

English and English Language

General Certificate of Secondary Education **J350 and J355**

Unit **A680/02**: Information and Ideas (Higher Tier)

Mark Scheme for January 2011

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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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SECTION A READING

Question 1 *Reading*

CRITERIA

Candidates should demonstrate that they can:

- read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross references as appropriate (AO2i).

asbo elephants

QUESTION 1 (10 marks)	<p>Referring carefully to the magazine article, outline concisely how the work of Doug Groves helps both elephants and human beings.</p> <p>Use your own words as far as possible.</p> <p>Candidates may refer to some of the following points:</p> <p>Helping Elephants</p> <ol style="list-style-type: none"> 1 Rehabilitates/saves previously dangerous elephants 2 Helps to prevent such elephants being shot (for their crimes) 3 Treats elephants as his friends/creates a bond with them 4 (Living with Elephants Organisation) is involved in elephant conservation 5 Elephants in project have been reformed (into gentle giants) <p>Helping Elephants and Humans</p> <ol style="list-style-type: none"> 6 LWEO helps people understand elephants 7 Encourages people to respect (not fear) elephants 8 Is trying to understand why elephant/human clashes occur 9 Implementing coping strategies for both humans and elephants (over land competitions) 10 The project helps to educate people about elephant behaviour (by using their own elephants) 11 Helps people to feel more confident with elephants/bond with them 12 Elephant interaction with people is increasingly safe
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INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 **Number** each point made clearly.
- 3 **Bracket** the [number] if the point is not clear. Write **R** for a point repeated.
- 4 Use the Band Descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 5 Write a brief comment to explain your mark.

NOTES ON THE TASK

- **The ability to select and organise material** are key criteria. Evidence of clear understanding **through apt use of own words in the interests of concision and clarity** is likely to distinguish the better responses. **Consistent focus on the task** is likely to distinguish scripts gaining Band 4 and above.
- Be prepared to acknowledge and reward well responses which, although **comparatively deficient in the number of points, nevertheless show clear understanding of the passage through a high order of skill in synthesis and structuring.**

Question 1 GENERIC band descriptors **Be prepared to use the FULL range**		
<i>The band descriptors which are shaded (footroom) reward performance below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
1	10	<ul style="list-style-type: none"> • Comprehensive range of points clearly identified • Almost entirely in own words • Very clear focus, tightly organised and synthesised • Complete overview • Complete understanding of text and task
2	9 8	<ul style="list-style-type: none"> • Very good range of points clearly identified • Mostly in own words • Clear focus; very little excess material; effective organisation • Clear overview • Very secure understanding of text and task
3	7 6	<ul style="list-style-type: none"> • Good range of points clearly identified • Consistent attempt to use own words/some selective lifting • Mostly clear focus; good organisation; perhaps not always concise • Overview of material • Secure understanding of text and task
4	5 4	<ul style="list-style-type: none"> • A range of points clearly identified • Evidence of ability to express in own words but likely to be close to original wording/selective lifting • Generally clear focus/perhaps some blurring • Partial overview • Text and task have been understood
5	3 2	<ul style="list-style-type: none"> • General understanding of a limited range of points • Own words are used, but areas of lifting • May lack focus/organisation • Partial understanding of text and task
Below 5	1 0	<ul style="list-style-type: none"> • Straightforward understanding of some of the simpler points • Points listed mechanically, with significant lifting • Lacks clear focus • Some misunderstanding of text and task

Question 2

CRITERIA

Candidates should demonstrate that they can:

- read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate (AO2 i)
- develop and sustain interpretations of writers' ideas and perspectives (AO2 ii)
- explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reading (AO2 iii).

asbo elephants

QUESTION 2 (15 marks)	Explore how the article portrays the elephants. In your answer refer to both the presentation and the content of the article.
NOTES ON THE TASKS	<p>Higher Band (Bands 1+2) responses are likely to focus their comments clearly on the emerging personalities of the elephants featured in the passage and to the content/language used to encourage readers' sympathy. They will make consistently analytical and fully developed comments on the content supported by fully appropriate references to the text. Comments about presentation, as well as showing a good understanding of how the pictures reinforce the text, may also refer to the immediacy achieved by the use of direct quotations. Responses at this level may well pick up on humour in the article.</p> <p>Middle Band (Bands 3+4) responses are likely to show some appreciation of the effect of the descriptions contained in the passage and refer to the ways in which the photographs convey positive images of elephants. However, responses at this level are likely to be a mixture of narrative/summary and comments on the presentation may be little more than descriptions of the layout of the article. There may be some attempt to explain the effect of content, but it is unlikely to be sustained although apposite examples of the use of content may be identified, but not (clearly) explained.</p> <p>Lower Band (Bands 5+6) responses are likely to show only a rudimentary understanding of the task and will make general, mainly unsupported comments about the content of the article (eg `They use much powerful language and facts`) There is likely to be some misunderstanding of the text and responses at this level are likely to consist almost entirely of a paraphrase/summary of the events described in the article.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 Use a tick to indicate appropriate supporting quotations/references and a double tick for explanatory comments.
- 3 **Bracket** the tick if a point has not been made clearly. Write **R** for a point repeated.
- 4 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 5 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

Question 2 GENERIC band descriptors **Be prepared to use the FULL range**		
<i>The band descriptors which are shaded (footroom) reward performance below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
1	15 14	<ul style="list-style-type: none"> Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose Very effective use of apposite supporting references in a full, relevant and consistently analytical response Complete understanding of text and task
2	13 12 11	<ul style="list-style-type: none"> Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose Judgements are supported convincingly by appropriate textual references Clear understanding of text and task
3	10 9 8	<ul style="list-style-type: none"> A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose Careful supporting references and some analytical comment Sound awareness of text and task
4	7 6 5	<ul style="list-style-type: none"> A range of points showing a sound understanding of the ways in which information, language and structure contribute to the text's purpose Appropriate supporting references and an attempt at an analytical approach Task has been addressed for the main part
5	4 3 2	<ul style="list-style-type: none"> Easier information points show some understanding of the text's purpose Comments tend to be descriptive rather than analytical, and references may be inert Some focus on the task
Below 5	1 0	<ul style="list-style-type: none"> Points likely to concentrate on simpler information and basic language features Assertions predominate, with minimal or no textual evidence in support A little evidence that the task has been understood

Question 3 *Shooting an Elephant*

QUESTION 3 (15 marks)	How does George Orwell convey his thoughts and feelings to the reader? In your answer, refer to the language he uses and the tone created.
NOTES ON THE TASK	<p>Candidates are expected to give a clear explanation of how the writer's language and tone convey his thoughts and feelings. Examiners should be prepared to acknowledge the candidate's opinion even if they consider it to be mistaken and to credit positive attempts by the candidates to justify their point of view.</p> <p>Higher Band (Bands 1+2) responses are likely to identify clearly the writer's dilemma in his reluctance to shoot the elephant and to support their appreciation of this with well justified, apposite references to the account for example to the expectation of the crowd that the elephant would be shot and its effect on Orwell, 'uneasy, feeling a fool ... a conjurer about to perform a trick'. Responses at this level may also comment on his confusion over doing what is right and not losing face.</p> <p>Middle Band (Bands 3+4) responses are likely to show some appreciation of the writer's thoughts and feelings and to refer to appropriate content points (such as the 'crowd would laugh at me') in support of this. Responses at this level, however, will tend to be a mixture of narrative/summary and some attempt to explain (although not sustained) how the writer's thoughts and feelings are conveyed. Apposite examples of the use of language are likely to be identified, but not (clearly) explained and/or language comments may consist of little more than identification of literary terms and devices without any attempt to explain their effect.</p> <p>Lower Band (Bands 5+6) responses are likely to show only a rudimentary understanding of the writer's thoughts and feelings and/or will make general, mainly unsupported comments about the writer's use of language (eg 'he uses sad language for effect') There is likely to be some misunderstanding of the text and responses at this level will consist almost entirely of a paraphrase/summary of the events described in the account, with, at best, some attempt to spot literary devices.</p>

INSTRUCTIONS TO EXAMINERS

- 1 We are not marking writing in Section A unless the expression is so bad that it impedes communication.
- 2 Use a tick to indicate appropriate supporting quotations/references and a double tick for explanatory comments.
- 3 **Bracket** the tick if a point has not been made clearly. Write **R** for a point repeated.
- 4 Use the Band descriptors in conjunction with the standardisation scripts to arrive at your mark.
- 5 Indicate the band and mark with a brief comment, taken from the band descriptors, if appropriate.

Question 3 GENERIC band descriptors **Be prepared to use the FULL range**		
<i>The band descriptors which are shaded (footroom) reward performance below that expected on this paper.</i>		
BAND	MARKS	DESCRIPTOR
1	15 14	<ul style="list-style-type: none"> • Excellent range of points showing perceptive appreciation of the ways in which information, language and structure convey the text's purpose • Very effective use of apposite supporting references in a full, relevant and consistently analytical response • Complete understanding of text and task
2	13 12 11	<ul style="list-style-type: none"> • Wide range of points showing clear and thoughtful appreciation of the ways in which information, language and structure convey the text's purpose • Judgements are supported convincingly by appropriate textual references • Clear understanding of text and task
3	10 9 8	<ul style="list-style-type: none"> • A good range of points showing a secure understanding of the ways in which information, language and structure contribute to the text's purpose • Careful supporting references and some analytical comment • Sound awareness of text and task
4	7 6 5	<ul style="list-style-type: none"> • A range of points showing a sound understanding of the ways in which information, language and structure contribute to the text's purpose • Appropriate supporting references and an attempt at an analytical approach • Task has been addressed for the main part
5	4 3 2	<ul style="list-style-type: none"> • Easier information points show some understanding of the text's purpose • Comments tend to be descriptive rather than analytical, and references may be inert • Some focus on the task
Below 5	1 0	<ul style="list-style-type: none"> • Points likely to concentrate on simpler information and basic language features • Assertions predominate, with minimal or no textual evidence in support • A little evidence that the task has been understood

SECTION B WRITING**CRITERIA**

Candidates should demonstrate that they can:

- write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader (AO3 i)
- organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence (AO3 ii)
- use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (AO3 iii).

<p>QUESTION 4 (40 marks)</p> <p>OR</p> <p>QUESTION 5 (40 marks)</p>	<p>Do we worry too much about the welfare of animals?</p> <p>Write your views.</p> <p>A local newspaper is featuring a series of articles called 'Help!'</p> <p>Write an account for the newspaper of a time when you, or someone you know, needed help.</p>
<p>NOTES ON THE TASKS</p>	<p>Task 4 Expect a wide range of interpretations. Look for responses which show a clear awareness of the purpose of the question and which adopt a thoughtful analytical approach which may prove persuasive. Examples of animal welfare should be wide ranging.</p> <p>Task 5 Candidates have been given a clear purpose and audience for this task. Look for responses which show clear appreciation of the need to write in an entertaining and dramatic way and carry it off successfully. Expect a wide range of interpretations of the title 'Help!'</p>

INSTRUCTIONS TO EXAMINERS

- 1 Ring errors and ✓ for good ideas and ✓✓ for merits of expression to show how you have formed your judgement. Use a wavy line underneath the candidate's writing, or in the margin for more than one line, to show awkward or incorrect syntax/unclear expression. Use a caret to show omission.
- 2 You may (but are not obliged to) write a brief summative comment drawn from the wording of the descriptors to show how you have arrived at your final marks.
- 3 For writing tasks, LENGTH is not in itself a criterion.
Short answers (50-100 words) may well be self-penalising in terms of the marking criteria (eg control and development of ideas; structure; maintaining the reader's interest), but may still demonstrate significant qualities. Very short answers (fewer than 50 words) should not normally be marked higher than Band 7.
- 4 Award TWO separate marks, one for AOs 3(i) + (ii), one for AO3(iii), using the appropriate instructions and Band Descriptors. Be prepared to use the full range of marks in each sub-set.
- 5 Use the standardisation scripts as guides to your assessment. At the end of the response write the two separate marks (eg 10 + 7) in the spaces provided and place the ringed total in the margin. Then transfer the ringed total to the front page of the script.

Writing Marking Criteria

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
1	26 25 24	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows sophisticated control of the material and makes effective use of linguistic devices. • demonstrates a sophisticated understanding of the task, addressing it with complete relevance and adapting form and style with flair to suit audience and purpose. • uses precise vocabulary which is fully suited to the purpose of the writing, conveying subtlety of thought and shades of meaning, and where appropriate is imaginative and ambitious in scope. • uses structure to produce deliberate effects, developing the writing coherently and skilfully from a confident opening which engages the reader to a very convincing and deliberate ending. • is organised into coherent paragraphs which are clearly varied for effect and used confidently to enhance the ideas and meaning. 	14	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses a wide range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses ambitious vocabulary with very few spelling errors. • uses punctuation consciously and securely to shape meaning, with very few errors.
2	23 22 21	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows full control of the material and makes some effective use of linguistic devices. • demonstrates a confident understanding of the task, addressing it with consistent relevance and adapting form and style with assurance to suit audience and purpose. • uses imaginative vocabulary which is appropriate to the purpose of the writing, conveying some subtlety of thought and shades of meaning, and where appropriate may show some ambition in scope • uses structure consciously for effect, developing the writing coherently from an opening which engages the reader to a convincing and deliberate ending. • is organised into paragraphs which have unity, are varied for effect and are used to control the content and achieve overall coherence. 	13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses a range of sentence structures to ensure clarity and to achieve specific effects relevant to the task. • uses more complex and irregular vocabulary, almost always securely spelled • uses punctuation to shape meaning, mainly securely, with errors only in more complex, irregular structures.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
3	20 19 18	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows generally competent control of the material but may not always convey meaning clearly when using more ambitious linguistic devices and structures. • demonstrates a secure understanding of the task, addressing it in a relevant way and adapting form and style with confidence to suit audience and purpose. • uses varied vocabulary to create different effects which are mainly appropriate to the purpose of the writing, conveying thought and meaning clearly. • uses structure deliberately and with direction - a focused and interesting opening, events and ideas developed clearly and in some detail, an appropriate ending. • uses paragraphs of varying length and structure for effect, which effectively organise and link ideas and create an overall sense of coherence. 	11 10	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses generally well-controlled sentence structures which are varied in length and type and show evidence of being used deliberately to create specific effects appropriate to the task. • shows secure spelling of complex regular words and generally secure spelling of irregular or more complex vocabulary. • uses punctuation to enhance or clarify meaning - is accurate both within and between sentences, but may make some errors in complex sentence structures.
4	17 16 15	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows general control of the material; the response may be straightforward and controlled but linguistically unambitious or may lose some control in attempting something ambitious. • demonstrates an understanding of the task, addressing it in a mainly relevant way with some evidence of adapting form and style to suit different audiences and purposes. • uses some variety of vocabulary to create different effects and to suit the purpose of the writing, but which may be imprecise or fail to convey shades of meaning. • uses structure with a sense of direction - a clear and focused opening, straightforward development of ideas, an attempt to achieve an appropriate ending. • is organised into paragraphs which may be varied for effect and which are carefully linked together to make the sequence of events or development of ideas clear to the reader. 	9 8	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show some variety. May tend to repeat sentence types, lose control of more ambitious structures, or make some syntactical errors. • usually spells complex regular words securely; may make errors with irregular or more complex vocabulary. • uses punctuation in an attempt to create some specific effects; is usually accurate for sentence separation and sometimes within sentences, but may make less secure use of speech marks, colons and semi colons.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
5	14 13 12	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • may not always show control of the material; the response may be simple and controlled but linguistically unambitious, or may attempt something ambitious but tend to lose control. • demonstrates some understanding of the task, addressing it in a sometimes relevant way and with some attempt to adapt form and style to suit audience and purpose. • uses vocabulary to create some limited effects, which may however be too simple to convey shades of meaning, not fully understood or not appropriate and may contain some idiomatic errors. • uses structure with some sense of direction - a generally clear and focussed opening, some development of ideas, a limited attempt to achieve an appropriate ending. • uses paragraphs which may occasionally be varied for effect and/or are linked together to make the sequence of events or development of ideas fairly clear to the reader. 	7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses sentence structures which show a little variety; may tend repeat sentence types, lose control of more ambitious structures, and/or include syntactical errors. • usually spells simple regular vocabulary securely but may make errors with complex regular vocabulary. • uses punctuation which sometimes helps clarify meaning, usually accurately for sentence separation and sometimes successfully within sentences

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
6	11 10 9	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • does not always show control of the material; the response may have a level of linguistic error that distracts the reader from the merits of the content. • demonstrates a limited understanding of the task and addresses it with some relevance, making a limited attempt to adapt form and style to suit audience and purpose. • uses vocabulary which is sometimes chosen for variety and interest but likely to be limited in range, sometimes inappropriate and may contain some idiomatic errors. • structures writing with some sense of direction which may not be sustained; a fairly clear opening, some limited development of ideas, some sense of an ending. • uses paragraphs which create some sense of sequence for the events or the development of ideas but which may lack unity or have little or no evidence of links between them. 	5 4	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses repetitive sentence structures, which are mainly simple or compound, or lengthy with some sense of control. • usually spells simple regular vocabulary accurately but may make a number of typical errors. • sometimes uses punctuation accurately for sentence separation but has limited success with attempts to use it within sentences to clarify meaning.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
7	8 7 6	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • shows limited control of the material; the level of linguistic error may require the reader to re-read some sentences before the meaning is clear. • demonstrates a very limited understanding of the task, addressing it with occasional focus and making limited attempts to adapt form and style to suit audience and purpose. • uses vocabulary to create occasional variety and interest but which is likely to be very limited in range and often inappropriate with some idiomatic errors. • shows some signs of organisation and some sense of direction - a limited attempt to create an opening, very simple or rambling development of ideas, may come to a stop rather than achieving a deliberate ending. • uses paragraphs which may signal only obvious development of events or ideas, or which may be haphazard and lack clear links or overall unity. 	3 2	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> • uses simple repetitive sentence structures with little control of more complex ones and frequent syntactical faults. • spells some simple regular vocabulary accurately but makes random errors. • uses some basic punctuation with some success between sentences but, within sentences, usually misuses or omits it.

Band	Marks	Descriptors AO3i & AO3ii	Marks	Descriptors AO3iii
8	5 4 3	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> offers occasional relevant and comprehensible content, but density of linguistic error may require the reader to re-read and re-organise the text before meaning is clear. demonstrates a little awareness of the task, addressing it with intermittent focus; form and style may occasionally be appropriate to audience and/or purpose, but this is unlikely to be deliberate. uses vocabulary which is very occasionally chosen for variety and/or interest but which is very limited in range and often inappropriate, with obvious idiomatic errors. shows occasional signs of organisation and a very limited - if any - sense of direction. uses paragraphs occasionally to signal very obvious changes in the direction of events or ideas, but which may need to be re-read or re-organised before the meaning is clear. 	1	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses recognisable sentence structures, with some accuracy in the use of more simple ones. uses erratic spelling which may be recognisable for most words but is accurate for only a limited number. uses punctuation which is occasionally successful but is inconsistent and likely to be inaccurate.
Below band 8	2 1 0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> is very short or communicates very little, with some sections making no sense at all; may gain some marks where there is occasional clarity. shows almost no awareness of task, audience or purpose. uses vocabulary which is seriously limited. shows almost no signs of organisation or sense of direction. uses paragraphs -if at all - in a haphazard way such that, in spite of re-reading and re-organising, very little sense emerges. 	0	<p><i>In this band a candidate's writing:</i></p> <ul style="list-style-type: none"> uses spelling and punctuation so imprecisely that very little meaning is communicated.

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