

GCSE

Geography B

Unit **B563/02**: Key Geographical Themes (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2014

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

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Correct response
	Incorrect response
	Benefit of the doubt not given
	Information omitted
	Unclear
	Open bracket
	Close bracket
	Development
	Example/reference
	Relevant place detail
	Level 1
	Level 2
	Level 3
	Just

Subject-specific marking instructions

Question			Answer	Mark	Guidance
1	a	i	03(6,7,8) 86(6,7,8)	[1]	(✓) Accept any combination of third and sixth digit shown
		ii	A ridge of sand or shingle growing out from the coast	[1]	(✓)
		iii	Change in direction of coastline Waves /swash approach shore at an angle Backwash returns at right angles / straight down beach Material / sand / shingle transported along coast Longshore drift is in the direction of prevailing wind Shallow / calm water helps deposition OR deposition by constructive waves If wind changes direction / secondary wind causes the end of the spit to curve Plants such as marram grass help to hold sand together	[4]	4 x 1 1 mark for each valid idea (✓) No DEV required Don't credit zigzag movement by itself Don't credit deposition by itself Don't credit longshore drift by itself Don't credit ref to source of material through erosion Credit annotated diagram if appropriate
	b		Chalk or limestone are hard / resistant rocks / erode slowly ✓ so create a headland DEV Sand or clay are soft / less resistant rocks / erode easily ✓ so create a bay DEV Rock types are at right angles to the coast / discordant coastline /rows of hard and soft rock ✓ so create a series of headlands and bays DEV	[4]	4 x 1 1 mark for each valid idea (✓) Credit development as shown (DEV) Don't credit 'stick out' Don't credit 'rocks', must be named rock type
	c		Hard rock on top of soft rock Less resistant rock is easily eroded Overhang of hard rock Undercutting Creates plunge pool Collapse of overhang/hard rock Abrasion / corrasion Hydraulic action	[4]	4 x 1 1 mark for each valid idea (✓) 1 mark reserved for named process (abrasion or corrasion / hydraulic action / solution or corrosion) Go to 2 marks maximum for named processes No credit for attrition

Question		Answer	Mark	Guidance
		Corrosion / solution		No DEV required Don't credit ref to gorge Credit annotated diagram if appropriate
d	i	Flat The land beside / next to / surrounding/ on both sides of a river The land may be lower than river level/at same level as river Covered by alluvium / silt /sediment Area covered by the river when it floods / area liable to flood Edge of floodplain marked by bluffs Lower course / lower stage of a river	[3]	3 x 1 (✓) 1 mark for each detail of description Don't accept 'near river' Don't accept wide Don't accept features of lower course eg levees, meanders, ox-bow lake Don't accept fertile or human use
	ii	Erosion on outside/concave bank due to stronger/faster current Deposition on inside/convex bank due to weaker/slower current Undercutting on the outside bank/forms a river cliff Deposition on the inside bank forms a point bar/slip-off slope/river beach Caused by obstruction/hard rock in path of river	[4]	4 x 1 (✓) Erosion on outside/concave due to stronger/faster All three terms = 2 marks; Two terms = 1 mark Deposition on inside/convex due to weaker/slower All three terms = 2 marks; Two terms = 1 mark No credit for ox-bow lake formation Credit annotated diagram if appropriate

Question	Answer	Mark	Guidance
e	<p>Case study: river flooding</p> <p>Indicative content River may be from any location or at any scale</p> <p>Causes may be physical (such as heavy rain or snowmelt) or human activities (such as urbanisation, deforestation or poor river management)</p> <p>Effects on people could be short-term or long-term, such as damage to buildings and settlements, disruption to transport links, financial losses for homes, businesses or farms, loss of food supplies, outbreak of disease, etc Effects could also be positive, eg fertile land, irrigation etc</p> <p>Do not credit ref to flood management or flood defences as an effect</p> <p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both explain the causes of flooding and its effects on people.</p>	[9]	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development</p> <p>Use PLC to indicate place specific detail at Level 3</p> <p>Use EG to indicate example of river Example must be a name river</p> <p>Credit example wherever it appears in answer</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3 = 7-9 marks Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p>

Question	Answer	Mark	Guidance
	<p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which explains the causes of flooding and/or its effects on people.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which explain the causes of flooding and/or its effects on people.</p> <p>0 marks</p> <p>No evidence submitted or the response does not address the question.</p>		<p>Level 2 = 4-6 marks</p> <p>Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named example / wrong named example credited up to middle of level</p> <p>One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks</p> <p>Simple ideas which are not developed from either question focus</p> <p>At least 3 simple ideas and named example credited at top of level</p> <p>Simple ideas but with no named example credited up to middle of level</p> <p>Appropriate named example only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks</p> <p>No example and irrelevant answer</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 18	[3]	

Question		Answer	Mark	Guidance
2	a	<p>South to north / northwards / north Most routes are across N. Africa / Sahara TO S. Europe / Malta / Spain / Italy / France One sea route along west coast Migrating to / migrating through Agadez / Tripoli / Sabha / Adrar / Khartoum / Melilla / Ceuta</p>	[3]	<p>3 x 1 (✓) Do not credit from Africa to Europe / between African settlements / from LEDCs to MEDCs</p>
	b	<p>Factors such as: Higher wages ✓ so they have more disposable income DEV Improved job opportunities ✓ so they have a better standard of living / quality of life DEV More doctors / better hospitals ✓ so they get better medical treatment DEV More education opportunities / university ✓ so they can gain higher qualifications DEV Better housing conditions ✓ so they have a more comfortable way of life DEV Better sanitation / clean water supply ✓ so there are less chance of catching disease DEV Family contacts at destination ✓ so it is easier to settle DEV More social / family support ✓ so they have a financial help if needed DEV Less affected by natural hazards ✓ so it is a safer environment DEV Stable government ✓ so they can live free from political unrest / oppression DEV To earn money to send home ✓ to support their families DEV</p>	[4]	<p>2 x 2 1 mark for each valid pull factor identified (✓) 1 mark for each valid explanation which must be coherently linked to the factor identified (DEV) Note: the explanations given can relate to different pull factors. Do not credit the same development twice Do not credit push factors</p>

Question	Answer	Mark	Guidance
c	<p>Ideas such as: Migrants send money home to support families ✓ which means foreign exchange comes into country / country is wealthier DEV Reduces overpopulation ✓ which means less demand for medical services / food supply DEV Loss of young / economically active people ✓ leading to a lack of workers in rural areas DEV Skilled workers migrate leading to skills shortage ✓ which impedes development DEV Leaves high proportion of older people ✓ so less family members to care for older people DEV Less unemployed ✓ more chance of remaining people in country getting jobs DEV Less workers left in country ✓ so less tax paid to government DEV Males more likely to migrate ✓ so gender imbalance/reduces birth rate DEV Farm workers leave ✓ so less food produced DEV</p>	[4]	<p>1 mark for each valid effect (✓)</p> <p>1 mark for each development which must be coherently linked to the effect identified (DEV)</p> <p>3 marks max for ‘basic’ ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Do not credit effects on the destination country</p>

Question	Answer	Mark	Guidance
d	<p>Ideas such as: Improved medical care/more hospitals /doctors /vaccinations ✓ so less people die from treatable diseases DEV Improved antenatal/postnatal care ✓ so mothers less likely to die in childbirth DEV Access to clean water ✓ so less likely to catch waterborne diseases DEV Improved sanitation ✓ less likely to get diseases such as cholera/typhoid DEV Better food supply / improved diet ✓so less malnutrition/starvation DEV Education about reducing disease such as AIDS ✓so condoms used DEV Aid projects ✓ which provide clean water to villages DEV</p>	[4]	<p>1 mark for each valid reason (✓) 1 mark for each valid development which must be coherently linked to the reason identified (DEV)</p> <p>3 marks max for ‘basic’ ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.</p> <p>Can credit up to 3 marks for one idea, e.g. More access to clean water ✓ means less likely to catch cholera DEV so more able to work and afford healthy food DEV</p> <p>Note: the explanations given can relate to different reasons. Do not credit the same development twice</p>
e	<p>Too many people in a country / area For its resources to sustain / not enough resources</p>	[2]	<p>2 x 1 (✓)</p> <p>Do not credit overcrowded</p> <p>Accept food or water as alternative to resources</p>
f	<p>Ideas such as: Overgrazing / over cultivation ✓ which leads to soil erosion / desertification DEV Large demand for fuel wood ✓ which results in deforestation / loss of habitats DEV Food shortages ✓ which causes famine / malnutrition DEV Insufficient schools / overcrowding in schools ✓ which leads to low literacy rates / lack of secondary education DEV Insufficient medical services / clinics ✓ which means lack of treatment of disease / not enough family planning advice / people die DEV Lack of clean water / sanitation / waste disposal ✓ which causes widespread outbreaks of disease / cholera</p>	[4]	<p>2 x 2</p> <p>1 mark for each valid effect (✓)</p> <p>1 mark for each explanation which must be coherently linked to the effect identified (DEV)</p> <p>Note: the explanations given can relate to different effects. Do not credit the same development twice</p> <p>Don’t accept poor standard of living/poor quality of life</p>

Question	Answer	Mark	Guidance
	epidemic DEV Large-scale unemployment / underemployment ✓ so there is no money / low wages to support families DEV Insufficient housing ✓ results in growth of squatter settlements / street dwellers DEV Civil war ✓ as different groups fight over scarce resources DEV		
g	<p>Case study: urban change</p> <p>Indicative content Urban area may be in any location, a town or city area is acceptable</p> <p>Development change could include housing, shopping, industrial, leisure or transport developments and social change</p> <p>Explanations must focus on the changes which are described which include redevelopment, market, demand, social improvement, rebranding, encourage sustainable living</p> <p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which both describe the changes and explain why they have happened.</p>	[9]	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3 Use EG to indicate example of urban area</p> <p>Credit example wherever it appears in answer</p> <p>Can credit on-going development but not speculation about future or proposed development</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Level 3 = 7-9 marks Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and</p>

Question	Answer	Mark	Guidance
	<p>Level 2 (4–6 marks)</p> <p>Demonstrates sound knowledge through developed ideas which describe the changes and/or explain why they have happened.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which describe the changes and/or explain why they have happened.</p> <p>0 marks No evidence submitted or the response does not address</p>		<p>relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p> <p>Level 2 = 4-6 marks Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named example / wrong named example credited up to middle of level</p> <p>One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks Simple ideas which are not developed from either question focus</p> <p>At least 3 simple ideas and named example credited at top of level</p> <p>Simple ideas but with no named example credited up to middle of level</p> <p>Appropriate named example only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks</p>

Question		Answer	Mark	Guidance
		the question.		No example and irrelevant answer
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 18	[3]	
3	a	Factories located in beet growing area Raw material is bulky to transport Weight-loss in production/raw material weighs seven times more than finished product	[2]	2 x 1 (✓) Do not credit statement copied from below Fig 6
	b	i East	[1]	(✓)
		ii Large area / flat land / lot of space ✓ so it is easy to build a factory DEV Good road/rail links / dual carriageway / main road /A134 / A143 / A14 ✓ to bring raw materials to factory/ distribute product DEV Bury St Edmunds /town/ housing area nearby ✓ for labour force / workers DEV Local farms / Westfield farm / Hollow Road farm ✓ to supply raw material / sugar beet DEV River Lark /river/ lakes near site ✓ water for processing / cooling DEV Away from housing areas ✓ so that noise /air pollution /visual pollution doesn't affect residents DEV	[4]	2 x 2 1 mark for each piece of map evidence (✓) 1 mark for each valid reason which must be coherently linked to the map evidence identified (DEV) No credit for A35 or A30 (from key) No credit for transport by itself Don't accept pollution unless type specified
	c	Effects such as: Logging / clearing land ✓ leads to loss of vegetation DEV Loss of habitats ✓ causes species loss DEV Threat to wildlife ecosystem ✓ potential to interrupt food chain DEV Soil erosion ✓ causes desertification DEV Air pollution ✓ causes reduced air quality DEV Water pollution ✓ kills aquatic life DEV Increased greenhouse gases /named gas ✓ contribute to greenhouse effect /global warming DEV melting ice caps	[4]	1 mark for each valid effect (✓) 1 mark for each valid development which must be coherently linked to the effect identified (DEV) 3 marks max for 'basic' ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.

Question	Answer	Mark	Guidance
	/sea level change DEV Increased emissions /named gas ✓ causes acid rain DEV which damages vegetation DEV		Economic activity can be primary, secondary, tertiary or quaternary Effects must relate to named economic activity, allow factory (except sugar factory) A comprehensive account of one effect can be credited up to MAX 4 marks No credit for identifying economic activity If no named economic activity credit up to 2 marks MAX Do not credit visual pollution or noise pollution unless linked to physical environment e.g. noise scares birds away
d	i Greater increase in Vietnam / smaller increase in Canada / increased in both countries Increases from 66 to 75 in Vietnam and from 77 or 78 to 81 in Canada OR Increases by 9 in Vietnam and by 3 or 4 in Canada OR Increase is 5 or 6 years more in Vietnam / less in Canada	[2]	2 x 1 (✓) Credit 1 mark for comparative change Allow “only” as a comparative term 1 mark for supporting data Do not credit ref to change in average income
	ii Ideas such as: Improved diet / adequate food supply ✓ so less prone to malnutrition DEV Have better sanitation / clean or reliable water supply ✓ so less outbreak of disease / epidemics DEV More access to medical care / doctors / hospitals / medicines ✓ so more chance of being cured / recover from illness DEV Better housing ✓ which has electricity / piped water/ space DEV	[4]	1 mark for each valid explanation (✓) 1 mark for each valid development which must be coherently linked to the effect identified (DEV) 3 marks max for ‘basic’ ideas (i.e. without development), there must be development of at least one idea to gain 4 marks max.

Question	Answer	Mark	Guidance
	Afford education ✓ so less likely to do hard manual or dangerous work / child labour DEV		Do not credit “have more money” or “can afford” on its own Do not credit ideas relating to decrease in average income
e	<p>Ideas such as:</p> <p>Helps recovery from natural disaster / earthquake / cyclone /war/drought/famine ✓ by providing emergency supplies of food / tents / recovery experts DEV</p> <p>Helps farmers grow more crops/increase food supply ✓by providing new / appropriate technology & machinery/wells DEV</p> <p>Improves healthcare ✓ by funding hospitals / training doctors DEV</p> <p>Improves education ✓ by training teachers / building schools DEV</p> <p>Improves sanitation ✓ by providing toilets / hygiene training /sewage disposal DEV</p> <p>Helps industry to develop ✓ by developing new infrastructure / roads / power sources DEV</p> <p>Helps local communities in local projects or self-help schemes ✓ by providing training/funding/expertise DEV</p> <p>Improves status of women ✓by increasing access to education/training DEV</p> <p>Reduce birth rate/disease ✓by family planning/provision of contraception DEV</p>	[4]	<p>2 x 2</p> <p>1 mark for each valid advantage (✓)</p> <p>1 mark for each valid development which must be coherently linked to the advantage identified (DEV)</p> <p>Do not credit vague ideas such as “allows the country to develop”, “people have more money” or “death rate goes down” or “raise standard of living” or “improves quality of life”</p> <p>Do not credit vague ideas such as “buy food / water / medicines “</p>

Question	Answer	Mark	Guidance
f	<p>Case study: a multi-national company</p> <p>Indicative content The company can operate in any country</p> <p>Reasons for operating in many countries may focus on worldwide communications, transport, labour supply, markets, government policy, trade unions, health and safety/environmental laws, trade blocs</p> <p>Effects could be on local people, the economy of the country or the environment and could be positive or negative.</p> <p>Level 3 (7–9 marks)</p> <p>A comprehensive and place specific answer including well developed ideas which explain both the reasons for operating in many countries and the effects of the company in one country.</p> <p>Level 2 (4–6 marks)</p>	[9]	<p>Case study will be marked using 3 levels:</p> <p>Annotate with L3, L2 or L1 at the end of the answer Use DEV in the answer to show development Use PLC to indicate place specific detail at Level 3 Use EG to indicate example of MNC and country</p> <p><i>Note carefully:</i> <i>Answer consistently meets the criteria for the level</i> <i>Award mark at top of level</i></p> <p><i>Answer meets the criteria but with some inconsistency</i> <i>Award mark at middle of level</i></p> <p><i>Answer just meets the criteria for the level</i> <i>Award mark at bottom of level</i></p> <p>Credit reasons why MNC operates in many countries or just in the example country</p> <p>Level 3 = 7-9 marks Developed ideas from both question foci to give a comprehensive answer and place specific. Annotate place detail as PLC</p> <p>At least 3 developed ideas from both question foci and relevant place specific details credited at middle or top of level. Amount of relevant place specific detail determines credit at middle or top of level</p> <p>At least 3 developed ideas and named example which must include one developed idea from both question foci credited at bottom of level</p> <p>Level 2 = 4-6 marks</p>

Question	Answer	Mark	Guidance
	<p>Demonstrates sound knowledge through developed ideas which explain the reasons for operating in many countries and/or the effects of the company in one country.</p> <p>Level 1 (1–3 marks)</p> <p>Demonstrates limited knowledge through simple / undeveloped ideas which explain the reasons for operating in many countries and/or the effects of the company in one country.</p> <p>0 marks No evidence submitted or the response does not address the question.</p>		<p>Developed ideas from either question focus. Annotate each idea as DEV</p> <p>At least 3 developed ideas and named example credited at top of level. Developed ideas can be for either question focus</p> <p>Developed ideas but no named example of MNC and country / wrongly named example credited up to middle of level One developed idea credited at bottom of level</p> <p>Level 1 = 1-3 marks Simple ideas which are not developed from either question focus</p> <p>At least 3 simple ideas and named example credited at top of level</p> <p>Simple ideas but with no named example of MNC and country/wrongly named example credited up to middle of level</p> <p>Appropriate named example only credited at bottom of level. Annotate EG</p> <p>No credit = 0 marks No example and irrelevant answer</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 18	[3]	

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.

- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>0 marks</i>
0 marks should be awarded when: The candidate writes nothing. The candidate's response bears no relation to the question. The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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