

# **Design & Technology (Textiles Technology)**

General Certificate of Secondary Education **GCSE J307**

General Certificate of Secondary Education (Short Course) **GCSE J047**

## **Reports on the Units**

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**January 2010**

**J047/J307/MS/R/10J**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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## **CONTENTS**

**General Certificate of Secondary Education Textile Technology (J307)**

**General Certificate of Secondary Education (Short Course) Textile Technology (J047)**

### **REPORTS ON THE UNITS**

<b>Unit/Content</b>	<b>Page</b>
Chief Examiner's Report	1
A571 Introduction to Design and Prototyping	5
A572 Sustainable design	9
Grade Thresholds	13

# Chief Examiner's Report

## OCR GCSE Innovator Suite Overview of the January Series 2010

This report provides an overview of the work seen in the written examination Units 2 and 4 and the Controlled Assessment Unit 1, for candidates who took the examination during this series. It precedes a more detailed report to centres from each subject area within the Innovator Suite and highlights general issues that have occurred across the suite of specifications.

*Note: No centres submitted a controlled assessment portfolio for Unit 3 – Making Quality Products, in any of the specifications within the Innovator Suite this session.*

This report has been prepared by the Chief Examiner, Assistant Chief Examiners, Principal Examiners and Principal Moderators and covers all specifications within the Innovator Suite. It should be read in conjunction with the examination papers, the mark schemes, and the marking criteria for assessment given in the specification booklets.

This is the first examination year for the new Innovator Suite.

An important point for teachers to note about the Terminal Rule in relation to this suite of specifications and re-sits:

The terminal rule is a QCDA requirement. Candidates must be entered for at least two units out of the four (full course) at the time that they certificate. i.e. the end of the course.

**Please be aware that the QCDA rule states that marks scored for terminal units will be the marks used in the calculation of candidate grades. Therefore, if one of the candidate's terminal units is a re-sit and the mark is poorer than the original mark, the poorer mark will be used to calculate the final grade for that candidate.**

Obviously, the terminal unit marks are then added to the highest marks scored in the other units making up the certificate.

Teachers are reminded that it is also a requirement of QCDA that candidates are now credited for their accurate use of spelling, punctuation and grammar across all four units.

### WRITTEN EXAMINATION - UNITS 2 AND 4

The overall performance and range of results for Unit 2 varied considerably. Many of the candidates demonstrated a general awareness of the main points and issues linked to sustainable design and the 6Rs.

In **Unit 2 - Section A** of the papers most candidates across the suite attempted to answer some of the questions, some candidates however did give no response answers. Candidates need to be encouraged to have a guess at the multiple choice style of questions.

There was evidence this year that candidates had not been properly prepared for the **Unit 2** examination and in particular;

- Section A, was poorly answered by some of the candidates. It is important to ensure that candidates have an awareness and understanding of trends and innovations in design and manufacture, labelling, packaging and the impact that the design of products is having on the environment, society and the economy.
- Candidates need to be able to identify signs and symbols in particular giving information about materials, products and safety issues in relation to environmental and design issues.

## *Reports on the Units taken in January 2010*

- Candidates must take great care when circling their answers in Section A, that they do not circle more than one answer; completely clear incorrect circles to eradicate confusion in marking.

It was also noticeable that candidates had not read the instructions correctly and centres would benefit from explaining the correct examination procedures and requirements to the candidates.

**Unit 2 - Section B**, showed more varied responses and teachers need to ensure that they read the subject specific reports for further detailed feedback on specific issues and individual question performance.

Generally candidates lacked the specific knowledge and understanding required to answer some questions with rigour. Such answers included:

‘Environmentally friendly’ and ‘better for the environment’ or ‘damages the environment’.  
To ‘recycle’ and ‘recycling’ is good for the environment.

Many candidates did manage to use subject specific terminology in their answers which is to be commended.

Candidates have struggled to answer specific questions with regard to ‘explain’ or ‘describe’ and have a tendency to list their responses rather than giving justified reasons.

The questions marked with an asterisk \* provided candidates with the opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response. Few candidates were able to do this well, but most candidates did score two or more marks from the six available for this question.

Hand-writing, at times, was difficult to decipher. Centres are reminded that candidates are assessed on spelling, punctuation and grammar in the extended writing question.

It was disappointing to note that candidates entered for **Unit 4** this session, demonstrated a lack of knowledge and understanding relating to the technical aspects of designing and making and in particular, their knowledge of basic techniques when working with materials. This could have been due to candidates not being equipped with the full knowledge base required for this Unit examination. Care must be exercised here when submitting entries for candidates in Years 9 and 10.

Candidates responded well to the design questions. Most candidates included technical details such as techniques, materials, construction details etc, this is to be encouraged. Candidates should be encouraged to make their sketches large and clear and provide meaningful written notes that **add** to the information given in their sketches.

Centres are to be reminded that questions marked with an asterisk\* provide candidates with the opportunity to give detailed written answers combining good subject knowledge with an ability to produce structured, coherent responses. Candidates in general struggled with this type of question format this session.

It is apparent that candidates need to practice examination technique; reading the questions carefully, responding to the instructions given in the questions and having an awareness of the full range of question formats.

## CONTROLLED ASSESSMENT – UNIT 1

Most centres have been prompt in the dispatch of documentation to OCR and moderators. It is important that centres forward form CCS160 in particular to moderators.

The majority of centres encourage candidates to organise the portfolio according to the different marking criteria strands. This is to be commended as it enables the candidates to produce work that clearly shows an understanding of the requirements of each criteria strand.

This is particularly important when the Centre submits work via the OCR Repository, where individual files are used to store portfolio work. Centres need to ensure that candidates clearly label each file using the marking criteria section headings; this facilitates a more effective completion of the moderation process.

Portfolios should be clearly labelled with the Candidate and Centre name and number, with the Unit code and title also evident. *Specification - 5.3.5 Presentation of work.*

It is also recommended that the OCR cover sheet is evident, outlining the theme and the starting point chosen by the candidate. The section included on this sheet for annotation and notes provides an opportunity for teachers to briefly identify and justify where and why certain marks were allocated. This is useful for moderators to give guidance and appropriate feedback to teachers on the Centre report.

It is good practice to ensure that candidates acknowledge sources of information used for the development of their portfolio work. This can be completed through either a concluding bibliography at the end of the portfolio or acknowledging sources throughout the criteria sections where appropriate.

There was evidence this session of strong teacher guidance influencing candidate portfolios. Where this was evident it greatly hampered the candidate's ability to show flair and creativity, and therefore achieve the higher marks.

Centres are to be reminded that the '*controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.*' *Specification - Section 5.2.2 Using Controlled Assessment Tasks.*

Centres are to be commended on the amount of work produced for the Unit 1 portfolio, which has been realistic in terms of the amount produced and the time allocated to this unit – 20 hours.

Candidates must select one of the Themes specified by OCR as a starting point for the portfolio. Centres are however, permitted to contextualise the starting point appropriately to reflect centre resources and need.

Teachers are to be reminded that Themes for Unit 1 are based around environmental awareness and sustainable resources/processes. Therefore, it is considered good practice for teachers to encourage candidates to consider Eco-design and sustainability when making decisions and combining skills, with knowledge and understanding in order to design and make a prototype product. This knowledge base also acts as a 'spring board' to active learning for Unit 2.

Candidates must be able to demonstrate evidence (either written or visual) that they have a thorough understanding and ability to solve technical problems as they arise through the designing and making process, for the marks awarded in this criteria strand.

*Reports on the Units taken in January 2010*

It was evident through the portfolio that candidates struggled with the critical evaluation section of the marking criteria. Unit 1 requires that the candidate evaluates the processes and subsequent modifications involved, in the designing and making of the final prototype ONLY. Too many references were made to the performance of the prototype against the specification, which meant that candidates' marks were compromised.

It was noticeable that where candidates had scored the high marks, they had used specialist terms appropriately and correctly and had presented their portfolio using a structured format.

## A571 Introduction to Design and Prototyping

This report provides an overview of the work seen in the Controlled Assessment Unit A571 – Introduction to designing and making, for candidates who took the examination during this session.

This report has been prepared by the Principal Moderator and covers both specifications J307 and J047 (short course). It should be read in conjunction with the marking criteria for assessment given in the specification booklet.

This is the first examination year for the Innovator Suite Specification in Textiles Technology J307 and J047.

No centres submitted a controlled assessment portfolio for Unit A573 – Making quality products.

### CONTROLLED ASSESSMENT – J307 and J047

Controlled Assessment for this specification can be submitted by post or as an electronic version via the OCR Repository. No electronic assessment portfolios were submitted for moderation this session.

Centres submitting portfolios by post for the January series have been prompt in the dispatch of documentation; MS1, CCS160 and Controlled Assessment Summary Forms (CSF) to OCR and moderators. It is important for centres to note that form CCS160 needs to be sent with the MS1 and Coursework Summary Form.

It has been noticeable that centres have refrained from letting candidates work on coloured background papers, include detailed borders and use glittery gel pens to complete work. Centres are to be commended for this action which helps to make the moderation process more efficient.

No centres submitted controlled assessment portfolios for J047 (short course)

Centres are also to be commended on the amount of work produced for the A571 portfolio, which has been realistic in terms of the amount produced and the time allocated to this unit – 20 hours.

### THEMES SET

Candidates must select **one** of the eleven published themes from the specification. Starting points linked to the theme may be modified to suit candidate and/or centre circumstances.

The theme most popular this series for Unit A571 was 'Flash from Trash' – design and make a textile accessory or garment for a catwalk collection. This starting point allowed the candidates to identify a range of textile examples to show how ideas reflect different cultures and lifestyles, enabling candidates to develop their own ideas and demonstrate flair, creativity and originality.

Centres have been realistic in the setting of tasks and in the time that has been allocated to the controlled assessment component.

It is a requirement for the Controlled Assessment Unit A571 component to consist of one portfolio where candidates will be expected to design and make a prototype textile product. The portfolio work **only** will need to be seen during moderation. It is therefore essential that the candidate includes photographic evidence. 'A minimum of two digital images/photographs of the

final product' is required in the evaluation section. (4.1 of the specification). Photographic evidence of the key stages of production is also required in the 'making' section of the marking criteria for controlled assessments (Appendix B of the specification)

## **APPLICATION OF THE ASSESSMENT CRITERIA**

This is the first time that portfolios for Unit A571 have been submitted and marked. On the whole centres have interpreted the marking criteria well, applying the marks appropriately and fairly across all criteria areas. However, it has been necessary, in some instances this series, to make adjustments to bring candidates marks in line with the agreed national standard. Where any adjustments have been made, this is as a result of misinterpretation of the marking criteria or a lack of evidence to justify the marks awarded in the portfolio.

The report to centres is an important document where issues raised from moderation are highlighted and suggestions for improvement given. It is recommended that all staff responsible for the delivery of this specification read this document thoroughly.

## **ANNOTATION OF THE CONTROLLED ASSESSMENT PORTFOLIO AND RECORDING OF MARKS**

It is pleasing to see that centres are using the Controlled Assessment Cover Sheet; CCS, issued by OCR showing where and how the marks have been awarded for each assessment area. This has greatly helped in making the moderation process quicker, fairer and more accurate and is particularly helpful in the moderation of the 'Making' section where there are larger mark ranges.

Centres have recorded and totalled marks accurately on the controlled assessment summary form (CSF).

It is helpful to centres and moderators if candidates are recorded on the controlled assessment summary form (CSF) in the same rank order as they appear on the MS1 form. It is also important that centres clearly initial each different teaching group/teacher on the CSF in the column provided.

It is helpful to encourage candidates to organise the portfolios according to the criteria areas. This reduces the need to annotate the work itself and makes identifying marks during moderation easier and quicker.

## **EXAMPLES OF GOOD PRACTICE**

The best examples of good practice occur when:

- Centres encourage candidates to organise their work into the different criteria areas. This enables the candidates to produce work that clearly shows an understanding of the requirements of the marking criteria.
- The presentation of work is of an excellent standard, which is indicative of the pride that centres and their candidates take in their work.
- The portfolio involves relevant, concise work with excellent designs and effective use of ICT, alongside cohesive evaluation.

## **COMMENTS ON INDIVIDUAL CRITERIA AREAS:**

### **Cultural Understanding**

In most cases candidates work towards a design brief by analysing examples of how designing and making reflects and influences culture and society. If a questionnaire was used, successful candidates analysed the results in relation to user lifestyle, personal choice and the design need. This was usually completed through a written summary only; the actual questionnaire does not need to be evident.

It has been noticeable that the candidates are not providing enough detailed evidence in relation to the identification and comparison of appropriate textile examples to show how lifestyle and choice can be improved for the consumer. Centres need to be careful that they do not streamline/over-simplify this section too much and compromise the high mark.

Mood boards when used were, on the whole, appropriate and annotated to show design direction.

### **Creativity**

On the whole centres have tackled this criteria area with confidence. Research was relevant and appropriate to the theme. It was encouraging to see centres suggesting appropriate research into sustainable design and the 6 R's.

Good use of the internet has been seen, with centres ensuring that internet research is only one aspect of candidate's research and does not exclude other, relevant avenues. Most centres are taking care to avoid copious notes and irrelevant information creeping into this criteria area.

Where candidates achieved the higher mark range, they chose existing products related to the theme and starting point. These were investigated and evaluated in depth, with relevant conclusions drawn.

### **Designing**

Most candidates have a clear understanding of the difference between the theme, starting point and the design brief. However, care must be taken here to ensure that the design brief has been developed as a considered response through appropriate research into the starting point. Candidates cannot be credited marks for identifying the starting point as the design brief.

Design briefs need to be kept 'brief', to the point and not become too lengthy.

Most candidates are presenting specifications of a high standard - the best of these being detailed and providing the basis for design and development work in later criteria areas. Specifications with 'how to achieve' points are not substantial enough for the higher marks and greater care must be taken here by candidates.

Designing is still enjoyed by most candidates and some exceptional work has been seen, which is to be commended. Centres have been able to reduce the quantity of this section to a more manageable size for candidates without compromising on the quality.

Candidates who achieve high marks will have presented a range of annotated design proposals/sketches and identified the final idea.

Good modelling of a whole product or an important feature/detail of an item helps the candidate to access the higher marks and to realise the textile prototype product. However, where candidates struggled, tests often lacked relevance, rigour and justification.

## **Making**

It is noticeable this year that candidates are moving towards producing less complex, prototype products which can be completed within the recommended time limit of 12 hours for this criteria area.

The range of prototype products seen this session has been encouraging and has covered mainly garments and fashion items.

Teacher annotation in this section showing how marks have been awarded continues to be most helpful to assist accurate moderation.

Candidates that did well have:

- Made references to an appropriate production system which is relevant to the actual textile prototype made. Candidates who have been on industrial visits or appropriate works experience clearly benefit from first hand knowledge here.
- Included the use of ICT to produce effective work-flow charts.
- Used photographic evidence to show the key stages of making the prototype textile product/item. This helps to reinforce decisions made about alterations/modifications, choice of components etc and is to be encouraged in helping the candidate to highlight good working practice.

Care and attention to the details in this criteria area was varied and often this area was over-marked, with too much weight given to recording the key stages of production. Centres need to remember that comprehensive notes AND photographic evidence of the key stages of production, need to be evident for the higher marks.

## **Critical Evaluation**

Further developments by better candidates identified modifications to their own production system. Weaker candidates are restricted in this section, when they have not thought through their ideas and produced a thorough and complete plan of action and have tended to evaluate the portfolio and final realisation not the processes involved in making the prototype product.

Candidates have benefited from the use of digital photography and must present at least two photographs of their prototype.

It is important to remember that candidates' work should show clear progression and demonstrate an accurate use of spelling, punctuation and grammar for marks to be awarded in this criteria area. It is difficult to allocate marks within this area when much of the candidates' work is reliant on teacher direction. Care must be taken here.

## A572 Sustainable design

The overall performance and range of results was disappointing. Many candidates had not been prepared for the examination and clearly did not have sufficient knowledge to answer the questions, particularly those parts of questions aimed at the higher grades. There were a high number of 'no response' answers again indicating that, in many cases, Unit 2 had not been taught in sufficient depth. The questions marked with an asterisk \* provided candidates with an opportunity to give a detailed written answer combining good subject knowledge with an ability to produce a structured response. Few candidates were able to do this, but most candidates did score one or two marks from the six available for this question.

With reference to section A of the paper it was noticeable that, at times, candidates had not read the instructions correctly and centres would benefit from explaining the correct examination requirements to the candidates. Many candidates lost out on potential marks for the multiple choice questions in Section A, purely because they did not circle an answer. Candidates should be encouraged to have a guess at these types of questions if unsure, rather than giving no response at all.

Many of the candidates demonstrated a general awareness of the main points and issues linked to recycling and the 6Rs. However, they lacked the specific knowledge and understanding required to answer questions in depth. Many candidates did manage to use subject specific 'terms' in their answers, but used them incorrectly and had little understanding of what they actually meant .e.g. 'sustainable' was often referred to as 'long lasting' in relation to garments. Candidates tended to either give limited responses or to write at length about points unconnected with the question e.g. question 18c where many wrote about general recycling issues with little reference to manufacturing.

Candidates need to be made aware of the importance of the wording of each question and they need to understand the difference between terms like 'name', 'discuss' and 'explain'. Many candidates did not score marks on the explain questions, because they gave a list of unrelated points instead of developing one of these.

Vocabulary used by the candidates was generally limited. There were only a few cases where specialist terms were used appropriately. Spelling of key words, such as 'recycle' was poor and explanations were often vague and did not convey sufficient understanding to warrant marks. Such answers included:

- 'Environmentally friendly' and 'better for the environment' or 'damages the environment'.
- To 'recycle' and 'recycling' is good for the environment.
- Chemicals are bad for the environment.

Statements and terms like the ones shown above need to be explained rather than just stated. This is particularly important for the banded mark question \* where candidates need to show evidence that they can use specialist terms appropriately and correctly for the marks awarded.

Hand writing at times was difficult to decipher and candidates need to be prepared to make an effort with their hand writing, particularly on the banded mark question \* and questions requiring a detailed explanation or discussion of points. Centres are reminded that candidates are marked on spelling, punctuation and grammar on the banded mark scheme question.

**Comments on Specific Questions**

**Section A**

**Question 1**

Many candidates answered this correctly, however many thought wood was the correct answer.

**Question 2**

Less than 50% of candidates answered this correctly. Many candidates thought that it was hemp.

**Question 3**

This question was poorly answered with many candidates circling 'wetsuits' incorrectly.

**Question 4**

This question was poorly answered with a range of incorrect answers.

**Question 5**

The majority of candidates answered correctly and did know the term planned obsolescence.

**Question 6**

The majority of candidates did know this although many candidates failed to attempt to answer this question.

**Question 7**

Generally well answered, with the most typical answer referring to reuse.

**Question 8**

Many candidates answered this correctly.

**Question 9**

There were many no responses to this question. Very few candidates knew the term 'carbon footprint'.

**Question 10**

The majority of candidates answered this question correctly.

**Question 11**

The majority of candidates answered this question correctly.

**Question 12**

The majority of candidates answered this question correctly.

**Question 13**

A mixed response with 52% of candidates answering correctly.

**Question 14**

There were a surprisingly high number of incorrect answers for this question.

**Question 15**

The majority of candidates answered this question correctly.

## **Section B**

### **Question 16**

- (ai) This question was poorly answered by candidates. A high percentage of candidates referred to the jumper being long lasting and strong. Little reference was seen to named animals and being produced without harm to the environment.
- (a<sup>ii</sup>) Most candidates scored one or two marks. Some good answers were seen where candidates referred to the different ways of recycling – giving to a charity, reusing the jumper to make another product and re spinning the wool.
- (a<sup>iii</sup>) The majority of candidates gained one mark for referring to decomposition and rotting of fibres. Some also gained marks for referring to natural fibres although few candidates referred to the life cycle process.
- (b) The majority of candidates answered this question correctly, gaining 2 marks or more. The majority of answers referred to pollution (air and water) and harm to both the ozone layer and wildlife.
- (c) This question asked candidates to name two symbols. Many candidates answered this correctly and scored two marks.

### **Question 17**

Question 17 was generally well answered throughout with fewer candidates giving no response.

- (ai) This was generally well answered by candidates with the majority scoring one mark. Some innovative answers were seen here.
- (a<sup>ii</sup>) Some candidates did not read the question correctly and did not refer to the advantages of re-using textile items and instead listed performance characteristics. However many candidates scored marks correctly by referring to cost and less wastage of resources.
- (b) This question was well answered and candidates clearly understood and knew the 6Rs.
- (ci) A mixed response was seen to this question. Some candidates clearly understood what functional features were with the most common answers referring to the belt holding up the trousers and having plenty of adjustability holes and scored two or three marks. Some candidates however wrote answers referring to aesthetics and scored no marks.
- (c<sup>ii</sup>) As with ci a mixed response was seen to this question. Candidates often repeated answers given in ci and did not clearly differentiate between function and aesthetic. Where marks were given, typical answers referred to fashion/style and words/ images as decorative features.

### **Question 18**

- (ai) The majority of candidates answered this question incorrectly. Many candidates incorrectly named a fibre or a material rather than a textile product.
- (a<sup>ii</sup>) This was generally well answered by candidates with the majority scoring one or two marks. Many candidates referred to coal or oil and the issue of it running out.

*Reports on the Units taken in January 2010*

- (a) This was generally well answered by candidates with the majority scoring one mark.
- (b) This question was the strongest answered question on the paper. Candidates were able to score through the range of marks with many scoring three or more. Candidates were confident in their answers and the most typical answers seen referred to the use of natural fibres, no chemicals, care considerations and transport issues.
- (c\*) This is a new style of question and it was clear that many candidates had not had practice at answering banded response style questions. There were very few candidates who scored in the highest band, this was because their answers did not show a thorough description and use of specialist terms. Many candidates gave a list of points or one point expanded e.g. less use of chemicals. Some candidates did not read the question clearly and failed to show understanding of the manufacturing processes referring instead to general points about recycling. Care must be taken to read the question thoroughly.

# Grade Thresholds

General Certificate of Secondary Education  
Design and Technology (Textiles Technology) (J047 J307)

January 2010 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
A571	Raw	60	54	48	42	36	30	24	18	12	0
	UMS	120	108	96	84	72	60	48	36	24	0
A572	Raw	60	50	44	38	33	27	21	16	11	0
	UMS	80	72	64	56	48	40	32	24	16	0

Total number of entries for A571 were 7

Total number of entries for A572 were 583

There were no entries for A573 and A574

Statistics are correct at the time of publication.

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