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DNA

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In DNA, Phil is threatening Brian to make him identify a suspect for Adam’s murder, despite doubts within the group. This could reflect how people exploit others to achieve a goal, for example corruption in corporations, while in *Girls Like That* a group of girls are somewhat harassing Sarah with possible intention to embarrass her, which could show the effects of cyberbullying given that it is about a photo.

One way DNA shows gang behaviour is how Phil interrupts Brian when he tries to speak.* This conveys that Phil is, or feels he is, superior over Brian. By doing this, it makes the audience sympathetic towards Brian and see Phil as an evil character. This is different to *Girls Like That* as there are multiple characters whom the audience is suggested as malicious however there is no clear leader, or however we are shown that they are bullying one character.

Another way DNA shows presents gang behaviour is how characters’ doubt decisions of others, but decide to continue. Danny asks “is he serious?” This shows how the characters understand that the situation is morally wrong but do not stop, as they are part of the group. This makes the audience doubtful as well which invokes them to question the situation. *Girls Like That* is similar, be in that some of the girls feel bad. Like Girl 10 who states ‘I don’t. I would never...’ Language is used in both to further convey gang*

* Phil says “Yes” to which Brian replies “No Phil” before being interrupted.
language is used to create a behaviour. In DNA, casual language tone is used to show how Phil is comfortable, threatening etc. He speaks in simple sentences like “you’ll fall into the cold” which highlights that he is powerful. It also indicates an element of sadism as he talks casually about hurting Brian. Meanwhile, in Girls Like That language is used to create a joking tone. Girl II asks “Hello, anyone in there?” in a light-hearted manner. This could be seen as derogatory as the character targeted is shown to have some water come out of one eye, possibly crying. Both of these uses in the two extracts make the audience uncomfortable as they use positive tones toward a negative situation, common in bullying reflecting the bully-victim relationship.

b) Leah is affected by violence inflicted upon Adam. In the beginning of DNA we are introduced to Leah as she and Phil need to buy the bolt bulging. She is presented initially, to be quite peaceful and confident compared to characters such as Richard. However, when the audience learn of what happened to Adam, she is shown again to reason with the group she is displayed showing how changes in the DNA contribute to attributes. This is used to possibly suggest that the gang bullying of Adam is natural and that Leah is trying to reason, or rationalise, prior events. It could also convey that she understands the situation but is in a state of disbelief.

In the middle we can see that she comes to realise the reality and horror of the situation. She becomes paranoid and doubts the security.
she feels with Phil. This is established when she and Phil are, again, in the field and she strives herself to provoke a reaction from Phil, trying to find out if he would save her in other situations. Finally, in the end when Phil has sentenced Adam to die, she reads Phil and leaves. We are shown that this is when she spikes out the sweat given to her by Phil. It indicates that she has reached a certain limit and feels guilty.

Her Language also shows the effects of the situation with Adam. "She speaks using questions and in a negative manner. This could be used to portray her uncertainty, her dependency on Phil. Both how she speaks to other characters like Kelly, etc. This creates a contrast and could reflect the doubt she feels towards her role in the gang. It may reflect the way cyber-bullying is conducted in that she is scared to stop her dad it is a group but can be one which is similar in that people can write something online but not directly. This makes the reader worried towards Leah and positive of the morals left by the characters, how far they will go.

Sequence is used in that she is shown to progress become more independent. In the beginning she reasons with Phil, then doubts Phil and finally leaves Phil. This could be used to reflect how the audience as in when we are introduced, it seems that it was a mistake therefore but when more of the reality is shown the audience is disturbed by the situation. A threshold is met when she spikes out the gum, now showing how she wants no involvement with the gang.

Finally, form is used (as both are used to encode shade and height) highlights horror felt by Leah.
Examiner commentary

Part A

AO1: the opening paragraph makes some key comparisons and provides the foundation for a developed personal response to each extract. The response offers integrated comparison of the two extracts and uses the bullet points sensibly to structure the response and ensure that all the assessment objectives are addressed. Textual references are used to support the points made and to show more developed understanding, indicating the development of a promising critical style.

AO2: there is some evidence of sensitivity to language, for example, Phil interrupting Brian to show his higher status. There are some insightful comments about Phil using a ‘casual tone’ while being really ‘threatening’. The AO2 comments on the unseen extract, Girls Like That, are less successful: the ‘joking tone’ is recognised, but its significance as a means of bullying someone in a public place while passing it off as ‘playing around’ is not explored. Likewise, the inclusion of the quote ‘some water starts to come out of one of her eyes...’ is pleasing, but is not developed to make the point that it shows complete detachment and is extremely cold and harsh.

AO3: the situation explored in both extracts is clearly explained and commented on, and the response shows good understanding of bullying, peer pressure and hierarchies as presented in both extracts. The point that in both extracts some group members convey doubts, but are too scared to act upon them, is a good one.

This is a developed and convincing personal response to the text which is Level 5.

Part B

AO1: the character chosen, Leah, is a good one for this question, but the candidate offers an overview of her role in the play rather than looking in any detail at how she is affected by what happens to Adam. The response does recognise that as the play progresses Leah becomes less dependent on Phil but it doesn't link it firmly with what happens to Adam, consequently becoming rather general. The response also lacks quotations from the text to support assertions.

AO2: the answer concentrates on an overview which restricts it in terms of AO2 exploration. There is a comment on the play’s structure in terms of Leah’s character development, but otherwise there is little on language analysis and the dramatic effects of the playwright’s choice of language.

This response is low level 4 although there is evidence of a sound overview of the text.

Overall this response is solid Level 4.
In DNA and Girls like Huck, peer gangs are used to bully a character in the extracts. In DNA, Phil is bullying Brian by telling him if he doesn’t do what he says then he will chuck him in the bile to die. “You have to go in. Or we’ll take you up the grate. Hm. We’ll throw you in.” The rest of the characters aren’t on Phil’s side as they are unsure about his suggestion. “Er Phil,” “Is he serious?” This shows that the characters are divided up into gangs and have their own opinions. Tension within the gang is occurring and we know this because of Phil asking questions. “Are you going to help us?”

In Girls like Huck, Scarlett is found in McDonalds with a boy from her new school. A gang from her old one come over and start verbally bullying her. In DNA, it is mainly just Phil bullying Brian. In the 2nd extract, there is use of the words “Scarlett.” This shows that the Scarlett has no intention of talking to hear the gang of girls. This also might suggest Peter Scarlett is in some sort of depression as she doesn’t respond to anything said. In DNA, the gang situation is completely different as they are almost running up on the bully Phil and not the victim Brian. Bullying in both extracts are portrayed in different ways as Phil is more violent and the girls is just firing shots in the air because of an embarrassing situation for her.

The type of language and structure that is used in DNA is portrayed by the characters way of saying things. “We’ll throw you in.” The way Phil says this to Brian is in a very threatening manner and don’t think about how Brian is feeling at that moment. This could also suggest Phil is a sense of hatred towards Brian from Phil as he doesn’t really care.

…continued
Whereas in the 2nd extract, violent language is very rare. This is because it isn’t everyday like DNA. When Gil says, ‘Hold on, Scarlett? Hello? Anyone there?’ this suggests that Scarlett doesn’t feel like a human being because of the way she is being treated. This could also suggest that she doesn’t feel like part of society because of the comments aimed at her.

Structure is used in both extracts for an effect to be created. The use of short and long sentences give a detailed suggestion of what is going to happen. And the shorter sentences are for quick and important ideas for forthcoming events that will take place. Then Scarlett has a sense of relief when one girl doesn’t have the flu. This shows that she was trying to keep clean but all hope was lost when another girl did have it and sent it to the boy.

To conclude, both extracts show that there is always kindness in the plays, but they both act in different ways because of the situation they are facing.

… continued
One character that is affected by what happens to Adam in DNA is Phil. Phil doesn’t really care about what happened to Adam at the game when Ian and Mark were bullying him. He is more worried about trying to get Brian to do what he says. “We need your help, if you don’t help us we’ll kill you. Are you going to help us?” This shows that the thought of Adam is not worrying him at all and he is focusing on Brian. When Leanne and Phil are talking about Adam in a field, Leanne is very open about her thoughts. Whereas Phil doesn’t say anything. This is where Phil might be thinking about what they have done to Adam.

The language used by Phil during the play conveys his thoughts and feelings about the situation and surrounding Adam. Phil acts as the leader within the group which means he makes the decisions which then affect him. When Phil and Leanne are in the field talking about Adam, Leanne is very open when announcing her thoughts. Whereas Phil doesn’t say anything. This could mean that he is ashamed with his friends and himself about their actions. This could also suggest that he is thinking loudly about what he could have done. This then happens later in the play.

The structure used when Phil is speaking, whenever Phil is in the woods he is demanding things to happen involving. When he is in the woods he feels as though his actions are covered up and no one will know about them. The use of stage directions, pauses and beats shows how he has been affected by what’s happened to Adam. When he is speaking and there’s a pause, it could suggest that he is thinking about Adam as he has done throughout the play.

… continued
To conclude I do believe that during the play Phil is affected by what happens to Adam.

V general.
Script B

Examiner commentary

Part A

AO1: the response shows reasonable understanding of both extracts and offers some comparisons. There is a tendency to deal with the extracts separately and the candidate would have benefited from more integrated comparison throughout the response. Quotations are used throughout Part a to support the points but analysis is limited. The response makes some good comparisons, such as Phil being the lone bully in the set text extract, whereas the unseen extract presents a group of girls working together to bully Scarlett. There are also some interesting comments on Scarlett, who ‘doesn’t feel like a human being’.

AO2: the response makes some partially effective comments about language. It begins to develop a point on the use of the name Scarlett in the unseen extract, but the point is not developed fully. There are attempts to comment on structure in terms of varying sentence lengths, but no examples are offered to support the point. The language analysis of the unseen extract is less convincing, although repetition was identified as a device and a brief comment on the effect offered.

AO3: this response shows general understanding of the context of each extract: it makes reference to the bullying and peer pressure and how the victims try to deal with their situations. There is some understanding that Scarlett’s silence is significant, but it is explained as ‘depression’, which doesn’t quite make the point. There are times when the situations merit further thought and exploration.

To improve the response the comparison of the extracts needed to be more integrated and robust. More exploration of the language and more integrated comparison would also have improved the response.

This is assessed at Level 4.

Part B

AO1: the response to Part b focuses on how Phil is affected by what happens to Adam. Despite offering a rather general overview of Phil’s character, there are some valid points made, such as his lack of care about Adam and his exploitation of Brian. The response needed to be more firmly focused on the question and to use more quotations from the wider text.

AO2: as Part b is a closed text assessment candidates do need to remember to include some analysis of language, form and structure. This response did not address AO2 very strongly in Part b, although there was an interesting point made about Phil tending to speak to convey his thoughts about the situation, however, his silence was attributed to being ashamed, which is not convincing, although there is also a suggestion that he is silent as he thinks about how to cover up Adam’s death.

This is low Level 4.

As a whole the response is low Level 4.
Part A

In both extracts, the gang is shown to have a power structure, and a natural hierarchy emanating from that. In DNA, this is shown by Leah asking Phil for advice when the situation gets bad and with “Phil?”. It is known from elsewhere in the play that Leah is very intelligent and can devise her own plans, but she only does so when Phil is not there. This shows that her and the rest of the group are scared and act as subordinates of Phil, as he appears to be their natural leader. This is reinforced when Danny asks the group “is he serious?” instead of confronting Phil directly (with, for example, “are you serious?”). Danny appears to be on his own level in the power structure before considering involving Phil, who is on a higher level. It is also evident that, like Scarlett in ‘Girls like that’, Brian is seen by everyone in the group with contempt and almost lower in the power structure than anyone else, seen again because Danny doesn’t directly stick up for Brian to Phil or even to his own level, but instead questions Phil’s seriousness.

Because of the rhetorical effect of “Danny: Is he serious? Leah: He’s always serious”, the reader feels as if they are included in the middle level of the power structure, so that they both share the contempt of the others for Brian’s unwillingness to do what the rest of the group think is necessary, and the slight fear and uneasiness surrounding Phil. As presented by Paul Etkin as the sixth path, he generates emotion, Phil’s sense of urgency is transferred onto both Brian and the reader, and so we get feeling for how urgent it is that they continue the police suspect is indeed who they saw.

In ‘Girls like that,’ ‘Girl II’ emerges as a natural leader.

As ‘Girl I’ says, ‘I would never. I just watch’, there are clear followers in the gang, there to support those actually...
Doing the bullying. There are two clear power levels: the girls who refer to ‘us’ and ‘we’ as the gang, and those who refer to only themselves with ‘I’ and ‘me’. The former is shown by Girl 7 with “looking over at us” and “we’re all joking” while the latter is shown by Girl 11 and 13 with “Scarlett and I grew up together” and “I don’t understand why she doesn’t say something.” Just as Brian isn’t really seen as a member of the group, Scarlett is dehumanised when Girl 15 says and then “water starts to come out of her eyes”, as if the group didn’t think of her crying as they were one of their own. We can also recognise Scarlett as a someone who is/was clearly bullied, as Brian is being in DNA (but is shown to be unable to deal with it, shown by his eventual compliance), as we know ‘girls like that’ is set in a modern context from the existence of mobile phones, and in this context Scarlett’s behaviour is taught as a common technique for dealing with bullying.

In DNA, the other characters act with surprise and fear. At what Phil is suggesting, while they are afraid to face and confront him, they recognise the difference between the clear accidental death of Brian and what Phil is ever so slightly suggesting for Brian: premeditated murder. In contrast to this, every character agrees what they should do in ‘girls like that’. While they sense that they would not do it themselves, not one of them has an ethical problem when the police is finally sent to the boy. They only leave because of the practicality of the night-time setting where in DNA the scene ends when the issue is resolved.
Explore how at least one character in DNA is affected by what happens to Adam.

Brian is heavily affected by Adam’s death. Brian is one of the less willing characters in Adam’s bullying and more of a follower good in the group. He is similar to Adam in that he is actually bullied by other members of the group very heavily, even more than Leeds is. As he is forced to do more and more unpleasant things by the group, he questions the motives of the group as a collective and slowly becomes less stable. Towards the end of the play, Brian is actually diagnosed and put on medication. He slowly deteriorates, as and so is put on stronger and stronger anti-psychotics (presumably) but does not improve.

Towards the end of the play, Brian is experimented on by Phil and Cathy (who becomes more violent and Phil-like throughout the play), predominantly he does not resist, showing that he has been beaten out or resisting by the physical and mental experiences as the play progresses.

Shane not finished and fully developed.
Examiner commentary

Part A

AO1: the answer develops a well-integrated comparison of the two extracts in a developed and convincing personal response to the task. The clear use of the bullet points in the question to structure the response is helpful. The points made are effectively supported with textual support.

AO2: there is some useful analysis of the language used in the two extracts. The observation that Danny asks the group ‘Is he serious?’ rather than directing the question at Phil, is insightful. There was also some interesting analysis of the use of ‘us and we’ and ‘I and me’ to distinguish between the girls in the gang in the unseen extract to show how they perceive themselves within the gang. The analysis of ‘water starts to come out of one of her eyes.’ was also insightful.

AO3: there is a good understanding of the context of both extracts here. The similarities in the situations faced by Scarlett and Brian are explored and the response clearly explains the importance of hierarchy within both extracts. It also points out that both victims in the extracts are treated with ‘contempt’. A good comparison is made in the way that the victims deal with their situations. Brian complies but Scarlett uses silence as a method of dealing with the bullying.

Overall this fits into Level 5.

Part B

AO1: this is a rather brief and undeveloped response to Part b. Some understanding is shown into Brian’s response to what happens to Adam, but there is little development and detail from the text. The response describes Brian’s deterioration through the play but would have benefited from exploring this idea further and linking it to the fragmentation of the group.

AO2: this lacks exploration and explanation of language because of the lack of development of ideas.

This is assessed as Level 2 work.

Overall this response is high Level 3 due to its unevenness.
Compare how the behaviour of gangs is presented in these two extracts.

Bad behaviour is presented in these two extracts, through the use of over-repetition, to create a dramatic effect. This is shown in DNA, when the character of Beack, is consistently barking ‘Phil’, her irritating boyfriend. This mirrors girls like that, when multiple girls are trying to grab the attention of ‘Scarlett’. In comparison with the way the two playwrights use this technique, DNA’s ‘Phil’ is used to stop someone from bullying another, whereas girls like that, is used to bully someone. This gives a suspense effect on the reader, because they understand how annoying it is to annoy the characters most feel, and how the are going to react to it.

The characters reaction in DNA play a big part to situation and the dramatic effect, this play gives. ‘Er Phil’ and ‘Is he serious?’ are many of the reactions, that show how bad this situation has become. Kelly has done this to show how out of the hand, the characters have made this. Linking with gangs of this society, who believe they know what is right and how to make it all better, when in fact, it is the complete opposite. This contrasts with girls like that, where none of them show sympathy for the characters of Scarlett, and are in fact, scared of bullying her. This is stated when the character of girl 10 says ‘Not me. I don’t—’
never’. It seems likely that the characters of DNA, don’t want to bully another, but have to, whereas the characters of Aids like that, want to bully another, but don’t have to and are quite scared of doing so. The audience might be able to feel the characters’ emotions, as they might of been in a situation like this, when they were a teen.

The way the different genders respond to those situations, plays a big part in the comparison as well. The girls like that the gang are girls, and use verbally abuse, whereas the gang in DNA, the leaders of the group are boys, who use physical abuse to get their way. ‘Or we’ll take you up the grille’ is what is stated by Phil. The character Phil manipulates Brian, the now weakest of the group, after Adam. So stating that ‘we’ll take you up the grille’ will easily persuade Brian, to do what Phil says. This is because Brian now knows the consequences of walking on the grille, death.

On the whole, I believe that the behaviour of the two groups contrast each other, which can show the audience, their different ways one might be bullied, bully another, and they have not realised it, that they may have not realised.
Explore how at least one character in DNA is affected by what happens to Adam.

Brian is one of the characters in DNA, that is badly affected by the Adam situation. The character of Brian becomes insane, because he is the weakening of the group, after Adam. This is portrayed in Act 3 when Brian states, “do you ever want to rub your face against the earth.” This question is conveying Brian’s curiosity to the whole situation. This gives a freaked out effect on the reader as they start to understand how bad and dangerous this situation has become out of hand.

Brian’s insanity is also described by the other characters. When the gang encounter Adam at the end of the play, they realize how crazy he is, but Mark also understands how crazy Brian has become. This is stated when Mark says ‘which one,’ confirming that he is talking about Adam and Brian. Kelly is showing that no matter what side of the bullying situation you are on, your personality will go will be affected mentally.

Brian’s insanity might have been caused by the peer pressure put on his mates. This is conveyed when Phil states “you’re going in”. The 2011 London Riots inspired Kelly to write this
play, and can also link to Brian's craziness
to do stuff she too: he shouldn't.
Examiner commentary

Part A

AO1: some basic comparisons are made, but understanding of both extracts is rather limited. The description of ‘Phil, her irritating boyfriend’ does not really capture his menacing and bullying presence in the extract. There is also some misunderstanding of why Leah is calling Phil at the beginning of the extract. There is a little understanding that some of the gang members have doubts but these are explained rather vaguely: ‘how bad this situation has become...’ or it’s ‘out of hand’. The response also asserts that ‘characters of DNA don’t want to bully one another.’ There is also some confusion about the unseen extract where the response suggests that the gang members are ‘scared of bullying her [Scarlett].’ One key point of comparison is recognised when the response suggests that in DNA the bullying is physical whereas in the unseen extract it is verbal.

AO2: there is little attempt to develop points on AO2 so this assessment objective is not really addressed.

AO3: there is awareness of the situations although, as explained earlier, some of the comments are rather confused.

This response is assessed at Level 2. It is a straightforward response with a little understanding.

Part B

AO1: although this is a personal response it is rather limited and just outlines Brian’s mental breakdown due to peer pressure.

AO2: there is little in the way of language analysis and at times the language in the response is very limited: the word ‘crazy’ is particularly over-used.

This response is assessed as low Level 2.

Overall this response is Level 2.
In this extract, bullying is occurring. Phil is bullying Brian and going into the police station to identify the man. Brian doesn’t want to and because Phil is threatening him, he’s being forced to do something that he doesn’t want to. Phil is threatening Brian by saying that he will kill him. “We’ll take you up the grill now we’ll get you by the arms by the legs. And we’ll swing you onto the grill.” This shows how Brian is being bullied. In extract 2, Scarlett is being emotionally bullied by the girls surrounding her. One of the girls says it’s funning a game but the two are falling from Scarlett’s eyes. Show it isn’t just a game.

AO1: DNA shows portrays bullying a lot and it is shown in a very disturbing manner. “We’ll get you by the arms by the legs. And we’ll swing you onto the grill.” This shows how the character is in a dead-end situation and can only live on by doing what the game says. This is similar to extract 2. Because they’re both being bullied by friends. However, this is different because in extract 2 the girl character is being threatened physically. And in extract 2, the character is being emotionally hurt. The words “if you don’t help us, we’ll kill you” from DNA and “some water starts to come out of one of her eyes”.... continued
From "Girls Like That", shows how different bullying can be and how it affects human beings in general because everyone has feeling and emotions although sometimes it may be hard to change.

AO7: The language in DNA is highly extreme. "you have to go in, or we'll take you up the grille" and "if you don't help we'll kill you, are you going to help us". This language shows how presentable the characters are to the audience/readers. The language in DNA may be very confusing although it's highly professional to the readers. This is a good form of writing as it looks clean, is easy to write and may be a good skill to learn.

"Phil?

No answer.

Phil?

Pause. PHIL walks over to BRIAN and lays a hand on his shoulder."

As you can see, this professional looking structure is easy to learn and looks neat. Very nice.

The form in DNA is very confusing, a lot of the time it looks as though certain words may of been forgotten, but they haven't. (continued on sheet 3)
This is because it's a complex form and is used for professional standard type of books only. The layout looks really neat especially for the books like DNA.

Nothing is useful on the nothing or in seen

... continued
At the start of the play, Leah is casual. She doesn’t talk a lot which suggests she isn’t a main character or even relevant to the story. All we knew was that she was in the gang and would probably enter the scene later on in the story. During the middle, her inner character comes out more and she is seen talking more often. This suggests that she is now part of the story and involved in the current scene taking place. By the end, Leah is herself again, after everything that happened, with the man, Adam, Brian and even Phil, she returns to her normal, quiet self. She has probably been somehow emotionally scarred and is staying low until it’s all cleared up.

The language tends to be mostly repetition, rambling, stream of consciousness, pauses and rapid question counter. The repetition is literally only when she says a few words, not even a sentence, “Phil, Phil?”

This suggests that it’s only short and highly unnoticeable. However, the rambling is definately noticeable. She randomly rambles on about stuff if she’s scared about something or feels guilty. Stream of consciousness means that she says whatever she feels like she wants to say. The word ‘stream’ suggests that it’s usually for a long period of time. Leah tends to pause along the way, something to do with her lack of self-esteem (continued on other page)
Leah likes asking a lot of questions. This is likely to be because she is curious about what is going on.
Examiner commentary

Part A
AO1: there is some basic comparison – that in both extracts someone is bullied, and that in the set text extract the bullying is physical whereas in the unseen extract it is emotional. The same quotation is repeated.

AO2: the candidate struggles to look at use of language in the extracts in any detail. Some comments are offered but they are confused: ‘language shows how presentable the characters are to the audience/readers’, for example.

AO3: there is rather limited awareness of the situation: what is offered is repeated from the question paper. There is some sense of Brian’s hopelessness but most of the comments on DNA are very general.

This is assessed as low Level 2 work.

Part B
AO1: the response looks at Leah but is very confused about her role in the play. Many of the assertions are not correct, such as Leah not appearing in the early part of the play and being a character who does not say much. There is very little to reward due to the misreading.

AO2: this is mainly incorrect assertion so AO2 is not directly addressed.

This is assessed as Level 1 work.

Overall this response is Level 1.
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