

**GCSE**

**Citizenship Studies**

Unit **A343** Rights and Responsibilities –  
Extending our Knowledge and Understanding

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation  | Meaning                        |
|---|--------------------------------|
|  and  | Correct or incorrect responses |
| <b>BOD</b>  | Benefit of doubt               |
| <b>TV</b>   | Too vague                      |
| <b>IRRL</b>   | Irrelevant                     |
| <b>REP</b>  | Repeat                         |
| <b>NAQ</b>  | Not answered question          |
| <b>L1</b>   | Level 1                        |
| <b>L2</b>   | Level 2                        |
| <b>L3</b>   | Level 3                        |
| <b>L4</b>   | Level 4                        |

The quality of written communication covers quality of expression, coherence of argument, presentation of ideas, grammar, punctuation and spelling.

Examiners should focus on the candidates' response to questions 6, 8(c) and 9(d).

**BP** – blank page must be annotated on all pages at the back of the question paper that the candidate has not used.

| Question |   | Answer/Indicative content   | Mark | Guidance  |
|----------|---|---|------|---|
| 1        | a | <ul style="list-style-type: none"> <li>• To have a contract</li> <li>• To be treated equally/not to be discriminated against/treated fairly</li> <li>• To have a minimum wage/ to be paid</li> <li>• To have a safe workplace</li> <li>• Holiday pay</li> <li>• Maternity pay</li> <li>• Breaks</li> <li>• To join a trade union</li> </ul>   | 1    | Annotation ✓ or x<br>These need to be legal rights not moral rights. Do not accept a responsibility.  |
|          | b | <ul style="list-style-type: none"> <li>• To take action (allow 'fire' or 'sack' people) against employees whose behaviour might damage the business.</li> <li>• To any patents employees make during working hours.</li> <li>• To protect against other businesses copying their idea.</li> <li>• To take action to enforce contracts with employees</li> <li>• To set company policy</li> <li>• To give the employee (reasonable) instruction</li> <li>• Interview employees</li> <li>• To see DBS checks</li> </ul> | 1    | Annotation ✓ or x<br>These need to be legal rights not moral rights that apply in their role as an <b>employer</b> and not just another member of staff. Do not accept a responsibility.<br><br>Do not allow 'fire' or 'sack' someone without qualification |
| 2        | a | <ul style="list-style-type: none"> <li>• Stops others from copying the invention,</li> <li>• or making the invention,</li> <li>• or selling the invention,</li> <li>• or importing the invention without permission,</li> <li>• Gain credit/recognition for their invention.</li> </ul>   | 1    | Annotation ✓ or x   |

| Question |   | Answer/Indicative content   | Mark | Guidance   |
|----------|---|---|------|--|
|          | b | <ul style="list-style-type: none"> <li>• Written material</li> <li>• Recorded material /DVDs / videos/ music/songs/films</li> <li>• Books</li> <li>• Magazines</li> <li>• Software</li> <li>• Drawings</li> <li>• Photographs</li> <li>• Logos/ business or brand name</li> </ul>                                     | 1    | Annotation ✓ or x<br>NB for this question we are not distinguishing between copyright and trademarks.<br><br>Accept any relevant answer                            |
| 3        | a | <ul style="list-style-type: none"> <li>• Working with the local community/charity</li> <li>• Caring for the environment/recycling</li> <li>• Only working with businesses that are socially responsible/like minded</li> <li>• Looking after their employees</li> <li>• Selling/using fair trade products</li> </ul>  | 1    | Annotation ✓ or x<br><br>Allow specific examples where relevant  |
|          | b | <ul style="list-style-type: none"> <li>• To gain a good reputation/to look good</li> <li>• To get more customers/more business/ increase popularity</li> <li>• To increase profits</li> <li>• To have a more motivated workforce</li> <li>• It is morally right</li> <li>• For the wellbeing of the public</li> </ul> | 1    | Annotation ✓ or x  |
| 4        | a | <ul style="list-style-type: none"> <li>• Landfill tax</li> <li>• Climate change levy</li> <li>• Air passenger duty</li> <li>• Road tax/car tax</li> <li>• Congestion charge</li> <li>• Plastic bag charge</li> <li>• Fuel duty/tax on petrol</li> </ul>   | 1    | Annotation ✓ or x<br>Do not accept a description of a tax – it must be a name. Do not accept litter tax / VAT on its own. Must be a government tax and not a fine. |

| Question |   | Answer/Indicative content   | Mark | Guidance   |
|----------|---|---|------|--|
|          | b | <ul style="list-style-type: none"> <li>• Landfill tax – tax is reduced if the business recycles more.</li> <li>• Climate change levy – encourages businesses to cut down on their energy use.</li> <li>• Air passenger duty – aims to discourage people from flying.</li> <li>• Road tax – environmentally friendly cars pay no tax and some 4x4s pay £520.</li> <li>• Fuel duty – makes people use their car less (as fuel is more expensive)</li> <li>• Congestion charge – encourages people to use public transport.</li> <li>• Plastic bag charge – makes people bring their own bags / use a bag for life.</li> </ul> | 1    | <p>Annotation ✓ or x</p> <p>Must be linked to answer given in 4a. Must be a way to be environmentally responsible.</p>               |
| 5        | a | <ul style="list-style-type: none"> <li>• It is owned by the government</li> <li>• Censors publications</li> <li>• Internet/social media access is restricted/blocked</li> <li>• Websites can be shut down</li> <li>• Government decides what stories are published.</li> <li>• Government produces material</li> <li>• Contains propaganda / biased material</li> <li>• Editors/staff are sacked/imprisoned by Government</li> </ul>  | 2    | <p>Annotation ✓ or x. Ensure both points are annotated.</p> <p>Beware repetition</p> <p>Two points may be made within a sentence</p> |

| Question |   | Answer/Indicative content  | Mark | Guidance  |   |
|----------|---|--|------|---|---|
|          | b | <ul style="list-style-type: none"> <li>Asking questions</li> <li>Exposing mistakes/or bad behaviour by those in power</li> <li>Providing information to the public /informing the public / educating/raising awareness</li> <li>Applying pressure on governments</li> <li>Supporting a particular viewpoint</li> <li>Method of campaigning</li> <li>Allow communication / sharing ideas between individuals</li> </ul> | 2    | Annotation ✓ or x Ensure both points are annotated.<br>Two points may be made within a sentence<br>Beware repetition – must be two distinct ways and not one way with exemplification.<br>Allow specific examples such as MPs expenses.   |   |
|          |   |  |      | <b>Content</b>  | <b>Levels of response</b>   |
| 6        | * | Examples of professional support could include::<br><br>CAB<br>Police<br>Local support groups<br>Charities / helplines – eg Childline<br>Trade unions<br>Solicitors / lawyers<br>MP<br>Local council/councillor<br>Doctor/counsellor/health professional<br>Financial advisor<br>Job centre<br>Victim support  | 4    | Annotation L1, L2 and eg next to examples which you are crediting. Place a ✓ next to the points made in line with the mark scheme. Also use VG, IRRL and REP as appropriate.<br><br>Level 2 response:<br>There is a CAB in most towns so it is convenient. There is also a website and phone help lines giving people a range of ways to receive advice. It provides free, impartial and independent advice. They could also go to a solicitor for legal advice.<br><br>Level 1 response:<br>The police are trained so they have the knowledge to be able to help you | <b>Level 2 (3–4 marks)</b><br><b>For 3 marks</b> there is a sound description of one <b>advantage</b> of the source <b>OR</b> outline of two advantage. Answer is supported by <b>two</b> examples of sources of professional support.<br><br><b>For 4 marks</b> there is a thorough description of one <b>advantage</b> in depth <b>OR</b> at least two advantages where one must be sound and the other can be in outline. The response is supported by <b>two</b> examples of sources of professional support.<br><br>Text is legible. Spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. |

| Question |   | Answer/Indicative content   | Mark | Guidance   |
|----------|---|---|------|--|
|          |   | <p>Advantages of using professional support:</p> <ul style="list-style-type: none"> <li>• They know what they are talking about/experienced.</li> <li>• In some cases free of charge.</li> <li>• Impartial advice</li> <li>• Confidential</li> <li>• They know where to send you for further help</li> <li>• They are trained</li> <li>• Convenient/local</li> <li>• Available 24/7 – website, phonenumber</li> </ul> <p>Do not credit 'they are professional without exemplification</p> |      | <p>At level 2 the answer must contain advantages rather than just reasons.</p> <p><b>BEWARE of candidates stating the stem as their advantage....because they give professional support.</b></p> <p><b>Level 1 (1–2 marks)</b><br/> <b>For 1 mark</b> candidate gives one source of professional support <b>OR</b> states one advantage of/reason for using professional support.</p> <p><b>For 2 marks</b> candidate identifies <b>two</b> advantages of/reasons for using the source of professional support <b>OR one</b> advantage and <b>one</b> example of a source of professional support.</p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> |
| 7        | a | <p><b>Only accept the following answers:</b></p> <ul style="list-style-type: none"> <li>• To act safely</li> <li>• To learn (as well as I can)</li> <li>• To respect other people</li> <li>• To respect property</li> </ul>   | 1    | <p>Annotation ✓ or x<br/>           Answer <b>must be quoted directly</b> from document 1</p>  |
|          | b | <ul style="list-style-type: none"> <li>• To make sure they go to school/ they are educated</li> <li>• To check their homework is completed.</li> <li>• To take an interest in their work</li> <li>• To punish them if they misbehave at school/encourage them to follow the rules</li> </ul>  | 1    | <p>Annotation ✓ or x<br/>           Do not accept to provide support on its own – must be more specific</p>  |

| Question |   | Answer/Indicative content   | Mark | Guidance  |
|----------|---|---|------|---|
|          |   | <ul style="list-style-type: none"> <li>• To choose the right school</li> <li>• Uniform</li> <li>• Punctuality</li> <li>• Signing a home school agreement</li> </ul> <p>Accept any other reasonable answer</p>   |      |   |
|          | c | <ul style="list-style-type: none"> <li>• Having /locking gates and fences around the school</li> <li>• CCTV</li> <li>• Visitors sign in and wear a badge</li> <li>• DBS check all new staff</li> <li>• Keeping chemicals locked in cupboards</li> <li>• Teaching about the danger of strangers.</li> <li>• Fire drills</li> <li>• Fire alarms</li> <li>• Have a safety policy</li> <li>• Staff supervision/ break or lunch duties</li> <li>• Having rules</li> <li>• Child protection/ safeguarding policy or team</li> <li>• Only letting children out of school with parental permission</li> <li>• Stop bullying</li> <li>• Taking registers/ checking on non-attendance</li> <li>• Maintain a safe environment</li> </ul> | 2    | <p>Annotation ✓ or x</p> <p>Beware repetition</p> <p>Must be something the school does so do not accept Ofsted checks.</p> <p>Keep the school safe is too vague without exemplification.</p> <p>Teaching on its own is too vague. Teaching about the dangers of the internet etc is worth a mark.</p> |

| Question |   | Answer/Indicative content  | Mark | Guidance  |
|----------|---|--|------|---|
| 8        | a | <p><b>Only accept the following answers:</b></p> <ul style="list-style-type: none"> <li>• CQC make sure the voices of people are heard/by asking people to share their experiences of care services</li> <li>• The CQC carries out reviews (in order to improve health and social care in England)</li> <li>• Must register with the CQC</li> <li>• CQC will take action if providers do not meet essential standards</li> <li>• The CQC can give fines</li> <li>• The CQC can give public warnings</li> <li>• It can take a service off the register (if absolutely necessary)</li> </ul> | 2    | <p>Annotation ✓ or x</p> <p>Answer <b>must be quoted directly from</b> one of the titled paragraphs in document 2 that describes the ways and not just the introduction.</p> <p>Do not accept 'CQC will take action' on its own without qualification</p> |
|          | b | <ul style="list-style-type: none"> <li>• It is free (for all)</li> <li>• People receive a service based on their needs</li> <li>• Available nationwide</li> <li>• It is good quality</li> <li>• There for everybody</li> <li>• Easier to ensure standards/consistency</li> </ul>   | 1    | <p>Annotation ✓ or x</p> <p>Example could be from the perspective of the Government rather than the general public</p> <p>Do not accept 'everyone is treated fairly' without qualification</p>  |

|  |   |   |   | Content   | Levels of response  |
|--|---|---|---|---|---|
|  | c | * | 6 | <p>Annotation L1, L2 and L3 and eg next to examples which you are crediting. Place a √ next to the points made in line with the mark scheme. Also use VG, IRRL and REP as appropriate.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Examples of regulators</li> <li>• Examples of other public services (not just health care)</li> </ul> <p>Level 3 response:<br/>Government need public services to be regulated so that they have control over them. If there are problems in public services the government might not win the next election. A lot of money is spent on these services so the government needs to know how it is being used.</p> <p>The general public are the customers of the public services so want to make sure that they are receiving a good service eg schools are checked by Ofsted. The public services are paid for by the general public through taxes so they want to know that they are receiving value for money.</p> | <p><b>Level 3 (5–6 marks)</b><br/><b>For 5 marks</b></p> <ul style="list-style-type: none"> <li>• <b>thorough/sound</b> explanation of why government need public services to be regulated</li> <li>• <b>thorough/sound</b> explanation of why the general public need public services to be regulated.</li> <li>• <b>two</b> examples of a named public service (other than health care) or a regulator (allow CQC) or a health care example in context.</li> </ul> <p><b>One of the above explanations must be thorough and the other can be sound.</b></p> <p><b>For 6 marks</b></p> <ul style="list-style-type: none"> <li>• <b>thorough</b> explanation of why government need public services to be regulated</li> <li>• <b>thorough</b> explanation of why the general public need public services to be regulated.</li> <li>• <b>two</b> examples of a named public service (other than health care) or a regulator (allow CQC) or a health care example in context.</li> </ul> |

| Question |  | Answer/Indicative content | Mark | Guidance   |
|----------|--|---------------------------|------|--|
|          |  |                           |      | <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b><br/> <b>For 3 marks</b></p> <ul style="list-style-type: none"> <li>• <b>sound</b> explanation of why government need public services to be regulated</li> <li>• <b>sound</b> explanation of why the general public need public services to be regulated.</li> <li>• <b>one</b> example of a named public service (other than health care) or a regulator (allow CQC) or a health care example in context.</li> </ul> <p><u>For 3 marks 2 of the above must be completed.</u></p> <p><b>For 4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>sound</b> explanation of why government need public services to be regulated</li> <li>• <b>sound</b> explanation of why the general public need public services to be regulated.</li> <li>• <b>one</b> example of a named public service (other than health care) or a regulator (allow CQC) or a health care example in context.</li> </ul> <p><u>For 4 marks all of the above must be completed.</u></p> |

| Question |  | Answer/Indicative content | Mark | Guidance   |
|----------|--|---------------------------|------|--|
|          |  |                           |      | <p>Text is legible. Spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b><br/> <b>For 1 mark</b> the candidate:</p> <ul style="list-style-type: none"> <li>• States <b>one</b> reason why the government need public services to be regulated</li> <li>• <b>or</b> states <b>one</b> reason why the general public need public services to be regulated</li> <li>• <b>or</b> an example of a named public service (other than health care) or a regulator (allow CQC) or a health care example in context.</li> </ul> <p><b>For 2 marks</b> the candidate:</p> <ul style="list-style-type: none"> <li>• States <b>two</b> reasons covering government <b>and/or</b> the general public</li> <li>• <b>or</b> states <b>one</b> reason and <b>one</b> example of a named public service (other than health care) or a regulator (allow CQC) or a health care example in context</li> </ul> <p>An example could be used.<br/> Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> |

| Question |   | Answer/Indicative content  | Mark | Guidance   |
|----------|---|--|------|--|
| 9        | a | <ul style="list-style-type: none"> <li>• Right to life</li> <li>• Right to an education</li> <li>• Right to healthcare</li> </ul>  | 1    | Annotation ✓ or x<br>Do not accept right to food or water.   |
|          | b | <ul style="list-style-type: none"> <li>• Make poverty history</li> <li>• Enough food for everyone IF</li> <li>• Christian Aid</li> <li>• Save the children</li> <li>• Comic Relief/Sports Relief/Red Nose Day</li> <li>• Tearfund</li> <li>• Care International</li> <li>• Amnesty International</li> <li>• Fair Trade</li> <li>• Unicef</li> </ul>  | 1    | Annotation ✓ or x<br>Do not accept Oxfam or World Trade Organisation.<br>Do not allow examples of crisis response organisations.<br>Google any examples if unsure – must be a pressure group/charity trying to reduce poverty. |
|          | c | <p><b>Only accept the following answers:</b></p> <ul style="list-style-type: none"> <li>• Makes trade agreements.</li> <li>• The WTO brings together donors (people or countries offering support), development agencies, governments in developing countries and the private sector.</li> <li>• Set up 'Aid for Trade'</li> <li>• Increase the ability of developing countries to trade more effectively with other countries.</li> </ul> | 1    | Annotation ✓ or x<br>Answer <b>must be quoted directly from</b> Document 4   |

| Question |   | Answer/Indicative content | Mark | Guidance   |   |
|----------|---|---------------------------|------|--|---|
|          |   |                           |      | Content  | Levels of response  |
|          | d | *                         | 8    | <p>Annotation L1, L2, L3 and L4 and eg next to examples which you are crediting. Place a ✓ next to the points made in line with the mark scheme. Also use VG, IRRL and REP as appropriate.</p> <p><b>BP – blank page must be annotated on all pages at the back of the question paper that the candidate has not used.</b></p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Examples of charities (accept Fair Trade)</li> <li>• Specific reference to countries</li> <li>• Relevant statistics</li> </ul> <p>Level response<br/>People in poor countries have huge</p> | <p><b>Level 4 (7-8 marks)</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• an informed personal response to the statement based on thorough analysis and evaluation</li> <li>• thorough description about how aid might help people in poor countries trying to beat poverty</li> <li>• thorough description about how people and/or governments in rich countries can help.</li> <li>• includes two relevant examples</li> </ul> <p><u>For seven marks the candidate completes three of the above bullet points.</u></p> <p><b>For 8 marks</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• an informed personal response to the statement based on thorough analysis and evaluation</li> <li>• thorough description about how aid might help people in poor countries trying to beat poverty</li> <li>• thorough description about how people and/or</li> </ul> |

| Question | Answer/Indicative content | Mark | Guidance   |
|----------|---------------------------|------|--|
|          |                           |      | <p>debts that they have to pay to the rich countries so they are always struggling. The interest charged in these debts is also very high so it is impossible to pay off. The rich countries could cancel the debts so that the money made by the country helps it to beat poverty and invest in its own country. Richer countries could give aid to poor countries but trading with them might be more effective as suggested by the WTO. This could be more effective in helping the country than sending over food parcels.</p> <p>governments in rich countries can help.</p> <ul style="list-style-type: none"> <li>• includes two relevant examples</li> </ul> <p><u>For eight marks the candidate completes all four of the above bullet points.</u></p> <p>Text is legible. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (5–6 marks)</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• a sound personal response including evaluation of the statement</li> <li>• sound description about how aid might help people in poor countries trying to beat poverty</li> <li>• sound description about how people and/or governments in rich countries can help.</li> <li>• Includes a relevant example</li> </ul> <p><u>For five marks the candidate completes three of the above bullet points.</u></p> <p>.</p> <p><b>For 6 marks</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• a sound personal response including evaluation of the statement</li> </ul> |

| Question |  | Answer/Indicative content | Mark | Guidance  |
|----------|--|---------------------------|------|---|
|          |  |                           |      | <ul style="list-style-type: none"> <li>• sound description about how aid might help people in poor countries trying to beat poverty</li> <li>• sound description about how people and/or governments in rich countries can help.</li> <li>• includes a relevant example</li> </ul> <p><u>For six marks the candidate completes all four of the above bullet points.</u></p> <p>Text is legible. Spelling, grammar and punctuation mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• a personal response including some evaluation of the statement</li> <li>• limited description about how aid might help people in poor countries trying to beat poverty</li> <li>• limited description about how people and/or governments in rich countries can help.</li> <li>• Includes a relevant example</li> </ul> <p><u>For three marks the candidate completes three of the above bullet points.</u></p> <p><b>For 4 marks</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• a personal response including some evaluation of the statement</li> </ul> |

| Question |  | Answer/Indicative content | Mark | Guidance  |
|----------|--|---------------------------|------|---|
|          |  |                           |      | <ul style="list-style-type: none"> <li>• limited description about how aid might help people in poor countries trying to beat poverty</li> <li>• limited description about how people and/or governments in rich countries can help.</li> <li>• Includes a relevant example</li> </ul> <p><u>For four marks the candidate completes all four of the above bullet points.</u></p> <p>Text is legible. Spelling grammar and punctuation are mostly accurate. Meaning is communicated clearly</p> <p><b>Level 1 (1–2 marks)</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• a personal response to the statement</li> <li>• some valid but limited points about how aid might help people in poor countries trying to beat poverty</li> <li>• some valid but limited points about how people and/or governments in rich countries can help.</li> <li>• Includes a relevant example</li> </ul> <p><u>For one mark the candidate completes one of the above bullet points.</u></p> |

| Question |  | Answer/Indicative content | Mark | Guidance  |
|----------|--|---------------------------|------|---|
|          |  |                           |      | <p><b>For 2 marks</b><br/>The candidate produces</p> <ul style="list-style-type: none"> <li>• a personal response to the statement</li> <li>• some valid but limited points about how aid might help people in poor countries trying to beat poverty</li> <li>• some valid but limited points about how people and/or governments in rich countries can help.</li> <li>• Includes a relevant example</li> </ul> <p><u>For two marks the candidate completes two of the above bullet points.</u></p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> |

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