

Mark Scheme for June 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.















© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

Abbreviations **Meaning**

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

MARK SCHEME

You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

A suggestion for making a slightly more user friendly version of this Mark Scheme would be to put the pages in plastic pockets in a ring binder, making sure that the answers and appropriate grids are opposite one another, then you don't need to flip backwards and forwards.

Section A: Listening and Writing

Task 1

Question		Answer	Marks	Guidance
1	(a)	The economic crisis (1)	1	Accept: collaboration Must mention European.
	(b)	To facilitate cooperation amongst European police forces	1	
	(c)	Any two from: <ul style="list-style-type: none"> • They are intelligent • They have resources • They have labour / manpower • They have money 	2	
	(d)	Any two from: <ul style="list-style-type: none"> • It supplies information • It tells them where to look • It tells them whom to watch • It tells them whom to arrest 	2	
Total			6	

Tarefa 2

Question		Answer	Marks	Guidance
2	(a)	Resiste (a tais inovações) (1)	1	Must mention “resistir”.
	(b)	Para decidir (1) se uma jogada é válida (1)	2	Accept for “Para decidir”: “acabar com dúvidas ”, “checar”
	(c)	O equipamento / a roupa / o vestuário / o uniforme (1)	1	
	(d)	Foi apresentada no dia 25 de janeiro (1) em Londres (1)	2	Accept two details regarding <u>the presentation</u> . Reject all the information regarding <u>the shirt</u> .
	(e)	Não se veem (1)	1	
	(f)	(Oito) garrafas plásticas (1) recicladas (1)	2	“de plástico / plástico” must be included. Accept “materiais recicláveis” for “recicladas”.
	(g)	É do Japão (1) e de outros países asiáticos (1)	2	Must mention Asia for 1 mark.
	(h)	(i) Lavam-na / É lavada (1)	1	Accept any reference to “lavar”.
		(ii) Para remover (1) impurezas (1)	2	“Por causa das impurezas” (1) Accept “purificar” for two marks.
	(i)	Cortam(-na) (1) em pequenos pedaços (1) que derretem (1)	3	
	(j)	Dão / dá (as camisas) a dez equipas (1) Fazem/ Faz (as camisas) das dez equipas (1)	1	Accept “confecionar”. Accept “seleções”.
	(k)	(i) Usa cola (1) ao invés de fios (1)	2	
		(ii) A camisa pesa (15%) menos (1)	1	
	(l)	Ganha mais mobilidade (1)	1	
Total			22	

Section B: Reading and Writing

Tarefa 3

Question		Answer	Marks	Guidance
3	(a)	D	1	
	(b)	G	1	
	(c)	J	1	
	(d)	I	1	
	(e)	B	1	
	(f)	H	1	
	(g)	F	1	
	(h)	C	1	
Total			8	

Tarefa 4

Question		Answer	Marks	Guidance
4	(a)	hospitalidade (1)	1	<p>Word selected must originate from paragraph 4. The marks are awarded individually. No annotations are necessary. 1 mark for each correct answer.</p> <p>Accept “equipas”</p> <p>Selected verb has to be in same tense as example in task.</p> <p>Selected verb has to be in same tense as example in task.</p>
	(b)	(em) horas difíceis (1)	1	
	(c)	similaridades (1)	1	
	(d)	em equipas (1)	1	
	(e)	afirmou (1)	1	
	(f)	surgiu (1)	1	
	(g)	culinária (1)	1	
Total			7	

Tarefa 5

Question		Answer	Marks	Guidance
5	(a)	recebeu (1)	1	Gap-fill No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings. Answer has to be grammatically correct. Accept verbs with similar meaning. Accept verbs with similar meaning. Accept nouns with similar meaning.
	(b)	oportunidade / ocasião / altura (1)	1	
	(c)	dizer / afirmar (1)	1	
	(d)	pela para a / na (1)	1	
	(e)	considerados como / vistos como / declarados como (1)	1	
	(f)	resistência (1) / liberdade (1)	1	
	(g)	ter (em) aceitado / permitir(em) (1)	1	
	(h)	dominassem (1)	1	
	(i)	humilhados (1)	1	
	(j)	objetos / escravos (1)	1	
Total			10	

Tarefa 6

Question			Answer	Marks	Guidance
6	(a)	(i)	A igreja (1) e os ricos (1)	2	Use a tick (✓) to indicate where you have awarded the marks. Reject “eliminar”.
		(ii)	Contribuíram menos (1)	1	
		(iii)	Os negros / os africanos / os cabo-verdianos (or similar) (1)	1	
	(b)	Mais estudos / pesquisas (1) sobre o processo da resistência (1)	2		
	(c)	É a historia colonial (1) que prevalece (1) em vez da luta pela liberdade (1)	3		
(d)	Alienados / marginalizados / excluídos (1)	1			
Total				10	

Task 7 (10 Marks Total)

Question		Answer	Marks	Guidance
7	(a)	TL: Desde a Revolução Industrial, o planeta passou a enfrentar uma nova realidade:		English: Since the Industrial Revolution, the planet has begun to face up to a new state of affairs / new reality:
	(b)	TL: a mudança de temperatura causada, não por fenômenos naturais		English: the temperature change caused, not by natural phenomena,
	(c)	TL: mas pelo homem através da poluição.		English: but by man's pollution.
	(d)	TL: Começou a sentir-se com o aumento do nível do mar,		Reject "humanity" for "man/men". English: It has begun to manifest itself with the rise in sea levels,
	(e)	TL: uma ameaça global que pode causar escassez de alimentos e graves problemas sociais.		Reject "raise" as a noun. English: a global threat that can provoke food shortages and serious social problems. Reject "grave", "catastrophic" for "serious".
Total			10	

Tarefa 8

Question		Answer	Marks	Guidance
8	(a)	notados / indicados (1)	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. Accept meaning both in isolation and in context.
	(b)	causam / incitam (1)	1	
	(c)	abertura / furo / espaço (1)	1	
	(d)	crescimento (1)	1	
	(e)	tem-se de aclarar / explicar (1)	1	
	(f)	existe correspondência evidente / absoluta / clara (1)	1	
Total			6	

Tarefa 9

Question		Answer	Marks	Guidance	
9	(a)	...publicou estudos... (1)	2		
		...está a afetar... / ...está afetando... (1)			
	(b)	...passado... (1)	4		Accept XX, 20 or “vinte”.
		...verificaram... (1)			Accept “calcularam” / “registraram”.
		...se está elevando... (1)			Accept “...está a subir...”
...anualmente.. (1)					
Total			6		

Tarefa 10

Question		Answer	Marks	Guidance
	(a)	A cidade é maior / tem crescido (1) nos últimos 50 anos (1)	2	Accept “urbanização”. Only accept answers referring to fifty years.
	(b)	(i)	Diminuiu (1)	
		(ii)	Porque não há muito espaço verde (1) e há mais concreto / betão e asfalto / construção de prédios / aumento da atividade industrial / poluição dos carros (1)	2
	(c)	Uma redução (1) na circulação do ar (1)	2	Reference to “impedimento” accepted.
	(d)	Antes havia mais garoa (1) mas agora há mais fora da cidade (1) e há mais tempestades (1)	3	
Total			10	

Task 11
(See appendix 2)

Task 12 – 16
(see appendix 2)

APPENDIX 1**Transcript****Task 1****CRIME IN PORTUGAL: A EUROPEAN DIMENSION****Interviewer: female Brazilian****Director of Europol, Sr Pereira: male Portuguese***To sound like a normal conversation***Interviewer:**

A maioria do crime em Portugal está ligada a outros países. *(brief pause)* Com criminosos e redes organizadas cada vez mais apetrechadas a explorarem uma população deprimida pela crise econômica, *(brief pause)* a colaboração entre polícias europeias é essencial para as travar, não é, senhor Pereira?

Sr. Pereira:

É verdade. *(brief pause)* A organização Europol existe para facilitar a colaboração que a senhora mencionou. *(brief pause)* O que vemos hoje são criminosos muito inteligentes, *(brief pause)* *(articulate clearly)* com muitos recursos, mão-de-obra e dinheiro. *(short pause)* Têm a capacidade de explorar novas oportunidades na sociedade e nos governos para praticar crimes.

Interviewer:

Como é que a Europol combate a criminalidade?

Sr. Pereira:

Todos os anos, a Europol coordena as polícias europeias na investigação a mais de dez mil casos de crimes praticados por redes criminosas internacionais... por vezes com operações simultâneas em vinte países. *(brief pause)*

Hoje, há muito poucos exemplos de um problema criminal que esteja isolado num só país e a maior parte dos crimes praticados em Portugal estão ligados a pelo menos um outro país *(brief pause)* ou provêm mesmo de outros países. A polícia portuguesa conta com a Europol para lhe fornecer informação... para lhe dizer onde procurar... quem deve vigiar...e quem deve prender.

Tarefa 2**A TECNOLOGIA E O FUTEBOL****Introduction and conclusion: female Portuguese****Report: male Brazilian***(Introduction)*

Desporto mais popular do mundo, o futebol é normalmente resistente às inovações tecnológicas. ... No futebol americano e no hóquei há recursos como replays ao vivo para verificar a validade ou não de uma jogada, mas no bom e velho futebol a coisa não caminha por aí.

Se ainda não usamos recursos tecnológicos para acabar com dúvidas no desporto mais praticado no mundo, ... alguns aspetos da prática futebolística ganham um grande incremento de tecnologia.

É dizer, se certos aspetos do futebol parecem um tanto atrasados, no vestuário a coisa tem mudado. ... Oçam esta reportagem.

(Report)

Nesta quinta-feira, dia 25 de janeiro, a empresa norte-americana Nike, fornecedora de materiais esportivos da Seleção Brasileira de Futebol, apresentou em Londres, Inglaterra, o último modelo da camisa da seleção nacional. ... Com um design simples e praticamente toda em amarelo, a camisa dos brasileiros na Copa do Mundo possui novidades surpreendentes que são invisíveis aos olhos.

De acordo com o fabricante, a camisa é construída com 100% de materiais recicláveis: oito garrafas plásticas foram utilizadas na confecção de cada peça. Foram recolhidas garrafas de lixões do Japão e de outros territórios da Ásia. ...

As garrafas são lavadas para remoção de impurezas e cortadas em pequenos flocos, que então são derretidos para se transformarem em fios bem finos. É a partir desses fios que se forma o poliéster que compõe o tecido. ...

Depois de terem sido processadas e transformadas em poliéster, confeccionaram as camisetas das dez seleções patrocinadas pelo fabricante. ...

Outra novidade da camisa dos canarinhos é sua costura, que usa cola em vez de fios, algo semelhante ao que é feito com uniformes de pilotos de Fórmula 1 com o objetivo de reduzir o peso total do conjunto carro e piloto. ...

Para os atletas, o resultado é também uma camisa mais leve, pesando apenas 160 gramas, cerca de 15% menos do que a utilizada pela seleção na Copa de 2010 de acordo com o fabricante. ...

Outro avanço tecnológico é seu ajuste dinâmico, que adapta a camisa às curvas do corpo do atleta que a veste. ... Além disso, o uniforme é estruturado em malha dupla. O resultado disso é mais mobilidade para o jogador, bem como 10% a mais de elasticidade se comparada com uniformes tradicionais.

(Conclusion)

Então, apesar de certa resistência, vemos que o futebol está cada vez mais acostumado à tecnologia.

APPENDIX 2**Section A****Task 1:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Portuguese get no marks.

Task 2**Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

QWC: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3 – 4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5 – 6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7 – 8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Section B

In Section B there are 10 marks for Quality of Language.

Task 6**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 7: Transfer of Meaning

Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award:

1. Candidates may answer in **faultless English but may not transfer meaning accurately. Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.
2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark**, depending on level of inaccuracy of English.

Task 10**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
 - Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Assessing **Quality of Written Communication** across Section B

- You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3 – 4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5 – 6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7 – 8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Task 11 – 18

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2
0 – 2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3 – 4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5 – 6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7 – 8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9 – 10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.

Grid N guidance

3 – 4 – No specific example from TL = cap 4

5 – 6 – Demonstration of originality and/or imagination – applies mainly to imaginative

7–8 – Imaginative and/or original response to task – applies mainly to imaginative

GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
0 – 2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.
3 – 5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
6 – 9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10 – 12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
13 – 15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Grid O guidance

6 – 9 – Straight narration = more 6 / 7

Evidence of some argument = more 8 / 9

Task 12 – 16 – Language (QWC) – Grids C.2 and F.2: [20 marks]

- a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0 – 2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .
3 – 4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3 – 4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5 – 6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5 – 6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7 – 8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7 – 8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9 – 10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

