

GCE

German

Unit: **F712**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2015

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

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

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

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1. Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point conveyed)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Answer credited but appears in next question
	Answer credited in previous question
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

2. Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.
- Language marks: These are assessed separately – Grids C1,C2 and F2 – see guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

Section A: Listening and Writing

Task 1

Question		Answer	Marks	Guidance
1	(a)	B	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	C	1	
	(c)	B	1	
	(d)	B	1	
	(e)	A	1	
	(f)	C	1	
	(g)	B	1	
	(h)	C	1	
	(i)	A	1	
	(j)	C	1	
Total			10	

Task 2

Question		Answer	Marks	Guidance
2	(a)	folgen	1	Gap-fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	einführen	1	
	(c)	sehen	1	
	(d)	verboten	1	
	(e)	entfernen	1	
	(f)	verdecken	1	
	(g)	schminken	1	
	(h)	geschnitten	1	
	(i)	tragen	1	
	(j)	schützen	1	
		Total	10	

Task 3

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in German get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question			Answer	Marks	Guidance	
					Accept	Do not accept
3	(a)	(i)	<u>They</u> only want to relax	1	Laze around, rest, have a quiet holiday	It's no fun
		(ii)	Lie on the beach	1	Go the beach	
	(b)	(i)	Look after the animals	1	Feeding the animals	
		(ii)	Work in the garden	1		
	(c)	(i)	Grow vegetables	1	Plant veg,	Lots of veg tc, have, there are lots of veg grow plants
		(ii)	Use no harmful chemicals	1	Bad, dangerous chemicals	
		(iii)	Use machines as little as possible	1		No machinery tc
	(d)		Nothing	1	the work is voluntary	It is free
	(e)	(i)	Accommodation also free	1		Everything is free
		(ii)	Get a job with good pay	1		Good job tc

Question		Answer	Marks	Guidance	
				Accept	Do not accept
(f)	(i)	Wants to know about life in the country	1	Organic food Manual, handwork(ing), useful skills	Living off the land
	(ii)	How food is produced	1		Skills to
	(iii)	Gain practical skills	1		
(g)		<u>Living with</u> people you don't know	1		
(h)		Time to / can / will broaden her horizons	1	Wants to learn new things	
Total			15		

If a candidate puts 3 answers to a 2 mark question, mark the first 2 and disregard the 3rd one even if the 3rd one is correct.

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

Annotations:

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (λ).
- Use **BOD** with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (✕), either in the margin or in the body of text.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4 Communication points

Question		Answer	Marks	Guidance	
				Accept	Do not accept
4	1	I told my brother that you are working			sie instead of Sie but penalise only once in task
	2	as a volunteer this summer		Im Sommer	Voluntär
	3	He wants to know whether you found			Wenn for whether
	4	this holiday with the help of an organisation		Ferien, Agentur, Firma	Gesellschaft, Betrieb, Unternehmen
	5	Could you send (us) further details			Kann man
	6	Or recommend a specific farm?		Any approximate attempt at "specific"	Farm No attempt at specific
	7	He would like to visit the eastern part of Germany		Ostdeutschland	
	8	or possibly Austria or Switzerland.			
	9	How many hours will he have to work		How much will he have to work	
	10	to get free accommodation?			frei
		Total	10		

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Mixture of *Du* and *Sie* a maximum of 6 marks.

Section B: Reading and Writing

Task 5

Question		Answer	Marks	Guidance
5	(a)	H	1	Matching beginnings and ends of sentences This task is scanned in by the page. Tick the correct answers and insert a mark out of 10.
	(b)	F	1	
	(c)	J	1	
	(d)	M	1	
	(e)	D	1	
	(f)	K	1	
	(g)	A	1	
	(h)	I	1	
	(i)	C	1	
	(j)	G	1	
		Total	10	

Task 6**Task specific guidance**

The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. Go through all the responses and assess every question for **comprehension**.
 - a) Marks are awarded on a point by point basis, according to the mark scheme.
 - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Task 6

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	Sie hat ihr Abitur mit Bestnote (1.0) bekommen	1	Sie hat ihr Abitur gemacht, als sie sehr jung war Sie ist schon mit 16 Jahren auf der Uni	Direct lift Sie ist schon auf der Uni with no reference to age Bestnote with no reference to Abi
	(b)	Sie wechselte mit 8 Jahren aufs Gymnasium	1		Sie lernte schneller als die anderen
	(c)	Sie ist mit zwei Sprachen aufgewachsen	1		
	(d)	Alle (Fachbereiche)	1	Literatur und Naturwissenschaften	Philosophie
	(e) (i)	Weil sie gut organisiert ist	1		Weil sie besonders talentiert ist
	(ii)	Weil sie das ganze Jahr über lernt	1	Sie hat immer gern gelernt	
	(f)	Sie lernen erst vor den Prüfungen	1		
	(g)	M wollte Philosophie studieren Sie wollten, dass M etwas Konkretes studiere Sie meinten, sie hätte keine Berufsaussichten damit <i>any 2 of 3</i>	1 1		
	(h)	Sie will Journalistin werden	1		
	(i)	Sie findet sie nett und hilfsbereit / gut	1		Nett und hilfsbereit tc
	(j)	Weil sie nur 16/ nicht volljährig ist, müsste sie vor Mitternacht zu Hause sein	1 1	Weil sie so jung ist	
	(k)	Ob Madeleine Zeit gewonnen hat Oder ihre Kindheit verloren hat	1 1	Ob es eine gute Sache ist, schon mit 19 eine Bachelorqualifikation zu haben (2)	Und instead of oder
		Total	15		

3. Assessing Quality of Language

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⏟) for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.


Grammar points to look out for:

- (b) (c) (h) (i) (j) change from 1st to 3rd person
 (b) (e) (k) word order, change from subordinate to main clause
 (g) introduction of weil/wegen
 (f) manipulation negative to positive
 (k) manipulation question to statement

Task 7**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a Annotations:**

- In the body of text, use a green dot  to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (λ).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

b Grid I: Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

c Copying / lifting: If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Task 7(a)

Point			Indicative content	Marks	Content	Guidance
						Levels of Response
7	(a)	1	Nutrigenomics is relationship between food and genes			Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0-2 No relevant information or supplies one or two relevant points from the original passage.
		2	Individual diets could / will be based on genetic profile			
		3	Aim is to reduce health problems			
		4	A research project has been set up			
		5	Project studies <u>eating</u> and <u>exercise</u> habits and <u>DNA</u> of participants <i>any 2</i>			
		6	Participants given individual dietary tips			
		7	Example: chicken better than sausages for someone with high cholesterol		Non-specific example acceptable	
		8	Industry researching nutrigenomics / food products that match gene profiles			
		9	Hope to make money out of it			
		10	Some scientists sceptical			
		11	Obesity, Diabetes result of poor lifestyle			
		12	not bad genes			
			Total	10		

Task 7(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response	20	<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a further tick(✓) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas .	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition . A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5-6	Shows evidence of fair understanding of grammatical usage . Generally accurate use of simple sentence structures . Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of gaps in basic grammar . Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of vocabulary and structures . Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	Little evidence of grammatical awareness . Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns . Very limited vocabulary. Very limited range of structures.

APPENDIX 2

Transcripts of Listening Texts

M: Aufgabe 1: *Der Bachelor*

F: Bereits am Mittwoch startet die vierte Staffel von der Reality-Show *Der Bachelor*. Auch diesmal hofft der Sender RTL auf eine erfolgreiche Serie. Das letzte Mal war die Show sehr populär—60 Prozent der 14- bis 59-jährigen Zuschauer waren dabei.

Wie üblich läuft der Liebes-Marathon unter sonnigem Himmel, diesmal in Süd-Afrika. Es gibt einen einzigen Bachelor-Kandidaten, der unter 22 Bewerberinnen seine Traumfrau suchen darf. Die Frauen wohnen in einer luxuriösen Villa, wo sie gemeinsam trinken und klatschen, und wir, die Zuschauer, beobachten sie dabei! Am Ende jeder Sendung verschenkt der Bachelor Blumen. Wer keine Blume bekommt, muss den Koffer packen und sich verabschieden. Jede Woche gibt's weniger Frauen!

Der jetzige Bachelor, Tobi, ist ein 33-jähriger Geschäftsmann, der früher Sport studiert hat. Er ist natürlich gutaussehend, aber er ist der erste Bachelor-Kandidat, der eine Glatze hat. Er sucht seine Traumfrau, denn er lebt seit einem Jahr ohne Beziehung.

Wir wünschen ihm beim Suchen viel Glück, denn die ersten drei Bachelors konnten keine feste Beziehung mit ihrer Traumfrau etablieren: Man lernt die Frau unter den schönsten Bedingungen kennen – man trinkt Champagner am Strand und fährt auf Safari zusammen. Der Alltag ist aber etwas anders, und es stellte sich heraus, dass es für die Paare eher Albtraum als Traum war!

F: Aufgabe 2: *Mode und die Armee*

M: Trends, die man in der Gesellschaft beobachtet, tauchen auch früher oder später bei der Armee auf. Die Bundeswehr brauchte also neue Regeln. Darf jemand, der ein Piercing hat, Soldat werden?

F: Eigentlich, ja. Aber Tattoos und Piercings dürfen beim Tragen der Uniform nicht sichtbar sein. Piercings durch Zunge, Lippe oder Nase muss man herausnehmen. Soldatinnen dürfen nur kleine Ohrringe tragen.

M: Tattoos sind problematischer, oder?

F: Sicher. Ein Tattoo am Hals oder an den Unterarmen kann man nicht einfach wegmachen. Es muss aber unauffällig gemacht werden.

M: Der moderne Soldat darf also Make-Up benutzen?

F: Zu diesem Zweck, ja! Sonst dürfen sich nur Frauen bei der Armee schminken und dann nur wenig – keinen dunkelroten Lippenstift!

M: Der typische Soldat hat sehr kurze Haare, bleibt es dabei?

F: Ja, aber für die Soldatinnen gibt es eine neue Regel: Seit Dezember dürfen sie längere Haare tragen. Und die Männer in Uniform haben auch etwas Neues – sie dürfen einen Regenschirm tragen!

F: Task 3: Down on the farm

M: Was hast du in den Sommerferien vor, Silke?

F: Hab' ich dir nicht erzählt? Ich werde ein paar Wochen auf einem Bauernhof verbringen – ich habe keine Lust mehr mit meinen Eltern wegzufahren, da sie sich nur ausruhen wollen und bloß am Strand liegen.

M: Und was wirst du auf diesem Bauernhof machen?

F: Ich werde mithelfen – wahrscheinlich die Tiere versorgen und im Garten arbeiten. Sie bauen dort viel Gemüse an und benutzen dabei keine schädlichen Chemikalien. Sie benutzen auch Maschinen so wenig wie möglich – deswegen brauchen sie Hilfe.

M: Wirst du wenigstens dafür gut bezahlt?

F: Nein, das ist alles freiwillig. Ich werde trotzdem wie ein Gast behandelt und bekomme ein Bett und die Mahlzeiten kostenlos bei der Familie.

M: Wenn du zu Hause ble

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