

# **Physical Education**

General Certificate of Secondary Education **GCSE J586**

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

## **OCR Report to Centres**

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**June 2012**

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

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

This 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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## Overview

Approximately 12,000 candidates aggregated for the GCSE or GCSE short course qualification this summer.

Moderators reported that many outstanding performances were seen during the visits undertaken in an increasing range of activities. Clarifications made to the criteria and support for the analysis tasks in both B452 and B454, coupled with greater familiarity with the tasks as the specification becomes better established, led to far fewer issues with the assessments moderated this year.

There was evidence once again that for the examined units, candidates are being well taught and well prepared for the written papers in general. Subject-specific terminology and technical language again seemed to be a stumbling block for some candidates, whereby some questions containing terms taken direct from the specification were either misinterpreted or avoided altogether. The *Key Concepts* and *Key Processes* in B451 seem to be a particular issue in this regard.

Centres are reminded that cohorts beginning the qualification in from September 2012 should be following the new linear specification for OCR GCSE Physical Education. Details can be found on the OCR website.

# **B451 An Introduction to Physical Education**

## **General comments**

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 of response 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 of response mark scheme also includes indicative content that is expected in this question and this content is also taken into consideration when awarding marks. Examiners use K for identifying relevant knowledge expressed and DEV for development points that help to explain. Examiners also use EG to show that a candidate has given a practical example that helps to explain or develops a point made.

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 made careless errors on these questions. Some candidates did not answer some of the multiple choice questions and may have planned to return to them after answering other questions but did not do so. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. The least-well answered multiple choice questions were Q2, 7, 9 and 12. There was again little evidence to suggest that candidates struggled to complete the paper within the time allowed.

Generally candidates used their knowledge and skills appropriately but some had difficulty with some of the questions that included technical vocabulary found in the specification, for example Key Process and Key Concepts. 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 in physical activities.

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

### **Question 16**

Candidates who scored well on this question identified clearly three positive effects of the family on participation. Some candidates misread the question and described the effects of participation on the family but most candidates scored at least two marks.

### **Question 17**

Most candidates could identify a protein-rich food and many then went on to explain its importance showing overall a good level of preparation of candidates by centres for this area of the specification.

### **Question 18**

The most successful candidates described the effects of blood doping rather than merely listing the effects. When the command word is 'describe', then more than a list is expected.

### **Question 19**

Some candidates only gave one or two relevant points but those who scored well gave four points that were well described rather than simply a list of uses for the body mass index BMI. Some candidates were confused about the BMI and simply viewed it as a measure of weight, others quoted inaccurate values for obesity or underweight. The most successful candidates linked the outcomes of the BMI with the type of exercise or fitness programme that might be followed.

### **Question 20**

Many candidates showed a good understanding of sportsmanship but the best candidates gave a full account of what this might mean with some giving good practical examples to illustrate the points made. The weaker candidates were those that misunderstood the nature of sportsmanship or who gave little in the way of a description of what it means. Candidates should be reminded that for a six mark question (other than question 25), they usually need to make six separate relevant points.

### **Question 21**

Most candidates showed a good understanding of why a warm up might be important. This is an area that most centres have delivered well to candidates who show the ability to relate the theory of warm-ups to practical examples.

### **Question 22**

Some candidates clearly had not retained or understood the key concepts in Physical Education. Many did show a good understanding and gave relevant examples for each.

### **Question 23**

This question was well answered by the majority of candidates who showed clear knowledge of fitness components.

### **Question 24**

Most candidates could identify key reasons why it is important to follow an active, healthy lifestyle but only the best candidates explained their answer and gave enough separate points to score full marks.

### **Question 25**

A well answered question by many candidates who discussed well why some young people do not participate in physical activities. Those who achieved a level three response gave a good range of reasons with each reason being developed to make a discussion rather than merely a list. These candidates expressed themselves well generally using accurate vocabulary and writing clearly and succinctly.

# B452 and B454 Practical Performance and Analysis 1 and 2

## General comments

This was the third year in which these units were available and the second time that centres had the opportunity to enter the full course GCSE. It was pleasing to see many fine performances by excellent candidates at moderations and to note the enthusiasm and commitment of many teachers to organising moderations and to ensuring that candidates had a worthwhile and enjoyable experience. The moderating team is 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.

Although deadlines for paperwork were different to those in previous series, most centres met them and the seasonal activity deadline where required. 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.

This year, moderators were asked to involve 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 more broadly

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. While 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.

Updated information regarding the Analysing Lifestyle and Analysing Performance tasks was welcomed by centres and put to good use by the vast majority. Task Research booklets and marking grids are available to help and support centres in their marking of the assessments and teachers are encouraged to use them moving forward.

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 were also 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.

It is a concern that at moderations there were a number of instances where candidates who did not wear appropriate clothing and equipment for the activities in which they were performing, such as footballers who did not wear shin pads. 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 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). Centres are asked to refer to the specification and Guide to Controlled Assessment before submitting their marks (this particular point is covered on Page 5 of the specification) and on the OCR website. Centres are reminded to ensure that they are familiar with the assessment criteria and assessment rubric for the activities in this new 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.

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 request only applies to the year of the assessment and must be re-applied for in any subsequent series, and that the deadline for all submission 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, some centres were less accurate in their assessments. It is vital when assessing candidates in these activities that the activity specification is carefully checked; 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 off-site 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 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. 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 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 and not just them playing in a game. 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.

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.

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 and log books (if appropriate) will be called for to be moderated. Any activity declared must be made available to be moderated if requested by the moderator.

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.

### **Controlled Assessment analysis tasks**

Further guidance and support, in the form of marking grids, research booklets and clarification of task induction (pages 18-19 for Analysing Lifestyle and 21-23 for Analysing Performance) 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 balance 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 produced centre-led writing/collection of data frameworks or templates.

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. OCR will seek to provide more guidance on this in the revised support material planned for September.

## Analysing Performance

The Analysing Performance written task was completed much better than previous series'. 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 asks for. 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 once completed it meant that the quality of the handstand was improved, then the relevance of the action plan to performance was clearly shown;
2. Centres awarded marks for work that was not required by the criteria such as an introductory paragraph and descriptive theory work not specific to the task. The key aspects which are being assessed 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
3. Candidates had used their task production time to re-produce 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.
4. 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.
5. 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.

6. 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 accurately completed 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:

1. B452 rubric infringements – two activities in this unit **MUST** be from different categories;
2. Arithmetical errors adding up the figures on the CASF;
3. 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.

## **B453 Developing Knowledge in 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 of response 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 of response mark scheme also includes indicative content that is expected in this 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 made careless errors on these questions. Some candidates did not answer some of the multiple choice questions and may have planned to return to them after answering other questions but did not do so. 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 to suggest that candidates struggled to complete the paper within the time allowed.

The least-well multiple choice questions were Q2, 4, 11 and 14 which were mainly concerned with physiological themes.

Generally candidates used their knowledge and skills appropriately but some had difficulty with any questions that included technical vocabulary found in the specification, for example fartlek, antagonist, respiratory system (often confused with other body systems) and key process.

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.

Once again 'describe' was often used in questions but many candidates merely gave lists which did not give the depth of information required. Candidates who gave lists were awarded marks for their knowledge but the full range of marks was unlikely to be accessed because of the lack of detail. The command 'explain' demands more detail than describe with candidates expected to give reasons rather than merely characteristics in their responses.

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

#### **Question 16**

Most candidates showed good knowledge of hazards but some confused hazards with injuries for example 'a potential hazard is concussion'. Many candidates described relevant hazards such as broken glass, poor playing surfaces or equipment such as goal posts.

### **Question 17**

The successful candidates stuck to the respiratory system but many confused this system with other body systems with some giving answers such as ‘increase in cardiac output’ as a short term effect of physical activity. Many scored one or two marks because they simply repeated an effect rather than to give three clearly different effects.

### **Question 18**

Some candidates showed good knowledge and understanding of the FITT principle but some had clearly not revised this section well enough and could not apply the principle to an exercise programme. The best candidates did not simply repeat the elements of the principle given in the question but used their own words to describe their plan.

### **Question 19**

Most candidates could identify the location of synovial fluid and many explained its function well. The lower scoring candidates only gave one function – usually to lubricate the joint but then did not go further to explain why this is important for the efficiency of joints

### **Question 20**

This is an area of the specification that is often an Achilles heel for candidates and this question once again left some candidates to simply guess rather than to draw on their curriculum experiences. The specification is clear that candidates should know and be able to describe these processes and apply them to practical situations. Many candidates scored well on this question with the best scoring the full six marks often giving a practical example (although not directly required by the question and candidates who did not respond in this way were not penalised) to help them in their descriptions.

### **Question 21**

Generally candidates scored highly on this question and showed good awareness of lactic acid and its effects on the body.

### **Question 22**

Many candidates gave a good explanation and used relevant practical examples. Too many did not obey the command words of the question and neither explained nor gave practical examples. The most successful gave a full range of effects on muscles as a result of an active, healthy lifestyle.

### **Question 23**

Most scored well for this question revealing excellent preparation for such a question by the centres. Many answers gave examples or reflected the good practice found in many schools. Those that scored fewer marks simply did not give enough information for the full five marks.

### **Question 24**

Again it was those candidates who wrote fully that gained full marks and made enough points about funding. The lower scoring candidates often gave one or two good points and then repeated the points instead of giving different reasons why the availability of funding can affect lifestyles.

**Question 25**

This question was answered very well by many candidates but there is a tendency for candidates to get confused between the different body systems, for example giving long term effects on the respiratory system. Those candidates who gave accurate points and then developed them briefly scored particularly well. If candidates left out either short term effects or long term effects then they could not get access to the higher level of marks because they were not answering the question fully enough. Those candidates who used accurate terminology and wrote fluently scored very well indeed and reflected the good work done in many centres on the quality of candidates' written communication.

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