

Physical Education

General Certificate of Secondary Education **GCSE J586**

General Certificate of Secondary Education (Short Course) **GCSE J086**

OCR Report to Centres

June 2013

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, Cambridge Nationals, Cambridge Technicals, 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 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.

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

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B451 An Introduction to Physical Education

General

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels' mark scheme' relates to the final question – Q25. The mark scheme for this final question has a number of criteria separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels' question and this content is also taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 24.

This examination paper includes multiple choice questions which were answered well by the majority of candidates. Candidates are advised to think carefully about each question rather than try to rush through these questions because some otherwise good scoring candidates once again made careless errors on these questions. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set with a few candidates missing out questions altogether this year. The weaker-answered multiple choice questions were Q3 on key concepts in Physical Education, Q5 on muscular endurance, Q9 on recommended weekly exercise and Q11 on foods high in fat. There was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

As in previous series of this examined unit candidates often showed good knowledge but some were unable to apply that knowledge, for example applying aspects of the specification to participation or performance. Some candidates found it particularly difficult to give relevant practical examples when asked for in a question.

Where questions require a specific number of responses, candidates should be guided to give only the number of answers asked for when addressing the question. Using a 'scattergun' approach and providing more responses than have been asked for will not enhance the chances of gaining marks, as depending on the question type, either only the first answer(s) will be awarded marks or no marks at all will be gained if it is not clear which one the candidate wishes to put forward as their best answer or two answers are contradictory. In keeping with this, where answer spaces are structured to give defined lines or spaces for separate elements of the answer, it is again advisable that candidates follow this layout and put each part of their answer on the correct line(s) as provided.

Comments on individual questions (for comments on multi-choice questions see general comments section)

Question 16

Many candidates scored well on this question and gave some well described practical examples. Those that described three different characteristics via the examples scored full marks. A minority of candidates did not use a practical example and simply stated the characteristic and therefore had not answered the question set. Candidates are reminded that when the question requires practical examples these **must** be used in the answer because the examiner is assessing how the candidate is applying theoretical knowledge when awarding marks.

Question 17

Some candidates could identify at least two effects of over-eating but only the best candidates could give responses that included short term effects of over-eating for example feeling bloated and lethargic and long term effects like having less stamina or health problems.

Question 18

This question asked candidates to identify and then explain three different ways of assessing readiness for exercise. Candidates who gave three separate identifications and then explained in more depth what the test involved scored well. Some candidates identified health screening tests such as measuring blood pressure, even though in the question it explicitly states not to use such examples.

Question 19

This was a well-answered question by most candidates, many of whom scored at least two out of the four possible marks. Good candidates were able to come up with four good reasons for the cool down and showed good depth of knowledge.

Question 20

Many candidates showed a good understanding of both steroid use and blood doping and gave a good range of effects. Some candidates did not read the question carefully enough and repeated the same effects for both illegal performance enhancers.

Question 21

Generally candidates showed a good awareness of reasons for a young person to follow an active lifestyle and gave five good and relevant points. This was a high scoring question and candidates showed they were well prepared. Candidates who did less well simply listed words such as health, fitness and well-being and did not describe their reasons and therefore scored few marks.

Question 22

Many candidates showed a good awareness of the importance of speed and strength but only the better candidates were able to describe fully along with valid practical examples to score the full four marks.

Question 23

This question was a straightforward recall question and those candidates who had learned the key processes scored well. Those that guessed were generally unable to score any marks and tended to confuse the processes with other material from the specification such as the key concepts.

Question 24

Most candidates recognised some important features of Yoga and Pilates that makes them effective activities for a healthy lifestyle. Some candidates seemed unaware of these activities despite them being explicitly mentioned in the specification.

Question 25

A well answered question by many candidates who could explain well the importance of abiding by the rules and etiquette. Some excellent answers were succinct but wide ranging ensuring that both rules and etiquette were covered and included practical examples for every main point made. The best candidates expressed themselves well with few errors in their writing. Those that did less well on this question were too superficial and simply described a few factors without developing their response or putting points into context with relevant practical examples.

B453 Developing Knowledge in Physical Education

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels' mark scheme' relates to the final question – Q25. The mark scheme for this final question has a number of criteria separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels' question and this content is also taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 24.

This examination paper includes multiple choice questions which were answered well by the majority of candidates. Candidates are advised to think carefully about each question rather than try to rush through these questions because some otherwise good scoring candidates once again made careless errors on these questions. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. There was little evidence again this session to suggest that candidates struggled to complete the paper within the time allowed. The weaker-answered multiple choice questions were Q3 on prime mover, Q5 on private enterprise provision, Q9 on goal setting, Q12 on vascular shunt and Q15 on long term effects of exercise on the muscular system.

Most candidates were very well prepared for this examination and most were at the appropriate level to be examined in this session. The specification content had been covered effectively by many centres with candidates showing appropriate knowledge and understanding in many topic areas.

The command to use practical examples was often used in questions to assess the application of concepts but many candidates omitted any reference to practical examples and therefore could not gain access to the full range of marks. The command 'explain' demands more detail than 'describe' with candidates expected to give reasons rather than merely characteristics in their responses.

Where questions require a specific number of responses, candidates should be guided to give only the number of answers asked for when addressing the question. Using a 'scattergun' approach and providing more responses than have been asked for will not enhance the chances of gaining marks, as depending on the question type, either only the first answer(s) will be awarded marks or no marks at all will be gained if it is not clear which one the candidate wishes to put forward as their best answer or two answers are contradictory. In keeping with this, where answer spaces are structured to give defined lines or spaces for separate elements of the answer, it is again advisable that candidates follow this layout and put each part of their answer on the correct line(s) as provided.

Comments on individual questions (for comments on multi-choice questions see general comments section)

Question 16

Most candidates could identify three ways a school can promote a healthy lifestyle. Very few candidates did not score on this question with many drawing from examples from their own school.

Question 17

Most candidates recognised several examples of personal protective equipment. The question asked for different examples and so could only use once a piece of equipment such as a helmet. Some candidates gave examples of life-saving equipment which is not classed as personal protection. The vast majority scored well for this question.

Question 18

Candidates showed good knowledge of extrinsic motivation but some candidates were let down by their inability to describe and merely listed single word answers and therefore scored few marks. Candidates must be made aware of the requirements of the 'command' word 'describe' and be aware of the difference between this and 'identify' that requires no description or explanation.

Question 19

Most candidates could identify the hinge joint and the best candidates were able to explain the role of muscles in flexing the knee. Some candidates confused the actions of the two groups of muscles and some did not read the question carefully which related to flexion at the knee rather than extension.

Question 20

Candidates showed good understanding of different types of feedback but only the better candidates gave relevant examples for each type of feedback identified.

Question 21

Generally candidates showed good understanding of SMART goal setting and how it may be applied. Some candidates were outstanding in their response and gave an excellent account of how such goal setting aids exercise adherence. Weaker responses simply identified the acronym SMART and did little to apply this to exercise adherence.

Question 22

Many candidates gave good descriptions of tendonitis and some candidates then gave good ways in which this may be avoided. Some candidates left this question unanswered suggesting that they had not covered this in class or they had not revised this aspect of the specification. Candidates are reminded that much of the specification is examined each year in this wide-ranging paper and so it is advisable to be prepared to answer questions on any aspect of the specification.

Question 23

Most candidates scored the full marks for this question and were able to identify two clear effects of lactic acid.

Question 24

Candidates often gave one or two good examples of government initiatives but only the very best in this differentiating question could explain a range of relevant initiatives.

Question 25

Those candidates who gave a good in-depth explanation of an exercise programme that included all the training principles identified scored very well. The best candidates gave a well-structured answer giving an example for each principle and developing each point to explain fully each training principle. These candidates made few grammatical or spelling mistakes and wrote clearly and fluently. Candidates who fared less well often misunderstood the training principles such as reversibility or left one or two of them out of their answer or did not relate the principles to an exercise programme.

B452 and B454 Practical Performance and Analysis 1 and 2

General comments

This is the last time that candidates have been able to enter these units in different series' due to the course now following a linear approach from September 2012. It was pleasing to see many fine performances by excellent candidates at moderations and to note the enthusiasm and commitment of many teachers in organising moderation activities and ensuring that candidates had a worthwhile and enjoyable experience. The moderating team are very grateful to teachers for their contribution to the moderation process, in particular that of the host centres, who helped the moderations run very smoothly this year.

This year most centres met the required deadlines for the majority of marks and the seasonal activities, which was much appreciated. However centres are reminded that if they enter seasonal activity marks, **all** candidate marks submitted for the later deadline in those activities **must** be accompanied by filmed evidence. Also on the Controlled Assessment Summary Form (CASF) submitted to the moderator on the 15th March, the mark for the activity should be left blank as any marks submitted will be assumed to be final rather than provisional.

Moderators again involved centre staff in the moderation visits by asking them to do some assessment for each activity on the day. This is an important part of the process as it enables staff to assess candidates from different centres and enhances overall understanding of the process and of standards, so that better National standardisation of all activities occurs.

It is a requirement of the course that centres attend moderation where requested. Live moderations allow for improved feedback from moderators, provide the opportunity to compare performances across groups from different centres, and assist in getting viable numbers in team activities. Whilst filmed evidence is a valuable tool in the moderation process, our aim is still for moderation to be undertaken primarily by visit wherever possible and centres should be prepared to attend moderation each year between 15 March and 15 May, as part of their planning and delivery of the course. It is also worth noting that the moderation model is based upon grouping centres together, not individual centre visits. From time to time single centre moderations take place due to extenuating circumstances, however they are not available on request and centres should expect to participate in group moderations organised by their moderator.

For the Analysing Lifestyle and Analysing Performance tasks, 'Task Research booklets' and marking grids are available to help and support centres in their marking of the assessments. Teachers are strongly advised to use them moving forward so that better feedback can be provided by moderators. The marking grids enable the moderator to better understand where teachers have awarded marks to candidates for the tasks.

As with previous series, centres proved to be accurate in their assessments of practical activities in the main, especially those seen at live moderations. Where an adjustment to centres' marks was deemed necessary, this was often as a result of the Analysing Lifestyle and Analysing Performance tasks or due to lack of internal standardisation, often involving off-site activities. There are still a significant number of arithmetical and administrative errors in some centres' paperwork which were picked up and corrected by moderators. Centres are advised that there are interactive versions of forms on the OCR website that perform the calculations and thus can reduce the risk of errors. Whichever format is used when completing paperwork, it is vital that centres double-check before submitting to minimise the risk of candidates receiving incorrect marks.

It is a concern that at moderations there were a number of instances where candidates did not wear appropriate clothing and equipment for the activities in which they were performing, such as rugby players not having gum shields or boots. The use of appropriate clothing and equipment is in the interests of candidates' safety and centres should be aware that the teacher accompanying candidates is responsible for their health and safety during moderation. It should also be noted that candidates not in possession of the correct clothing and equipment at moderation may be denied the opportunity to participate if it is unsafe for them to do so, and would therefore be deemed to be absent from the moderation.

There were again a significant number of centres who entered activity combinations in unit B452 which did not meet the requirements of the specification. Candidate assessments in unit B452 **must** contain two activities from **two different activity profiles**; in unit B454, any two activities may be assessed as long as there is no repetition from B452 and only one assessment is in a role other than performer (i.e. coach or official). There seems to be a tendency for the 2 highest practical marks to be put in for unit B452 regardless of which activity profiles they come from. Centres are asked to refer to the specification and Guide to Controlled Assessment before submitting their marks and to ensure that they are familiar with the assessment criteria and assessment rubric for the activities in this specification.

It is vital that centres regularly access the GCSE Physical Education section of the OCR website in order to keep up to date with developments in the materials provided to support the assessment of the qualification. We are always working to improve the support to centres after every series of the GCSE full course specification and in response to feedback from centres and moderators. There is an onus on centres to keep up to date with these developments by accessing the website regularly.

Practical activities

Candidates were assessed in a wide range of activities this year, and centres continue to deliver new activities allowing for greater flexibility and choice and more of these are being seen at live moderations.

A number of centres applied for additional activities via the special activity submission process, details of which can be found at the GCSE Physical Education section of the OCR website. Centres are reminded that any special activity submission only applies to the year of the assessment and must be re-applied for in any subsequent series. The deadline for all submissions is **15 October** of the academic year in which assessment of the activity will take place.

Games activities from the 'invasion', 'striking' and 'net/wall' categories were predominant among the activities submitted by candidates, and in general these were accurately assessed by most centres, with good evidence of effective internal standardisation within these activities.

With off-site activities, Rounders and Resistance Training, some centres were less accurate in their assessments. It is vital when assessing candidates in these activities that the activity specification is carefully checked; and that if outside assessors who specialise in the activity are used, that there is liaison between them and the staff at the centre, and that internal standardisation processes encompass these activities as well as coaching and officiating. Effective internal standardisation ensures comparability and fairness for all candidates across all activities and assessments within the cohort at the centre.

Centres must note that in off-site activities **all candidates being assessed** need to be filmed and that in order to produce evidence which supports the marks awarded, this occurs in the appropriate environment. For example, evidence for a candidate assessed in Rock Climbing should show that they have been assessed over **four different routes** over at least **two different rock faces**. Candidates performing at levels 3, 4 and 5 may be assessed on indoor

climbing walls. However, candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain. Filmed evidence in any activity must be long enough to show all the skills that would justify the marks awarded. It should relate to the assessment requirements of the activity and show the skills individually **and** in an appropriate environment or game situation. It is also vital that the candidate(s) depicted in the evidence are clearly identifiable so that performances can be linked to the marks awarded.

Coaching and Officiating must also be filmed and log books completed. If this evidence cannot be provided, this could result in the marks not being allowed to be submitted.

For all other activities which are assessed, while it is not necessary for all candidates to be filmed, a sample of footage showing the range of marks assessed (i.e. top, middle and bottom mark) should be retained.

Filmed evidence sampled for Coaching/Leading showed progression within a session but often did not include progression over a period of time. Additional evidence such as coaching or officiating logs, resistance training programmes and hill walking route cards was variable in quality and in many cases did not relate well to the mark the candidate had been given. Some centres have provided above and beyond the required evidence for these activities, while others provided very little evidence. Centres need to be aware of the full criteria for assessment in these activities and ensure they can provide evidence which justifies the candidates' marks.

While the challenge presented by the requirement for centres to produce filmed evidence of practical performances is recognised, its importance cannot be over-stated. An ever-increasing range of activities are being assessed in GCSE Physical Education, with more and more assessments taking place off-site, away from centres. Filmed evidence is therefore not only needed to allow moderators access to further assessments by the centre in addition to those they are likely to see at moderation, but also to facilitate internal standardisation by the Physical Education department at the centre. Filmed evidence is also relied upon should a centre wish to instigate a review of their moderation outcomes following the publication of results.

Centres are reminded that they should declare all activities being assessed on their Visit Arrangement Form (VAF) when it is submitted. If assessments in an activity not declared on the VAF are subsequently submitted, evidence such as filmed evidence and log books (if appropriate) will be called for to be moderated. Any activity declared must be made available if requested by the moderator.

Controlled Assessment - Analysis tasks

Further guidance and support, in the form of marking grids, research booklets and clarification of task induction has been provided and is available on the OCR website and in the updated Guide to Controlled Assessment.

In the main most centres have used this guidance to improve their understanding and marking of the assessments, however some of the most significant issues which moderators found with the approach taken to delivering and presenting the analysis tasks were as follows:

- The use of templates for the data collection, task production, or both. Templates are not allowed, and in many cases the approach taken showed why, as the templates were very prescriptive and meant that candidates were teacher-led in their approach to the task. It was therefore difficult on some occasions to know what the candidate understood about the task which they were undertaking, as much of the method and information had been provided for them.
- Not distinguishing between the 'task research/data collection' work and the 'task production' write-up. This made it difficult to see if time controls and resource controls had

been adhered to. It is important that these two sections of the task are kept separate and clearly marked when submitted to the moderator. The task research has to be included alongside the task production write up in the sample sent to the moderator, too often it was omitted.

- Adherence to resource controls. Linked to the point above, candidates should not have access to resources which can be cut and pasted into their 'task production' write-up. Pictures should not be embedded within the work but can be included in appendices and referred to within the work. Any word processed research notes or data collection should be printed off and the hard copies used in the 'task production' stage, as per the Guide to Controlled Assessment. Candidates should either re-produce charts, tables, diagrams, etc...in their final write-up within the 2 hours allowed if they wish to include them, but a better use of their time is to cross reference to those included in their research notes/data collection. Where no distinction was made between the two stages of the work it was impossible to know at what stage some of these resources had been used.
- Candidates need to be aware of the need to fully reference any material which they use within their tasks which has been taken from an external source; in some instances candidates used no referencing system and included no bibliography. Guidance on how to reference is available on the Joint Council for Qualifications website as part of their support for the delivery of controlled assessments.

Unit B452 Analysing Lifestyle task

In many cases, centres produced good work that had been accurately marked. Good pieces of Analysing Lifestyle work were ones which selected subjects to analyse who had weaknesses to improve, such as parents who had poor lifestyles in terms of diet, smoking, work/exercise balance and did not participate in much physical activity. Choosing young, relatively fit and active fellow PE students did not always allow scope for many weaknesses to be found and thus improved. In choosing an appropriate subject, candidates were able to look at improving a range of aspects of a healthy balanced lifestyle and not just fitness aspects, which limited the amount of analysis that could be done in some of the work seen for this task.

Where candidates chose to analyse themselves, this was accomplished with varying degrees of success. While some pieces of self-analysis were very good, there is still a tendency for candidates to ignore data/evidence collected and allow their own perceptions to dominate their approach to the task, whereas when observing and analysing a third party they tend to be more objective in their work. This should be kept in mind for the 'task induction' and options in terms of subject choice should be discussed ahead of the task being conducted.

In cases where centres had over-marked this aspect of the unit, some of the main issues were:

1. Candidates focusing too much (and sometimes solely) on fitness rather than other aspects of a healthy, active lifestyle;
2. There was not enough detail presented in the action plans; some just made brief recommendations after comments made about a lifestyle aspect and had not produced an action plan as such;
3. The analysis of collected data is not accurate;
4. Irrelevant theory included such as descriptions of fitness tests;
5. No methods of measuring success/progress of action plan suggested;
6. There was no distinction between the task research/data collection (which is not awarded marks directly) and the task production;
7. Candidates not referencing work which they have quoted;
8. Some Centres still produced centre-led writing/collection of data frameworks or templates, which actually hindered candidates as sometimes they did not cover all criteria required.

Centres should note that the task research/data collection should not be a pre-written attempt at the task production, and that the guidance refers to:

- observations (including data collected);
- headings;
- analysing lifestyle or analysing performance action plan/ideas;
- brief quotes and reference details;
- reference details for sources/ideas to use in task production.

In some instances, candidates had produced either an entire first draft of the final piece of work, or substantial paragraphs or pieces of written prose which were then simply copied into the task production piece of work. This does not reflect the guidance or the purpose of the task research/data collection stage of the analysis tasks and it is important that all concerned are aware that this is not allowed.

Unit B454 Analysing Performance task

The Analysing Performance written task was again completed much better than previous series' and more consistently marked than Analysing Lifestyle. The best pieces of Analysing Performance work were again ones where candidates had chosen weaker performers and thus had many skills to analyse and produce action plans on. In the main candidates who actually completed the action plan accessed marks more readily because they actually had results, rather than subjective comments about what they might expect to see, which were quite often vague and lacked detail. Completing the action plan also meant that they had first hand experiences of what the issues were with them and could make more informed comments as to how it could be improved.

In cases where centres had over-marked this aspect of the unit, some of the main issues were:

1. Some candidates still concentrated on fitness improvements and not on skills as the criteria states. This caused issues as work on fitness could often not be given credit and thus caused a reduction in marks. In some activities such as dance or gymnastics credit was given for action plans based on fitness, if when completed it would improve a skill that was a weakness, and the link between the fitness component and the performance of the specific skill was made explicit. For example, if the skill weakness was that the subject did not have enough extension in their handstand, and thus an action plan to improve flexibility was designed and completed it meant that the quality of the handstand was improved, then the relevance of the action plan to performance was clearly shown.

The key aspects which are being assessed, and marks can only be awarded for, are:

- Key Skills evident in the chosen activity;
 - Skill strengths and weaknesses of the performance and their impact on the game;
 - Targeting/prioritising weaknesses for improvement;
 - Action plan with progressive practices and a timeframe;
 - Criteria to measure improvements;
 - Results from implementing the action plan (see comment 3, below);
 - Evaluate how to improve the action plan.
2. Although less than previous, candidates are still using their 'task production' time to reproduce diagrams for practices, and included material of limited relevance such as the rules of the game. A much better use of time is to include all these in their task research notes in an appendix and then refer to them within the task production.
 3. Candidates did not explain how they arrived at the strengths and weaknesses that they went on to write about. Some type of observational check sheet/form would benefit

candidates in a) working out what the strengths and weaknesses are but also b) allows them more scope to explain why they select the ones that they do for their action plan. Any such form must be devised by candidates, though, not supplied to them by the centre.

4. It is not a requirement of the criteria for the action plans which have been proposed to be carried out. However, where candidates did not undertake the action plan, evaluation of the plan and how it could be improved was often very limited, given the absence of actual results. Where the action plan has not been undertaken, candidates should be encouraged to discuss expected results and to suggest ways to improve the action plan; firsthand knowledge gained by putting their plan into action is highly recommended where possible.
5. Action plans lacked the detail required. Practices were not progressive, did not relate to the weaknesses identified and plans often lacked ways that the improvements would be measured i.e. skills tests that would be undertaken to show any improvements that have been made.

Administration

The majority of centres produce documentation which is completed accurately and submitted according to OCR submission dates. This makes the moderating team's work much easier, and we thank such centres for their hard work. However, as in previous years it is of great concern that there are often a number of errors in the documentation. These errors can seriously disadvantage candidates if they are not spotted and corrected prior to the issuing of results. Centres should note that the errors fall into the following categories:

- B452 rubric infringements – two activities in this unit must be from different categories;
- Arithmetical errors adding up the figures on the Controlled Assessment Summary Form (CASF);
- Transcription errors when transferring marks from the Order of Merit sheets to the CASF sheet but more often when transferring marks from CASF sheet to the MS1 form.

Centres are requested and reminded to ensure that all documentation is thoroughly checked and that Order of Merit sheets are required for both Analysis of Lifestyle and Performance. A Centre Authentication form (CCS160) covering both unit B452 and B454 **must** be completed as well.

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