, secularisation, individualism, ageing population*
- *Reference to evidence from Social Trends, feminism, postmodernism, Chandler et al, RoseNeil & Budgeon*
- *Explanations may refer to increasing choice and diversity, changing role of women in society, feminisation of labour force, changing employment patterns*
- *Any other reasonable point.*

(b) Outline and evaluate sociological views on the role of the family in society. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as macro, structuralist, organic analogy, socialisation, stabilisation of adult personalities, geographical mobility, instrumental and expressive needs, warm bath theory, consensus, biological determinism, familial ideology, reproduction of capitalism, private/public spheres, dark side of family life, consumer culture, sexual division of labour, work/life balance*
- *Studies such as Murdoch, Parsons, Chester, Engels, Zaretsky, Barrett & McIntosh, Ansley*
- *Theories: views from Functionalism on the positive role of the nuclear family including domestic division of labour, New Right in support of Functionalism, Marxism on conflict and change, Marxist feminists on domestic labour, Feminist views*
- *Candidates may refer to methodological issues.*

In evaluation (depending on approach taken);

- *Explicit criticisms of Functionalist and Marxist views*
- *Concepts such as dysfunctional, family diversity, patriarchy, golden age, feminisation of labour market, equal opportunities, individualism, deterministic, dark side of family life*
- *Studies such as Laslett, Somerville, Stacey, Beck & Beck-Gernsheim, Lewis on New Labour policies*
- *Theories: counter views including postmodern views on equality, diversity and choice, blurred boundaries, feminist views including liberal feminist views on changing gender roles in society, radical feminist views on the persistence of traditional role of the family*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

2 (a) Identify and explain two ways in which extended families are important in the contemporary UK. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *As a source of financial, emotional and/or practical support*
- *As a source of support after divorce*
- *Provision of childcare*
- *Increased profile of the grand-parent role*
- *Women's increased role in the labour market*
- *Reference to family forms such as beanpole family, modified extended family*
- *Issues relating to ageing population including sandwich generation, active ageing, caring role*
- *Reference to class and ethnicity*
- *Reference to evidence such as Wilmott and Young, Wilmott, British Social attitudes Surveys, McGlone et al, Park et al, Brannen, Grundy & Henretta*
- *Any other reasonable point.*

(b) Outline and evaluate the view that roles within the family have changed in recent years. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as new man, feminisation of labour market, ageing population, sandwich generation, individualisation, confluent love, egalitarian families, crisis in masculinity, complicit masculinity, superdads, lagged adaptation, shift parenting*
- *Studies such as Hakim, Giddens, Pahl, Gershuny, Willmott & Young, Warin, Beck, Dermott, Thompson et al, Hatter et al, Hardill et al, Brannen, Grundy & Henretta, Dunne, Allan & Crow*
- *Theories: postmodernism, Liberal feminism*
- *Reference to diverse ways of operationalising roles including emotional factors, decision-making, household chores, non-decision making, child-care, financial management*
- *Changes related to the development of different types of masculinity and femininity*
- *Reference to the range of diverse types of family life which bring changes to roles*
- *Impact of ageing population*
- *Impact of government policy eg paternity leave*
- *Impact of wider social changes such as rise of feminism, changes in labour market, increased divorce, secularisation*
- *Candidates may refer to methodological issues.*

In evaluation:

- *Concepts such as lagged adaptation, exploitation, oppression, domestic division of labour, reproduction of labour power, dual systems, emotion work, invisible work, dual burden, triple shift, sandwich generation, hegemonic masculinity, patriarchy, DIALLs*
- *Studies such as Barrett & McIntosh, Benston, Ansley, Pahl, Duncombe & Marsden, Delphy & Leonard, Oakley, Grundy & Henretta, DeVault, Warner, Edgell, Garrod*
- *Theories: Radical and Marxist feminism, views critical of the change such as functionalism, New Right*
- *Role of government policy in supporting traditional gender roles*
- *Ideological strength of notions of traditional family life and related roles*
- *Persistence of nuclear family's gendered division of responsibilities*
- *Distinction between various groups in terms of continuing importance or otherwise, of traditional roles; differences related to class, ethnicity, sexuality*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

OPTION 2: Sociology of Health**3 (a) Identify and explain two ways in which becoming ill is a social process. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Stages in the process including labelling, stigmatisation, self-fulfilling prophecy, self diagnosis, health care provision, social reaction*
- *The clinical iceberg*
- *Issues related to defining and measuring health and illness, social construction, labelling, cultural relativity*
- *Evidence drawn from models of health and illness eg social, cultural, material*
- *Functionalist views on the social role of medicine, sick role, social control, doctors as gate-keepers*
- *Issues related to social policy, health care.*
- *Reference to cultural relativity and differences related to age, gender, ethnicity and social class*
- *Reference to evidence such as Lawson, Senior & Viveash, L'Esperance, Blaxter, Howlett et al, Bloor, Last, Huskinson, Parsons, Szasz, interactionism*
- *Any other reasonable point.*

(b) Outline and evaluate structural explanations of mental illness. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as inequality, sexism, racism, marginalisation, feminisation of poverty, material disadvantage, patriarchy, social control, social deprivation*
- *Studies such as Rogers & Pilgrim, Stansfeld et al, Ross et al, McLoone, Reading & Reynolds, Lawrence, Brown et al,*
- *Theories: structuralist explanations*
- *Factors including employment patterns, labour conditions in the home, neighbourhood, income, poverty, diet*
- *Candidates may refer to methodological issues.*

In evaluation (depending on approach taken):

- *Concepts such labelling, stigma, social construction, social control, over-representation*
- *Studies such as Scheff, Szasz, Goffman, Rosenhan, Barrett & Roberts, Rogers et al*
- *Theories: Interactionist, artefact, cultural, biological/genetic views*
- *Reference to Foucault's views*
- *Reference to gender, ethnicity, age, social class and the interplay between these factors*
- *Reference to the way in which definitions and treatment change over time*
- *Any other reasonable response.*

4 (a) Identify and explain two reasons for the rise of complementary medicine. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Disaffection with orthodox medicine*
- *Illich's theory of iatrogenesis*
- *A response to changing patient needs*
- *Empowering to patients*
- *Religious or philosophical standpoint relating to the holistic approach*
- *Link to the growth in New Age movements*
- *Reference to statistical and other evidence demonstrating the growth of complementary medicine may be used in illustration*
- *Reference to evidence such as Hunt and Lightly, Bivins, Thomas et al*
- *Any other reasonable point.*

(b) Outline and evaluate sociological explanations for patterns of ill health related to ethnicity. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as lifestyle, racism, marginalisation, cultural deprivation, cultural values, poverty*
- *Studies such as Amin, Lissauer, Davey Smith et al, Littlewood & Lipsedge, Victor, McNaught, Bowler, Karlsen & Nazroo, Bowler, Black Report, the Health Divide, Le Grand, Hart, Saunders, Hunt*
- *Theories: artefact, biological, cultural and structural/material explanations, postmodern views*
- *Reference to the experience of different ethnic groups*
- *Reference to differences related to gender, age and social class*
- *Reference to health statistics/ health issues such as morbidity, mortality, mental health, access to health care*
- *Factors including employment patterns, housing, income*
- *Candidates may refer to methodological issues.*

In evaluation: (depending on approach taken):

- *Concepts such as absolute improvements in health, consumerism*
- *Studies: evaluation of studies used*
- *Theories: evaluation of explanations used, assessment of relative strength of relevant theories*
- *Reference to differences related to gender, age and social class and the interplay between them*
- *Evidence that suggests that social class is the dominant factor in explaining health inequalities*
- *Evidence that suggest there is little difference in diseases suffered by different social groups eg Whitehead, Mares*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

OPTION 3: Sociology of Religion**5 (a) Identify and explain two features of postmodern views of religion. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Rejection of universal truth*
- *Questioning of the scientific approach*
- *Belief in self-spirituality*
- *Reference to concepts such as subjectivity, holistic milieu, spiritual shopping, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, incessant choice*
- *Reference to evidence from Lyon, Beckford, Bauman, Heelas*
- *Reference to specific examples of religious organisations that illustrate postmodern views such as those defined as new age movements*
- *Any other reasonable point.*

(b) Outline and evaluate the view that religiosity is related to gender. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as marginalisation, relative deprivation, subordination, sexism, differential socialisation, compensation, identity, oppression, patriarchy, resistance*
- *Studies such as De Beauvoir, El Saadawi, Davie, Samad, Ahmed, Giddens, Armstrong, Holm, Badawi, Wright, Watson*
- *Theories: Feminist views*
- *Reference to differences related to religious organisations such as new age movements, new religious movements*
- *Candidates may refer to methodological issues.*

In evaluation (depending on approach taken):

- *Concepts such as under-researched, consensus, social solidarity, social functions, norms, values, social control, opium of the people, heart in a heartless world, spiritual shopping, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, incessant choice, racism*
- *Studies such as O'Dea, Heelas, Parsons, Beckford, Glock, Maduro, Marx, Akhtar, Bruce, Voas, Barker, Glendinning & Bruce*
- *Theories: Marxism, neo-Marxism, Weberianism, Postmodernism, Functionalism*
- *Differentiation in terms of ethnicity, gender, class, age, religious organisations*
- *Reference to religion as transcending social divisions*
- *Reference to changing nature of role of religion in society, secularisation*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

6 (a) Identify and explain two differences between new religious movements and churches. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Reference to factors such as membership, organisational structure, scale, relationship to wider society, demand on members, attitude to others*
- *Churches as inclusive institutions often with links to the state*
- *NRMs as based on religious, ethical or spiritual groupings*
- *Reference to evidence from Weber, Troeltsch, Stark & Bainbridge, Aldridge, Bruce, Barker, Wallis*
- *Concepts such as world affirming, world rejecting, world accommodating, marginalisation, social exclusion, empowerment, conservative force*
- *Reference to examples of Churches such as Church of England, Roman Catholic Church*
- *Reference to examples of new religious movements such as Moonies, Scientology, Krishna Conscience, Jehovah's Witnesses, Jesus Army*
- *Any other reasonable point.*

(b) Outline and evaluate the view that the increase in religious pluralism is evidence that religion is strong in the contemporary UK. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as religious pluralism, televangelism, ethnic defence, resacrilization, religious revival, holistic milieu, religious fundamentalism, self-spirituality*
- *Research from Martin, Davie, Heelas, Drane, Stark & Bainbridge, Greeley, Nelson*
- *Theories: Functionalism, Weberianism, Marxism, neo-Marxism*
- *Reference may be made to the rise of Christian and non-Christian NRMs and relevant examples eg Krishna Conscience, Transcendental Meditation, Scientology, Moonies, Children of God, rise in NAMs*
- *Heightened profile of religion in society, post 9/11*
- *Reference to data on religious participation*
- *Candidates may refer to methodological issues.*

In evaluation:

- *Religious pluralism as evidence of the power of religion becoming diluted*
- *Concepts such as spiritual shopper, secularisation, disengagement, societalisation, desacrilization, disenchantment, televangelism, ethnic defence, cultural transition, holistic milieu*
- *Studies such as Wilson, Berger, Bruce, Giddens, Bauman, Beckford*
- *Theories: postmodernism*
- *Differentiation in terms of ethnicity, gender, class, age, social class*
- *Problems of measurement*
- *Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

OPTION 4: Sociology of Youth**7 (a) Identify and explain two reasons for gender differences in subject choice in education. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Innate ability*
- *Subject preferences*
- *Socialisation in the home*
- *Expectations in school*
- *Explanation may refer to functionalist views on biological determinism, hidden curriculum, feminist views, gender role socialisation, parental expectations, peer pressure*
- *Reference to data on subject choice in support of given reason*
- *Any other reasonable point.*

(b) Outline and evaluate the relationship between youth deviance and ethnicity. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts/issues such as social exclusion, opposition, resistance, the myth of black criminality, moral panic, marginalisation, labelling, institutional racism, discrimination*
 - *Studies such as Hall, work of CCCS, Alexander, Phillips & Bowling, Gilroy*
 - *Theories: Marxism, interactionism*
 - *Reference to patterns and trends, statistical data on youth deviance and ethnicity*
 - *Candidates may refer to methodological issues including a critique of official statistics.*
- In evaluation (depending on approach taken):*
- *Concepts such as anomie, opportunity structures, status frustration, transitional phase, crisis in masculinity, patriarchy, ladettes, peer pressure, edgework*
 - *Studies such as Downes & Rock, Lea & Young, Abrams, Eisenstadt, CCCS, Becker, Cohen, Merton, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward & Ohlin, Hall*
 - *Theories: functionalism, Marxism, interactionism, feminism, postmodern views*
 - *Role of the media in creating moral panics about youth deviance*
 - *Reference to social class and gender and the interplay between these factors*
 - *Candidates may refer to methodological issues*
 - *Any other reasonable response.*

8 (a) Identify and explain two reasons for the development of youth culture. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

Immediate post-war factors including: -

- *Decline of extended family and informal social control*
- *Alleged impact of absent parents on socialisation*
- *Break up of close knit communities*
- *Desire for excitement before National Service*

General factors affecting young people: -

- *Increased affluence, youth with own uncommitted income*
- *Impact of developing media*
- *Targeting of youth as a consumer group*
- *Extended period of education*
- *Response to perceived social problems*
- *Any other reasonable point.*

(b) Outline and evaluate postmodern views of youth subcultures. [33]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as fluidity, club cultures, eclecticism, supermarket of style, blurring of identities, hybridity, neo-tribes, ladettes, girl power, edgework, uncertainty*
- *Studies by Thornton, Lyng, Bennett, Furlong and Cartmel, Muggleton, Polemus, Redhead*
- *Theories: postmodernism*
- *Candidates may refer to methodological issues.*

In evaluation:

- *Concepts such as youth culture, homogenous age group, transition, social integration, rite of passage, gender stereotypes, patriarchy, bedroom culture, malestream, marginalisation, invisibility, status frustration, opposition, resistance, exaggeration, magical solutions, incorporation, institutional racism, cultural comfort zones, discrimination, moral panics, ethnocentrism*
- *Studies such as Parsons, Eisenstadt, McRobbie & Garber, CCCS, Jackson, Smart, Lincoln, Hall, Gilroy, Hebdige*
- *Theories: functionalism, Marxism, feminism*
- *Role of the media in shaping views about youth subcultures*
- *Impact of gender, ethnicity and social class*
- *Candidates may refer to methodological issues*
- *Any other reasonable response.*

G672: TOPICS IN SOCIALISATION, CULTURE AND IDENTITY – 2011**MARK SCHEME****Part (a) Questions (17 marks)****AO1 Knowledge and Understanding**

13-17 Candidates show a very good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **and** detailed knowledge and understanding. Sociological evidence will be accurate and explicit. At the top of the band there will be sociological evidence outlined for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

9-12 Candidates show good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. At the bottom of the band evidence will be narrower and less informed.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

5-8 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Sociological evidence will be lacking in depth; knowledge and understanding is partial / confused / undeveloped. At the top of the band evidence may be more generalised. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-4 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 No appropriate sociological knowledge or understanding.

Part (b) Questions (33 marks)**AO1 Knowledge and Understanding (10 marks)**

8-10 Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

5-7 Candidates show a good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at the bottom of the band.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

3-4 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Whilst the view may be quite well illustrated, sociological evidence will be lacking in depth; knowledge and understanding is partial / confused / undeveloped.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 No appropriate sociological knowledge or understanding.

AO2a Interpretation and Application (13 marks)

10-13 Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Relevance to the question will be made explicit. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

7-9 Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but in an implicit way. Expect to see some interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At this level there may be more unsubstantiated evidence presented.

- 4-6 Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence will be only partially relevant to the question. Evidence may be superficial and/or contain inaccuracies. More than one dimension to the debate will be applied, for or against the views.
- 1-3 Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.
- 0 No appropriate interpretation and application.

AO2b Analysis and Evaluation (10 marks)

- 8-10 Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. There will be a range of explicit and relevant evaluation. Evaluation will be sustained. Expect to see some explicit evaluation of sociological evidence addressing the debate. There may also be some evaluation of methods. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.
- 5-7 Candidates show a good ability to analyse and evaluate sociological knowledge. There will be some relevant evaluation but it will be underdeveloped. Responses may contain some juxtaposition but with a range of evidence. It is likely that sociological evidence presented will be questioned on some level but expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident.
- 3-4 Candidates show a basic ability to analyse **and/or** evaluate sociological knowledge. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.
- 1-2 Candidates show a limited ability to analyse **and/or** evaluate sociological knowledge. Evaluation will be minimal and/or largely irrelevant.
- 0 No appropriate evaluation.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

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