

Design & Technology

Entry Level Certificate **3960 3961 3962 3964**

Examiners' Reports

June 2011

3960-64/R/11

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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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3960 – Food Technology

General Comments

The work seen by moderators this year was of a good standard and improved on previous years. The hard work of most Centres in preparing the samples for moderation was much appreciated.

The specification allows students to transfer from GCSE to entry level, however it is important to ensure these students are not disadvantaged by not meeting the entry level criteria, particularly in unit one where they are required to identify one manufactured product in detail. Some candidates, particularly those who transferred from a GCSE course, were disadvantaged due to lack of opportunity to study a manufactured product.

Many centres annotated the sample sent for moderation with either a front cover sheet or comments throughout the coursework folder. This clearly supported the moderation process and was much appreciated. It is stated in the specification that 'where it is not clear within a course work folder, by the candidate's own presentation or work, where marks have been awarded, annotation must be carried out by the person marking the work'. On occasions when neither annotation nor photographic evidence was provided, moderators found it difficult to agree marks awarded by the centre, particularly in objective 5. The use of digital photographs is to be encouraged, although Centres should try to ensure candidate's faces are covered.

Well organised coursework, with name, candidate number and work divided into objectives was greatly appreciated.

It is expected that candidates studying entry level will be supported in order that they can access the course requirements and demonstrate positive achievement. Candidates should not be penalized due to this intervention.

Many centres provided some excellent writing frames/pro formas which helped to guide candidates in their work.

The use of ICT should be encouraged. Excellent examples were seen where ICT provided structure and support for candidates who found communication and recording difficult.

Centres should be aware that this specification is a qualification that aims to reward positive achievement, some marks should therefore be awarded for work produced by candidates throughout the course, and there should be very few cases where a zero mark is given.

UNIT 1 – Examining a manufactured product that fulfils the chosen task

Objective 1- Identification of a need or opportunity that has led to a design brief for a marketed product

Providing that candidates had identified one product then this objective was very well answered. Candidates were able to show where the product could be purchased and who the user(s) might be and what needs they may have. Most candidates wrote a design brief to suit their identified product. Candidates who had used writing frames and support sheets were more able to give a higher level of response as they were more focused on the requirements of the objective. A high level response to this objective involved candidates providing a design brief that the chosen manufactured product would satisfy.

Objective 2 - Study of a manufacturer's product which results in the identification of specification points

Candidates are expected to continue investigating the same manufactured food product identified in Objective 1. Including the label of the manufactured product meant most candidates could identify information such as ingredients and storage/cooking instructions. Only a minority of candidates then went on to describe the packaging and type of materials used. Candidates found it difficult to say how the product met the needs of the user.

Most candidates were able to conclude Objective 2 by writing a specification for the manufactured product. These responses varied from a few words to a detailed list. The response of higher level candidates included reference to manufacturing in quantity and mentioned batch production.

Objective 3 - Study of a manufactured product to identify and communicate simple product design development decisions that have influenced the development of the product

The majority of candidates showed evidence of testing the product and recording the results. Candidates were often given a pro forma to support achievement.

Most candidates could identify the functions of the main ingredients in the manufactured product. Lower level responses included basic details for main ingredients only; for example, whether an ingredient had been used for colour or flavour. However, higher level responses included greater detail about the function and included all ingredients, including additives.

Higher level candidates considered control systems. These candidates were able to give details at how the product is assembled commercially.

UNIT 2- Generation of design, modelling, product planning and realisation

It should be noted that this unit should begin with a design brief or specification. The specification should refer to a product the candidate intends to develop. The teacher, the candidate or both can develop the specification. The Design brief/ Specification will usually be different from unit 1 and therefore so will the type of products.

Objective 4 - Generation and communication of design ideas that contribute to a solution

In centres where candidates were given a clear design brief or specification for candidates to work to, a higher level of achievement was apparent. It is expected that candidates propose two or more different recipe ideas that meet their specification. This was done well by nearly all candidates this year in either thought shower, sketch or list format. Candidates are not expected to provide planning sheets for their recipes in objective 4. Candidates should then trial (cook) their ideas (practical marks awarded to objective 5) and evaluate each one against the specification. A high level response included evaluation against the specification, clearly identified the final product and gave more than one reason for choosing it.

Objective 5 - Contribution to product planning, modelling and realisation

Planning – Most candidates included a simple flowchart or method for their final product. Planning was often presented on writing frames provided by the teacher. These ensured that candidates gave all the required information including; list, cost, quantity of ingredients,

equipment used and could therefore access higher marks. It is acceptable for candidates to be given a sequencing activity for planning where they have to sort the method into the correct order. A plan is only required for the final product.

Modelling – The quality of modelling seen this year was good. Modelling includes the practical work completed for Objective 4, creating templates, design for cakes, pizzas and producing a packing logo for trial products.

Skills and Techniques - Most centres had given candidates the opportunity to produce a range of practical outcomes and this is excellent. A high level response involved candidates showing a range of practical skills and techniques to trial and test two or more different ideas which led to their final product.

Photographic evidence and teacher annotation is invaluable in this objective. Without it can make moderation difficult.

Centres are reminded that where group work has been carried out the contribution of individual candidates should be made clear.

UNIT 3

Objective 6 - Evaluation of the final product

Testing of the final product was completed by most candidates using either star profiles or tasting charts. It was clear from many candidates' work that they had often been involved in a verbal evaluation of their product and teachers had recorded the comments. Marks should be awarded for this.

A high level response involved candidates suggesting improvements to their products, making comments on timing, materials/processes used and comparing products to specification. This was done more successfully where candidates were given clear brief in Objective 4.

This is the final year for this qualification and Centres are to be commended for their continuing hard work in preparing candidates for this specification over the last ten years.

Please note that this is the final year in which this legacy specification is available. From September 2011, only the new Entry Level specifications will be available – R364 Design & Technology and R357 Food Studies. Please see the OCR website for support materials and INSET schedules.

3961 – Graphic Products

General Comments

The work presented this year was of a good standard. There was a large proportion of centres using the format materials which led to an increase in the number of centres meeting the Assessment Objectives. Centres should be congratulated for this.

Centres are expected to use the coursework titles provided by the board to their advantage to ensure that candidates meet the assessment criteria. The work submitted was generally clearly labelled with the candidates' number, centre number and project title. However, centres who wish to use their own project titles are advised to contact the Board beforehand for clarification. Centres are reminded the Entry Level Qualification is to be aimed at candidates who would normally be expected to achieve below G grade at GCSE. The evidence for Objective 5 must be supported by teachers so that the candidates can access the course requirements and demonstrate positive achievement.

The specification is designed to follow the Key stage 4 requirements over one to two years and candidates can be entered for more than one Design and Technology Entry Level Qualification.

Moderation Procedures

Moderation continued to be postal. Centres are responsible for submitting the marks on the MS1, the Coursework Summary form (CSF), Centre Authentication (CCS160) and the sample to their moderators by organising portfolios from six candidates across the mark range and tutor groups. Where the cohort is six or less, all the portfolios must be submitted.

The use of notes to help identify candidates ownership of work was encouraging from centres, as this assisted with the moderation procedure. The organisation of the folders has improved with clearer indications of Assessment Objectives.

The use of ICT was present this year, supporting candidates work by using it for digital images of existing products and evidence of manufacturing and planning. Centres need to ensure a high quality of photos.

UNIT 1- Examining a manufactured product

Objective 1 - Identification of a need or opportunity that has led to a design brief for a marketed product

Providing that the candidates identified one product, the opportunities to achieve a high mark for the unit was increased. Candidates have to make a judgement of a product in terms of the situation and who it is designed for. A number of centres still had candidates writing a design brief for their own product and not the focused product investigated in the Objective from the view of the designer.

Candidates who used supported frame works or class focused investigations achieved the higher marks in the unit one section.

Objective 2 – Study of a manufactured product which results in the identification of specification points

Candidates are expected to continue with the same product investigation identified in Objective 1. Candidates should identify the structure of the product in terms of materials, size and client needs leading to points for the specification. Candidates are to be encouraged to produce a detailed analysis of the product including measurements, materials and how it works to gain the higher marks in the assessment criteria.

The higher marks were gained by candidates who annotated diagrams, added special features and add safety and ideas for manufacture to produce a specification for the product. Candidates who referred to manufacturing in quantity accessed the higher marks.

Objective 3 – Study of a manufactured product to identify and communicate simple product design development decisions that have influenced the development of the product

Many candidates indicated a process or finishing technique used in the manufacture of the product. However, the section still remains weak with candidates struggling to note the valid reasons for the use of materials and production methods.

Centres are to be encouraged to look at different approaches to address this issue by discussing and recording how the product is made, how areas of the product are fitted together and how it works. The centres who recorded the manufacturing of the product through testing, dismantling exercises and group tasks were able to achieve the higher marks.

UNIT 2

Objective 4 – Generation and communication of design ideas that contribute to a solution

This Objective can also provide ICT opportunities for producing a variety of different designs. Centres using the format sheet to organise the designs and the ICT input accessed the higher marks.

Objective 5 - Contribution to product planning, modelling and realisation

Centres produced products which fitted the assessment criteria with outcomes completed to a high standard. The photographic evidence to support the work has improved with more centres using scale, details of skills used and the product in use to achieve high marks.

Planning: The recording of production plans and records of making products were on the increased with centres supporting the candidates with visual diaries, story boards or use of charts to indicate the tools and skilled used. Centres are reminded that the teacher can support the candidate to achieve this element but must record their interaction.

Modelling: The quality of the model making was encouraging, with a number of candidates using a variety of different materials to problem- solve and create templates to aid in the production of their final product. It is not necessary to send all models with the coursework to the moderator; Photographic evidence and notes is sufficient. This could be an ICT opportunity for the candidates to record their models and to discuss how the have developed their final piece.

Product: The photographic evidence continued to improve with the use of digital images. Centres are still to ensure that photographic evidence is to illustrate the product with scale, detail and overall

image. This also applies to the models which are been sent with the work. Centres should note that work that is incomplete can still access the higher marks.

UNIT 3

Objective 6 – Evaluation of the final product

This section was generally good with many candidates achieving a mark for this Objective. There were a number of centres who had encouraged the testing element of the Objective with great success. Centres should be encouraged to approach this Objective through a number of recording methods to access the higher marks. The use of specification checks also provided an opportunity for the candidates to make a judgement of the work they had produced.

Centres who used photographic evidence with a third party assisting gained the higher marks. The use of written opinions from peers or adults was also helpful but practical testing must be carried out.

Conclusion

A number of centres are to be congratulated on producing excellent work with clear presentation and paperwork.

Please note that this is the final year in which this legacy specification is available. From September 2011, only the new Entry Level specifications will be available – R364 Design & Technology and R357 Food Studies. Please see the OCR website for support materials and INSET schedules.

3962 – Resistant Materials

General Comments

There was an improvement in the standard of work and the presentation of folios observed by the moderators from the majority of centres, with folios being clear and well presented with a good range of photographic evidence being shown. Where students had been encouraged to clearly label and organise their folios into the separate objectives for each unit, moderation was made much easier. When centres had included cover sheets and annotation with candidates' work, this was helpful to the moderators.

A number of centres continue to use Entry Level as a means of providing credit for candidates who had started but were unlikely to complete a full or short GCSE course.

The consequences of this was that in some centres candidates had not studied 'a single existing manufactured product' in Unit 1 according to the criteria set out in the specification. In these cases centres had not provided candidates with the opportunity of attaining the higher range of marks.

In Unit 1 candidates are required to undertake a product analysis. This product analysis should consider the design of a single product including the specification and design considerations that might lead to the development of that product. Centres should note that Unit 1 Objectives 2 & 3 of the Entry Level Specification differ significantly from the initial objectives of the GCSE full or short course. For candidates to score in the higher range of marks, Unit 1 should be addressed according to the criteria set out in the specification.

The use of ICT is to be encouraged. There was evidence of successful use of ICT. Candidates were able to:-

- research information via the Internet;
- use CAD packages to provide a range of images relating to the development of their designs;
- provide digital images to assist in their product analysis;
- access support materials provided by the centre e.g. writing frames and prompts which provided a focus point for students to work from.

A good standard of practical work was observed in the majority of centres, particularly in the range of skills and techniques used in the making of the products and artefacts. However, in Unit 2 Obj.4 many candidates were not provided with a Design brief and Specification on which to collect their design ideas. Modelling and simple planning produced by the candidates was slightly more evident.

Moderation

This was the seventh year of postal moderation for this specification and it still presented a number of difficulties for moderators where centres had not fully complied with the stated requirements for the process. In some cases this led to a lot of extra work for the moderator in following up missing documentation.

Moderators appreciated the assistance given by centres in clearly marking folios with centre number, candidate's names, a clear description of the different objectives and the marks awarded. The recording of the breakdown of marks on the board's printed specification sheets was particularly helpful. Photographic evidence of the final product is a basic requirement of this process and supporting photographs showing the process of making the product provided

moderators with further information. In most cases photographs were taken using a digital camera and the overall quality of these was very encouraging. Writing frames and prompts were helpful to candidates in forming appropriate responses. On occasions, work was slightly over structured by centres resulting in one-word answers. In entry level, additional teacher assistance is welcomed but marks may only be awarded for work undertaken and completed by the candidate. Many teachers provided good annotation on individual performance showing clearly how much and where assistance had been given.

It is important for the moderator to know if responses were arrived at by group discussion with the help of a learning support assistant.

Unit 1

Objective 1 – Identification of a need or opportunity leading to a design brief for a Manufactured Product

This objective was generally well answered in accordance with the criteria in the specification, particularly where candidates had followed the Entry-level specification.

Analysis that related to the situation and where the product would be used was good but there was often little about the intended users. The use of ICT in providing prompts and digital images of products was beneficial.

Objective 2 – Identification of specification points that the product meets

This objective tended to be well structured, particularly where candidates had focused on a single chosen item which led them to provide appropriate answers. Where candidates had followed a GCSE specification and not followed the Unit 1 criteria, moderation and understanding of how and where marks had been awarded was more problematic.

When candidates examined a product, they included: the purpose of the product, dimensions, special features, safety, ideas for manufacture of more than one and some basic specifications. The best examples provided product information by way of annotated diagrams developing into what an appropriate specification might have been. Manufacture and systems for manufacturing in quantity were the least well answered.

Objective 3 – Product development

Responses to this objective showed an improvement on previous years, with candidates examining materials used, how the product worked, what components were used, how components fitted together and what finishes had been used. The better examples provided commentary, evaluation and analysis rather than lists. Photographs were used successfully to show users using products and in examining how products worked.

Unit 2

Objective 4 – Generation and communication of ideas

This was generally well answered with an interesting range of ideas. The use of a range of communication techniques has improved, particularly the use of ICT. This has enabled candidates to achieve the higher range of marks in this objective.

The evaluation of ideas and reasons for choice was not always fully developed but where candidates were able to make some analysis of their ideas and choices it helped them to meet

the assessment criteria for the higher range of marks i.e. 'evaluation of ideas leading to reasons being given for choice of idea'.

Objective 5 – Product planning, modelling and realisation

The majority of centres produced work of good to excellent quality and outcomes were mostly completed and well finished. Whilst the use of models, mock-ups and proto-typing was not consistent, where it had been attempted it had proved very successful and assisted in providing a quality outcome for the final piece.

Evidence of planning was limited. The better examples used flow charts, diaries and photographs showing candidates involved in the making process, which they were able to reference and comment upon. Retrospective recording of the progression and processes used in the production is acceptable in this objective.

The use of visual images showing a final drawing and possible three-dimensional views were considered as contributing to modelling and planning. ICT was a great benefit to some candidates in this area.

Support often took the form of preparing materials for candidates who were then able to form, shape and join independently. An appropriate range of skills and techniques were demonstrated in the making processes. An interesting variety of materials and finishes were used including wood, acrylic and metal.

There was a creative use of jigs by a number of centres which enabled candidates to work to specific lengths of material, holding work in order to join, use fastenings, drilling etc. Candidates were still allowed opportunities to demonstrate their competency in a number of ways but particularly through cutting, joining and assembly.

Unit 3

Objective 6 – Evaluation of realised ideas

This was generally a fairly weak section particularly where a design brief and Specification had not been given in Obj.4. Where proformas were used, candidates recorded higher marks. Comments were generally superficial with little evidence of testing of the outcome or reference to the original idea and specification.

The better examples demonstrated testing of the product, some reference to the original specification and a review of the materials and time used. Photographs showing the product in use and the use of a third party in providing information for the candidate to develop in their evaluation were particularly helpful.

Conclusion

Entry Level has successfully provided accreditation for a number of candidates who would not have been able to successfully achieve the lower grades of GCSE.

Candidates have gained maximum benefit and opportunities to achieve at the higher levels when the course has been delivered as a discrete Entry Level course or where candidates have been given opportunities to clearly address Unit 1 according to the Entry Level specification.

Please note that June 2011 was the last opportunity to enter for this specification. From September 2011, the new Entry Level in Design and Technology (R364) will be the only course available. Please see the OCR website for support material and Inset dates.

3964 – Textiles Technology

General Comments.

The work seen this year was generally of a very good standard, especially the practical outcomes.

Where centres had access to exemplar materials, it had helped the candidates in the organisation and presentation of their work and assisted Centres with the recording of work and assessment.

The majority of Centres have worked very hard to meet the requirements for assessment and in preparing the samples for moderation. They are to be commended for this.

There was less evidence this year of candidates starting to follow the GCSE course and then being entered for the Entry Level at a later date.

Where centres had completed a product analysis task with candidates in year 10, this enabled the candidates who were then entered for Entry Level to successfully cover Unit 1 and fully access the marks available.

Centres should note that this qualification is aimed at candidates who would normally be expected to achieve below a G grade at GCSE. There was evidence of some harsh marking of candidates work, particularly from main stream schools and especially in Objective 5; the contribution to planning and the quality of the practical outcome.

MODERATION PROCEDURES.

Moderation is by post. It is not necessary for practical work to be sent but good photographic evidence of the practical outcome should be included in the folios.

Most coursework folders were very well presented for moderation, with the majority of centres including annotation and notes. This is invaluable for moderation, particularly in Assessment Objective 5.

Greater use has been seen of centres using photographic evidence to support marks awarded in each Unit. This is most helpful in the moderation process.

Where candidates had been encouraged to organise their folders into separate sections for each Unit and Assessment Objective and had labelled them, moderation was much easier as the moderator could see where marks had been awarded.

Where the candidates work was clearly structured and / or had the benefit of using pro forma sheets to help them work through the Units and Assessment Objectives, it helped them to access the marks available and demonstrate positive achievement.

A comprehensive use of ICT by candidates was seen again this year and this is to be encouraged. Very good examples were seen of ICT providing structure and support for candidates who find communication and recording a difficulty.

Centres should note that for Entry Level, the candidate is expected to receive support in order for them to demonstrate their abilities. This can come from the teacher or learning support

assistant, and intervention is allowed in order to achieve success. This does not disadvantage the candidate.

The amount and type of support given to the candidate should be included in the annotation.

UNIT 1 - Examining a manufactured product that fulfils the chosen task.

There were improvements seen again this year in addressing this Unit. In this Unit, the candidates should look closely at, and investigate one existing textile product rather than writing about a product which they intend to make.

Looking at a range of textile products is not necessary and candidates working from a large range of magazine and catalogue cuttings are to be discouraged.

Objective 1 – Identification of a need or opportunity that has led to a design brief for a marketed product.

Some candidates responded to this as if it were for the product they intended to make rather than for the existing textile product they were investigating. Most candidates were able to show some consideration of the needs of the user/s and the situation in which the product would be used. Candidates who had used writing frames and support sheets were more likely to give higher level responses as they were more focussed on the requirements of this assessment objective.

Objective 2 – Study of a manufactured product which results in the identification of specification points.

The candidates are expected to continue investigating the same textile product.

Most candidates were able to give some specification points for the manufactured product.

A higher level response was where the candidate gave a detailed response as to whether they thought the product met the needs of the user that they had identified in Objective 1. Many candidates included notes about methods of production, which at least indicated an awareness of manufacturing in quantity.

Many candidates found presenting the specification points in bullet point form a simple and concise method.

Objective 3 – Study of a manufactured product to identify and communicate simple product design development decisions that have influenced the development of the product.

Where candidates were closely guided and focused in this section, some excellent work was produced and they clearly enjoyed the investigative aspect of looking closely at a manufactured product and were able to give quality responses. Examples were seen of candidates investigating the product by using it in different circumstances e.g. trying out a toy and allowing different children to play with it then recording their observations. Again, some excellent materials used to support candidates were seen. Photographs were a valuable method of recording candidates' investigations of the textile product.

UNIT 2

In this Unit the candidates are required to generate and communicate ideas for a textile product, contribute to the planning to make the product and then make the textile product.

Candidates can design and make a textile product of the same type which they investigated in Unit 1, a similar product, or design, plan and make a completely different textile product. At the start of this Unit the candidate should state a Design Brief for the product which they will design, plan and make. The Design Brief can be generated by the teacher or by the candidate, with teacher guidance.

Objective 4 – Generation and communication of design ideas that contribute to a solution.

The majority of candidates clearly enjoy the design and making aspects of this specification and some very good quality work was seen.

Most candidates produced a wider range of designs than the minimum suggested. Where support and guidance is given they were able to demonstrate evaluation of the designs.

A good range of media was seen to be used in communicating their ideas. The use of stencils and ICT aided the candidates and raised the standard of presentation. For example, design and graphic programs were used to aid design work and communicate design ideas. All candidates were able to communicate their ideas.

Objective 5 – Contribution to product planning, modelling and realisation.

Where candidates were guided in the structure of the planning and modelling aspects of their work, this section was extremely well done.

Centres are advised to look closely at the Levels of Response in the Assessment Criteria in this Objective.

Candidates are required to 'contribute' to planning, modelling and the making of the practical outcome.

Where candidates were given guidance and support, they were more able to show evidence of their contribution to the planning and making of the practical outcome and consequently access higher marks.

A wide range of practical outcomes was seen. In general, Centres have a tendency to mark harshly in this Objective and not credit sufficiently the excellent standard of work in evidence. Centres should note that even where practical work is unfinished, the higher range of marks can be awarded.

In this Objective it is invaluable in moderation if annotation is included so that it is clear where assistance has been given and how marks have been awarded. This does not disadvantage the candidates.

UNIT 3

Objective 6 – Evaluation of the final product.

Candidate responses in this section have improved this year with greater evidence of testing the product in use.

The use of photographs to show the product being tested is invaluable. The photographs can show the product being used by the target consumer.

The written views and opinions of candidates' peers and adults are also useful and were much in evidence, but practical testing of the product in use should also be carried out.

Evaluation sheets using star ratings or smiley faces can be used where written communication is difficult.

Conclusion

It has been very pleasing to see over the lifespan of this specification, entries from Special Schools and Special Education Units and also from Candidates with special needs in mainstream schools. Even where candidates have physical difficulties, support as required can be given so that the candidate can demonstrate positive achievement.

Centres have clearly found that this type of specification and the flexibility they are allowed in enabling their candidates to access it, suited to the needs of their students.

Some of the work seen was outstanding for this Entry Level Qualification.

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