

Examiners' Reports

June 2011

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

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

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CONTENTS

Advanced GCE German (H476)

Advanced Subsidiary GCE German (H076)

EXAMINERS' REPORTS

Content	Page
F711 Speaking	1
F712 German: Listening, Reading and Writing 1	4
F713 German Speaking	6
F714 Listening, Reading and Writing 2	9

F711 Speaking

General Comments

Candidates had been entered appropriately for the AS speaking test. Recording an oral can be a nervous time for all concerned, and teacher/examiners were able to conduct the examination well. Establishing a warm, encouraging atmosphere is conducive to good performance. Centres timed both parts of the test well. Digital recording technology seems to have been embraced successfully, with almost all centres sending CDs or uploading recordings to the Repository.

Role Play

Role plays were most effective when

- teacher/examiners had prepared the Examiner's Sheet and the Candidate's Sheet, and used the same vocabulary as the candidates were expecting to hear.
- teacher/examiners elicited information in the stimulus material, especially from candidates who were not forthcoming with the information, by using open questions inviting the candidate to relate what was in the text.
- teacher/examiners used the correct form of address.
- candidates changed the word order and / or verb ending in the initial two questions.
- candidates took the initiative and explained why it might be good to take certain actions.
- candidates conveyed the stimulus material systematically and chronologically.
- teacher/examiners listened carefully and elicited further information, if they recognised that candidates had omitted parts of the stimulus material.
- teacher/examiners listened attentively, reacted to candidate responses and suggested further stimuli designed to extract more information.

Comments on Individual Questions

Role play A: Vitaparc Wellness Centres

The two initial questions were frequently done well. The first required some manipulation: *wann hat deine Mutter Geburtstag?* With the second initial question, *Interessen* and *interessieren* were sometimes confused. Successful candidates gave information about: enjoy life / be active / get more vitality / get healthy / Vitaparc ideal / a new sport / the length of membership details / the advantages of being a year member / day member. The final two bullet points were done successfully and most were able to respond to questions asking why this might be a good present and how to stay healthy.

Role play B: Full English Breakfast

Candidates seemed to enjoy this role play and responded well to a familiar theme. Candidates who performed well provided details such as: start your day / part of our culture / hard manual labour / nature of work has changed / left-over vegetables / hectic / toast / sausages / mushrooms. The two initial questions were done well, and most candidates correctly used the polite form of address. The final two extension bullet points were successful. Many were aware that a full English breakfast is not exactly the healthiest breakfast-time option and recommended eating it only occasionally. Candidates responded well to the question: How to eat healthily?

Role play C: Translator Needed

Candidates often did well when they:

- understood that the job was a possibility for themselves, not the teacher/examiner. It is important that candidates and teacher/examiners understand their roles
- provided details such as: increasing / develop / excellent / translate / creatively / main building / depend on / application form.

The first final bullet point asked candidates to suggest why it might be a good job for them. Many coped well and offered convincing reasons. The second final bullet point asked if the summer holidays were for fun or work. This question elicited a broad response, from those who seemed mildly shocked at the idea of working at all during the summer to others suggesting a work/fun balance or needing the cash to fund a future university course. The final bullet points are extension questions giving candidates the opportunity to be inventive and imaginative. A good technique is not just to ask the question but add others, one of the best being *warum*.

Role play D: Lincoln Castle

The situation was set in a tourist information office and most used the polite form of address correctly. The English text contained a lot of passives; most could be manipulated into simpler language. Well-performing candidates supplied details such as: hundreds of years earlier / walk along historic walls / magnificent views of city and countryside / guided tour / politics / grounds / fireworks. The idea of a sausage festival caused some mirth.

The final bullet points, asking candidates the value of guided tours and if tourism is always a good idea, provoked good responses.

Topic Discussion

There was a variety of topics, and some topic discussions were highly impressive. Most candidates prepared themselves well for this part of the examination, and many successful conversations with genuine interchange of ideas between teacher and candidate were heard. Candidates should be encouraged to choose a topic relevant to a German-speaking country which interests them, and which they can research in depth. The headings on the Oral Topic Form should be different aspects relating to the same topic and interconnected.

Grid D (Ideas, Opinions, Relevance) has a maximum of ten marks to be awarded for the ability to convey ideas and opinions, supported by factual information referring to Germany / Austria / Switzerland.

Grid E1 (Fluency, Spontaneity, Responsiveness) awards ten marks for the ability to use German as a means of natural and genuine communication. Those candidates who are in charge of the conversation, who can “keep the momentum going” are likely to achieve a mark of at least 7-8. A good technique is to follow the headings outlined on the Oral Topic Form in chronological order. Candidates are not penalised if a heading is omitted, as long as the conversation has been successful. Discussions should take nine to ten minutes. Assessment stops after ten minutes.

Genuine spontaneity is crucial. One vital role of teacher/examiners is to react to statements made by the candidate and to challenge and/or ask for clarification. Good teacher/examiners encourage many genuine and spontaneous interchanges. This happens in a natural way when discussions have not been over-rehearsed.

Grid C1 (Quality of language) awards 5 marks for a combination of accuracy and range. Candidates who offered accurate basics but little ambitious language are restricted to 2/5. Those offering a good range of ambitious structures in accurate German are rewarded with higher marks.

Grid G (Pronunciation and intonation) (5 marks). Candidates with good German pronunciation and intonation are rewarded with high marks.

Recordings can be submitted on CD and in mp3 format. The quality of mp3 format recordings is often excellent.

F712 German: Listening, Reading and Writing 1

General Comments

The paper gave plenty of opportunity to candidates to demonstrate their knowledge of German and produced a full range of marks. The format of the examination is now becoming familiar and there were very few problems with candidates misinterpreting the rubric or running out of time. In the essay it is pleasing to note that just a year after GCSE, candidates can spontaneously produce many of their own opinions and also have the vocabulary and structures to express them, albeit with differing levels of accuracy.

Comments on Individual Questions

Section A: Listening and Writing

TASK 1

This task involved choosing the correct answer out of a choice of three to the ten questions concerning traffic regulations in Europe. It proved to be an accessible introduction to the listening section.

TASK 2

A gap-fill is always a demanding task and this task about girls playing rugby proved to be no exception. It discriminated very successfully and was a good predictor of performance for the paper as a whole. The gaps most often correctly identified were (e) *verbessert*, (h) *Selbstvertrauen* and (j) *erfolgreiche*. The two possibilities for (i) *verloren* and *gewonnen* required careful listening and *Neuseeland* proved to be an effective distractor for (g).

TASK 3

Answering questions in English is generally well done and this was quite familiar territory being a mixture of Daily Life, Education and Transport. Some candidates experienced difficulties with *möbliert* which was needed for (c). There were 3 possibilities for the 2 marks in (d): duvets, blankets, sheets were quite acceptable as a rendering of *Bettdecken*. Although candidates seemed unfamiliar with the English word crockery for *Geschirr*, anyone who put a couple of examples gained the mark. Some candidates mistook *Studium* for studio or stadium. There were very few answers in German, which of course do not get marks.

TASK 4

All candidates were capable of communicating the meaning of at least half of this writing task. Candidates are becoming adept at finding ways of communicating the idea in a simpler way: *Möglichkeiten* or *Chancen* were popular ways of expressing opportunities and for 'recommend', *Welche Kurse mache ich am besten?* was acceptable. Similarly fees could be rendered as *Was kostet das Studium?* or *Muss ich für den Kurs bezahlen?* For average, *normal*, *normalerweise* communicated the meaning satisfactorily. It is necessary to communicate all the elements of the message and to attempt a German rendering of the words. Nearly every candidate could produce *Vorteile* for Point 4 and most knew how to ask for more information. Some of the vocabulary was in the Listening task (Task 3) and candidates can use the help that is offered there, in this instance: *Wohnheim*, *Unterkunft*, *Einführungsprogramm* and *Studium* were the items of vocabulary they could borrow for this task. Word order was generally correct but verb endings, prepositions and agreements were not always consistently accurate.

Section B Reading and Writing

TASK 5

Matching the beginnings and ends of sentences in this way is a challenging task; it produced the full range of marks and discriminated well between candidates.

TASK 6

This task discriminated very successfully. Most candidates understood the gist of the text but it needed careful reading to respond correctly to the questions. The questions are designed to encourage candidates to manipulate the language of the text in giving a direct answer so that they can also be credited for quality of language. Candidates are not expected to find synonyms for individual words. This text about Paul and his computer game addiction was partly in the first person and candidates were able to change from first to third person. In (a), *Wonach* caused a problem for a few candidates but the majority gained a mark for communication and some also took the opportunity to make the case change which gained marks additionally for quality of language. In (c), most candidates got the gist but there was a third point available for the fact that he lost the job. Despite the *bin ichgegangen* in the text there were many candidates who wrote *er hat gegangen*. (d) was generally well done. The reflexive in (e) caused some problems for candidates but those who used *Sie hatten Angst* avoided the difficulty. The word *Zustand* was a stumbling block in (f). Questions (g), (h) and (i) were generally well answered. Apart from those candidates who did not fully recognise *befürchtet* and gave the answer *Angst*, this question was well done. It is clear that candidates are being well prepared for this task; they answered the questions appropriately, without lifting chunks from the text.

TASK 7

- (a) This text about young people going on party holidays contained some obvious and some more subtle points. Most candidates managed to communicate the idea of Lloret del Mar as a destination for cheap all inclusive holidays with lots of sex and alcohol and the fact that this is both a curse and a blessing for the place. Few attempted to render *Lloret hat die Party satt*. Most managed to resist the temptation to give their own opinion in this part of the task.
- (b) There was no shortage of ideas on this topic from approval to firm disapproval but the majority said it was not their idea of a holiday. Some candidates interpreted *Art Tourismus* as art tourism which was not correct. More general points in these essays were credited wherever possible. There were some thoughtful essays from candidates of very differing abilities.

Most candidates had extensive holiday vocabulary and were able to articulate their ideas. Sometimes marks were lost for accuracy because there were errors in agreements, commonly used verbs and plural forms.

To express opinions *Meiner Meinung nach*, *ich finde*, *dass* are accepted. Occasionally substituting *da* or *denn* for *weil* provides variety in justifications and the confident use of subordinating conjunctions like *obwohl*, *damit*, *wenn* etc is considered to be complex language at this level.

F713 German Speaking

General Comments

The vast majority of candidates were correctly entered at this level with a very high standard evident.

The recommended length of the test is 18 minutes, with 15 minutes an absolute minimum; two thirds of the time should be spent on the topic. This year there were several centres whose tests were too brief, especially on the topic, where it is not possible in seven or eight minutes to go into matters in sufficient depth. Despite only half the total marks being available for the topic conversation, it has been prepared for much longer by the candidate, and therefore deserves more thorough treatment, preferably between 10 and 12 minutes.

Most recordings were of very good quality, both on the Repository and on CD. It is important to include a completed Working Mark Sheet for each candidate.

The three texts all produced some very interesting discussions. No text appears to have been perceived as more difficult than the others, though Text A was the most popular. At A2, it is entirely down to the teacher/examiner's knowledge of their candidates as to which text is chosen – there is no randomisation sheet.

The subject matter for the texts can be drawn from either the AS or A2 Topic Areas, as with this year's Text C (AS: Leisure Activities/ Communication Technology). The AS Topic Areas are not intrinsically any less demanding.

Evaluative questions to "stretch and challenge" the better candidates are suggested for all texts, though as with all the suggested questions, they do not have to be used and can be replaced by something similarly, less, or more demanding, according to the candidate's ability. An example of such a question was: *Ist alles, was Wissenschaftler in der modernen Welt machen, Ihrer Meinung nach positiv?* Some extremely interesting answers resulted and candidates can take their responses wherever they wish. There were, for example, brief discussions on nuclear power and cloning in response to this one.

A positive feature this year was the continued reduction in the number of candidates relying on pre-prepared and memorised material for their topic conversation. However, some candidates seemed to be using their 20 minutes' preparation time to write down excessive notes on the text, which they then mechanically reproduced. Neither memorised material nor the reading of notes is highly rewarded in the mark-scheme. Learned idioms and phrases can often be attractive to candidates, but do not gain much credit if they are not used correctly.

Comments on Individual Texts:

Text A *Deutschland ist wieder cool*

In paragraph one candidates needed to mention that this was a survey conducted "in various countries", not just in America and England and knowledge of the background on Bush and Iraq was not required to show comprehension.

The second paragraph offered candidates the opportunity to elaborate and explain some of the many reasons why Germany is apparently winning new friends.

In paragraph three, the word *kaum* was sometimes overlooked, as some candidates thought the holocaust was a frequent topic of conversation, despite the mention of 4%. Candidates needed to realise that it was the end of the cold war and the fall of the Berlin Wall that were the positive aspects mentioned. Candidates who understood the sense of *aber* in the final sentence, realised that the football rivalry was actually something largely positive.

In the general questions some candidates made a very thoughtful link between English people's distrust of the German language and their reluctance to mention cultural matters in the survey. Some teacher/examiners thought up excellent follow-up questions of their own, some challenging, some more accessible, for example:

- *Sind die britischen Medien daran Schuld, dass Deutschland manchmal ein negatives Image hat?*
- *Was für eine Rolle spielt Deutschland in Europa?*
- *Warum, glaubst du, halten die meisten Engländer die deutsche Sprache für schwierig?*
- *Glaubst du, es gibt einen typischen Deutschen?*
- *Was kann man machen, um das Image eines Landes zu verbessern?*
- *Kannst du es dir vorstellen, in Deutschland zu wohnen?*

If a very simple discussion was broached, for example with the question *Spielst du auch gern Fußball?* it was usually realised that a more demanding follow-up question must swiftly follow to take the discussion to the required level of this unit.

Text B Designer-Babys – die Debatte

This text seemed to produce perhaps the deepest and most interesting discussions of the three. The first paragraph showed very well if a candidate had a clear overall understanding.

The scientific background as to the exact difference between a designer baby and the test tube babies of thirty years earlier was not required to be understood in order to gain credit. It was necessary to understand *abgelehnt* as “rejected”, and that having been turned down as an adoptive couple, only artificial means of starting a family were open to some people. Letters of the alphabet should always be learned and practised, as they often occur in texts, such as *IVF* and *e. V.* in this text. The same can be said for numbers, often years, such as 1978 here.

In paragraph three *selbst* was often interpreted as “only”, in that “only” homosexuals and single parents have the right to designer babies in the USA, which was not the case.

The fourth paragraph, which was demanding, was dealt with extremely successfully.

In response to the question as to the pros and cons of designer babies it was interesting how many candidates were in favour, on the grounds, not mentioned in the text, that *man kann auch Krankheiten eliminieren*. Similarly, when asked about one's right to absolute freedom over one's own body, *Schönheitschirurgie* was often mentioned, as was choosing the sex of one's baby.

Text C 76% der Jugendlichen sind Dauerspieler

The numbers throughout the text were dealt with well and most candidates could use their own words to say *ein Drittel* rather than just read out a percentage, which gains more credit. In the first paragraph, candidates needed to express correctly that 40% of people up to age 64 use computer games regularly; some misunderstood that 40% of players were older. A good extra question designed to elicit the required information was heard on a few occasions: *Waren es nur Jugendliche, die befragt worden sind?* It was important to understand and express specific details in paragraphs three and four, for example the prize-winning game. Most candidates found it easy to deal with the general topic of addictions and were successful in tackling the pros and cons of new technology. The idea behind *Lernen vor Spaß* was not always

fully understood and some teacher/examiners altered the discussion to *Ist es möglich, Spaß und Lernen zu kombinieren?* An additional “stretch and challenge” question which worked well was *Wird unsere Kommunikationsfähigkeit, durch neue Technologien verringert?*.

Topics

There were many successful, innovative and interesting topics. General areas such as *Klimawandel* or *Gentechnik* should specifically refer to a German-speaking country. Books or films and culture in general make successful topics, for example *der Vorleser*, *Klimt* and *Goodbye Lenin*. The *Atomenergie* topic was enlivened by up-to date references to Angela Merkel's U-turn.

Some new and successful titles included:

- *Gefängnisse in Deutschland*
- *Abschaffung der Wehrpflicht*
- *Kultur Ost und West*
- *Atomenergie in Deutschland seit der Katastrophe in Japan*
- *Die Olympischen Spiele 1936 und die Rolle des Stadions im heutigen Berlin*
- *Deutschland und die EU*
- *Kapitalverbrechen und Strafen*

The most important aspect, whatever the topic, is spontaneity and interaction with the teacher/examiner in a genuine conversation. It should be well prepared, but not sound artificial, pre-learned or over-rehearsed. If there are unexpected questions, it doesn't matter at all if the candidate says: *das ist eine schwierige Frage* and pauses for reflection for a second or two, and teacher/examiners can ask for further explanations and elucidations. Genuine spontaneity comes with a slightly slower delivery and a few pauses. The same natural interaction should be evident in text discussions too, often to draw out details that the candidate may not have thought to mention, for example in the following exchange on Text B:

Wie ist die Situation in Amerika?

Response: *Sehr liberal.* (A good reply, but too brief)

Follow-up: *Inwiefern?*

The majority of text discussions and topic conversations were natural sounding and many of them were entertaining and informative to listen to.

F714 Listening, Reading and Writing 2

General Comments

Candidates generally appeared to find the examination accessible and had been entered appropriately at this level. Performance covered a wide range of marks and almost all candidates completed the majority of the paper. There were very few who did not have sufficient time to finish the essay, perhaps because they had been advised to write this first. The only rubric infringement, thankfully very rare, was to answer questions in the wrong language, which resulted in the loss of a number of marks.

Comments on Individual Questions

Task 1

This text covered topics that were familiar to candidates and, as such, provided a reassuring start to the examination. Attention to detail was required, for example in (a) protecting the climate, not the environment and in (b), explaining '*Innovationswert*' in a way that made sense in English.

Task 2

Five marks are awarded for the quality of language for the answers across this task. Full sentence answers are not required and brief answers, if correct, are awarded the comprehension marks, but do not usually get credit in the higher mark ranges of quality of language.

Candidates who achieved higher marks on this task

- included '*in der globalen Wirtschaftskrise*' in (b), which the word '*genau*' in bold was intended to elicit
- knew the correct plural of '*Bus*' in (d)
- understood '*Wohlstand*' correctly in (f)
- recognised '*verlässlich*' in (g)
- accurately transcribed *ABM* in (h)
- were not confused by the word '*ewig*' in (i), which was not required in the answer
- did not confuse '*sein*' and '*ihr*' in (j)
- correctly interpreted '*Kredit*' in (l)
- correctly transcribed '*Lücken*' in (m).

Task 3

This was a non-verbal task, completed by all. Many got full marks. Occasionally, due to crossings out the correct answer was illegible, something that candidates should be aware of.

Task 4

This task discriminated well. The rubric tells candidates not to copy out whole phrases, the intention being that they should manipulate vocabulary given in the text in order to give a direct answer to the questions. In (a) if *gelten* appeared in the answer, it had to make sense, and in (g) a verb in the past tense was required.

Task 5

For marks to be gained candidates needed to read the text carefully and manipulate the language to make the sentences read correctly. In (a), for example 'zu' was required after 'darf man...' and to shave had to be a reflexive verb. The majority of candidates found this task accessible and had clearly understood the sense of the passage.

Task 6

It is not always the first paragraph that has to be transferred into English, but the fact that this time it was perhaps helped candidates to find a way into the whole passage, with the opening sentence being a confidence booster to most candidates. Some items of vocabulary presented some difficulties for candidates: the different types of school particularly 'Gesamtschule'; 'vor einem Jahr'; 'entschied'; 'Wechsel auf' and 'verweigert'. If 'Förderstufe' and 'Behörde' were unfamiliar, acceptable guesses were usually made.

Task 7

This task, requiring manipulation of language, discriminated well between those who really understood the text and those who simply copied out the phrase that they thought was relevant. A key concept in the text was the difference between what does happen and what should happen so understanding the modal verb 'sollen' was important.

Task 8

This task also discriminated well. In (b)(ii) the fact that the protection and strengthening of rights *should* happen needed to be made clear. Impressively, many candidates answered (c) correctly. Questions (d) and (e) were challenging and particularly effective at differentiating between candidates.

Task 9

Explaining words and expressions from the text is a standard task. Candidates seem to be getting much better at using relative clauses. Most candidates gained a mark for (a). The most challenging item was 'Lippenbekenntnisse' and an encouraging number of candidates both knew the meaning and were able to explain it.

Section C: Writing

The most popular titles were 10, 11 and 12, followed by 13 and then a few essays on each of the other titles. Candidates read and responded to their chosen essay title, and were able to structure their essays and progress the argument in an organised way.

The majority of candidates also wrote the correct amount and many showed planning of their essay beforehand.

Some candidates unfortunately chose the wrong title – one which they knew nothing about. The reason may be that they went into the examination intending to answer on one topic or sub-topic only. It is advisable for candidates to be prepared to choose titles from at least two of the topic areas.

Q 10

This was a very popular choice. The best essays kept the twin ideas of youth and solvability in mind. Candidates were able to argue well and thoughtfully about ways to combat violence and many had examples about German youngsters to back up their argument. Better essays included not just statistics, but concrete examples of crimes, e.g. the school massacres, or perhaps a link to unemployment or racially motivated attacks.

Q 11

This was also very popular. It offered candidates the chance to focus on any minority group, but in practice almost all chose the role of immigrant. The majority of candidates took note of the need to write in the first person. The best newspaper article responses gave the reader a firm picture of their background – what they were doing in Germany, when and why they had moved there, where they now lived, etc. It must be remembered that a non-discursive title such as this still requires the response to be focused and structured.

Q 12

Many candidates who chose this question really did try to address the issue in the title and did not simply describe the different coloured rubbish bins used. Some displayed knowledge of the system in Germany; of the '*grüner Punkt*' and packaging laws, but mention of *Dosenpfand* or the *Mehrwegflaschen* was rare.

Q 13

Some candidates tried to frame their writing as a flyer for a demonstration and were able to gain credit for this.

To respond to this question, candidates needed to show knowledge of water pollution involving rivers, lakes or the sea and of Germany's environmental credentials.

Q 14

The most successful candidates were able to argue that it is in the field of ethics that Germany is in the lead, thus bringing in material they had prepared on genetic engineering and stem cell research.

Q 15

Responses to this question were refreshing and lively, demonstrating good knowledge of E books. Candidates gave their writing a good German flavour, talking about these books being useful when on holiday '*an der Ostsee*', mentioning German authors, the German economic situation, and even cleverly bringing in Germany's 8 million disabled people who find it hard to get to bookshops.

Q 16

There were some good responses to this question but there seemed to be some difficulty in addressing the title so it was not altogether clear that the word or the concept of 'Stil' was generally known. One or two candidates appeared to interpret it as meaning 'theme'.

Q 17

Although this title was not a common choice, in the main, those who chose it wrote thoughtful and original essays. Some of the events chosen were '*Merks Beschieunigung des Atomausstiegs*', '*Guttenbergs Entlassung*', '*die Folgen des Mauerfalls*' and the German World Cup.

Language

There was evidence that candidates had been prepared very thoroughly from the language point of view. The language was often impressively idiomatic. Subordinate clauses, passives and subjunctives were often well handled and there was a range of appropriate vocabulary. There were some instances of inaccurate cases, genders and adjectival endings and also sometimes inaccurate use of capital letters.

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