



GCE

Dutch

Unit **F881**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	Inaccurate language

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

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.

Task 1:

Question	Answer	Marks [12]	Guidance
a	B	1	Multi-choice either Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. or This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
b	A	1	
c	A	1	
d	B	1	
e	A	1	
f	C	1	
g	A	1	
h	A	1	
i	C	1	
j	C	1	
k	B	1	
l	A	1	

Question	Answer	Marks [13]	Guidance
a	gewone	1	
b	inspannend	1	
c	ieder	1	
d	allerlei	1	
e	werkloze	1	
f	nooit	1	
g	Ongelukken,	1	g do not allow: moeite (veilig)
h	rust	1	
i	aardige	1	i do not allow: wel (maar), werkende
j	lukt	1	
k	bezig	1	
l	niet	1	l do not allow: wel
m	ervaring	1	m do not allow moeite

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 Target language get no marks.

a	a fashion line	1	label
b	shopping in town without having to buy something special	1	
	shopping with a list and a shopping trolley	1	
c	chatting with her grandmother	1	
d	Pushing the trolley around	1	It is tiring
e	(Technical) students	1	
	they don't like shopping with their mother	1	
f	a trolley which they didn't need to push.	1	
	a trolley that would keep their mothers happy.	1	
g	an old shopping trolley (a camera)	1	
h	they modified	1	The cart follows a person allow an attached camera
i	she doesn't understand how it works	1	
j	it recognises the person it has to follow	1	
k	shops	1	two of three
	libraries	1	
	airport	1	

- 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 (^).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
 - 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.

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

Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[10]		
1	We e-mailen u / we sturen u deze email	1		
2	omdat we geïnteresseerd zijn in het verkopen van ons ontwerp.	1	marketen	
3	op de radio hoorden we dat uw bureau	1	Allow: agentschap, agenten, bedrijf ?maatschappij	
4	kan helpen met het aan de man brengen van nieuwe ideeën .	1		
5	Wij zijn allemaal leerlingen techniek,	1		
6	en we hebben iets ontworpen waar u misschien geïnteresseerd in bent..	1		
7	Wij willen graag ons idee en wat tekeningen sturen	1	allow uitleg (concept)	
8	zodat u er commentaar op kan leveren.	1	Reageren, commenteren, mening geven over,	
9	Het zou handig zijn, als u ons kunt laten weten	1		
10	of we een goed ontwerp hebben.	1		

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 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.

Section B: Reading and Writing

Task 5

a) feesten allow: wandelen
b) missen
c) lenen
d) aannemen
e) denken
f) verliezen
g) ondernemen
h) storten
i) lukken
j) steunen

Task 6 a

Question	Answer	Marks [5]	Guidance
a	dreigen	1	Gap-fill The elements are scanned by the page. No annotation is necessary. stress
b	oorzaak	1	
c	uitspraken	1	
d	gros	1	
e	vrijwel	1	

Question	Answer	Marks [5]	Guidance
a	B	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
b	D	1	
c	A	1	
d	B	1	
e	D	1	

Task 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- Familiarize 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.
- 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:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - 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.

Question	Answer	Marks	Guidance	
			Accept	Do not accept
		[20]		
a	Het is grappig bedoeld want er is niets te zien. omdat er verderop een vakantieboerderij staat	1	hier begint de rust,	
b	omdat dit geen exotisch oord is in het buitenland	2	concept	
c	werken	1	Koeien melken stal schoonmaken	
d	andere activiteiten om de inkomsten te vergroten	2	concept	
e	eerst koeien- en varkenshouderij daarna koeien en kaasmakerij nu koeien en vakantieoord	1 1 1	1 punt weg als koeien bij 2 en 3 niet genoemd worden	
f	van helper tot partner	1		
g	de boerin vond het niet kostendekkend	1		
h	logeren bij de boer	1	Vakantiebedrijf	
i	i nee ii vrijblijvend	1 1	'je kunt', kan	
j	voor de rust, natuur, ontspanning en de gastvrijheid	3	3 out of 4 relaxen	
k	er staat 'van Nederland to Saoedi-Arabië'	1		

F881/01

Mark Scheme

June 2017

I	dus uit allerlei landen gezinnen, vriendengroepen en zakenmensen dat zijn uiteenlopende soorten mensen de plek waar de appartementen gemaakt zijn was de varkensstal	1 1	trekt via het internet de meest uiteenlopende groepen aan	
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- Assessing **Quality of Language**
 - a. You will get a separate screen which will be the whole page (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. 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.

Task 8

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 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

Task 8a Comprehension. Grid I [10 marks]

a. Annotations:

- In the body of text, use a green tick ✓ 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 5 words or more should be counted as lifted language.

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
		[10]		
1	een modeverschijnsel		ontbijten is wrong as lots of people do that as they don't have time	Grid I
2	continu honger			COMPREHENSION OF TEXT
3	lusteloos			9-10
4	presteren slecht op school			Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text
5	... sport			
6 muziek			
7	meer meisjes dan jongens diëten			7-8
8	door lichaamsverandering verleidelijk om minder te eten			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.
9	je moet juist gezond eten/ goede bouwstoffen			
10	meer groente en etc			
11	fruit			5-6
12	zuivel			Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
13	granen			
14	met een goed dieet ben je gezonder			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.

Question	Answer	Marks	Guidance	
	No Indicative Content – personal response	[20]	<p>Content</p> <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 green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>Levels of Response</p> <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.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 8(a) + 8(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 8a+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 8a 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

Vraag 1

M Vandaag is Joke hier en mijn vraag aan haar is: 'Ik wil acteren, wat moet ik daarvoor doen?'

F Dan begin je meestal op de toneelschool. De meeste studenten proberen zonder na te denken bij een toneelschool in Amsterdam te komen. Maar er zijn overal toneelscholen, niet alleen in de Randstad maar in heel Nederland. De toneelscholen verschillen ook van elkaar in opvatting, stijl en sfeer.

Het is dan ook goed om te weten waar de school voor staat en of je je daar in kunt vinden. Ga dus niet klakkeloos naar elke auditie maar verdiep je in de school. Een toneelschool is meestal vooral gericht op het acteren in het theater, dus het spelen voor live publiek. Wil je specifiek filmacteur worden, dan moet je naar de filmschool.

Op een auditie kan er gevraagd worden wat je weet over het theater. Dat betekent niet dat je lid moet zijn geweest van een toneelclub. Je hoeft ook niet alles over literatuur te weten. Maar je moet kunnen laten zien dat je wat over verschillende manieren van toneelspelen weet, dus dat je naar de schouwburg of theaterfestivals gaat.

Je moet ook zorgen dat je voor de audities hebt nagedacht over waarom jij acteur wilt worden, en waarom je geïnteresseerd bent in die specifieke school.

Denk tijdens de auditie niet meteen dat ze je niet willen als er aanwijzingen gegeven worden. Probeer alles wat er van je gevraagd wordt! Zelfs als je iets nog nooit gedaan hebt: Het is belangrijk dat je open staat en werkbaar bent.

Ze zoeken mensen die gemotiveerd zijn, leuk toneel kunnen spelen is niet genoeg. Je moet redenen geven waarom je ervan houdt, waarom je je hele leven wilt geven aan het toneel.

Ik zou zeggen, bedenk wel of dit echt iets voor je is, want Nederland is maar een klein kikkerlandje waar maar weinig mensen naar het theater gaan. Om beroemd te worden kan je beter proberen kleine rolletjes op tv te krijgen, theatermensen zijn niet zo in trek.

M Bedankt Joke, dat was interessant. Volgende week gaan we het hebben over een theaterschool in Amsterdam hè, daar kan je zelfs leren om leraar te worden, dat is weer eens heel iets anders!

Vraag 2

F Ha Wim, vertel! Wat heb jij afgelopen zomer gedaan?

M Nou, ik heb een hele bijzondere reis gemaakt. Het gekke was dat het wel vakantie was, maar we moesten allemaal heel hard werken.

Er is jaarlijks een wedstrijd met allemaal oude zeeschepen. Ze komen van over de hele wereld. En op een van de schepen is er plaats voor jongeren die een baan zoeken. En daar was ik er dus een van.

Geen van ons had ooit een voet op een boot gezet, dus alles was nieuw. Van het veilig aan boord komen tot het vinden van je slaappleaats. Slapen doe je niet alleen; je bent eigenlijk geen moment op jezelf en er is altijd leuk gezelschap. En dan moet je leren met die grote zeilen om te gaan. Je wordt wel sterk van al dat trekken aan die touwen, maar met wat truckjes leer je ook hoe het met wat minder inspanning kan.

F881

Mark Scheme

Lui zijn kon niet. Het is dan ook georganiseerd om je op een leuke manier kennis te laten maken met teamwerk. Om op te staan als het moet en niet alsmaar nee te zeggen. Dat vond ik in het begin wel lastig.

Het idee van de reis is dat je in deze weken leert hoe je moet samenwerken en dat je laat zien dat je kunt luisteren en echt hard kan werken. Dan kun je op het vaste land makkelijker een baan vinden. En dat is ook gelukt, ik heb een baan!

Task 3: shopping

M Hallo, Marina, Ga je ons vandaag weer iets vertellen over een nieuwe modelijn?

F Nee, vandaag gaat het over heel wat anders. Weet je, winkelen is leuk, gezellig door de stad wandelen zonder iets speciaals te hoeven kopen, maar tegenwoordig doe ik eens in de maand boodschappen met mijn oma, met een lijst. Dat is heel wat anders. Ik zeg niet dat ik het niet leuk vind, ik kan gezellig met haar kletsen, maar ik word er zo moe van om de hele tijd met dat winkelwagentje te moeten slepen, dat neemt de pret een beetje weg.

M Dat kan ik me voorstellen. Maar hoe kan het anders?

F Nou, een paar studenten van een technologische faculteit hadden er ook genoeg van om met hun moeder boodschappen te doen; om met een steeds vollere kar achter haar aan te lopen. Dus hebben zij wat nieuws bedacht.

Ze wilden iets maken waardoor ze de kar niet meer hoefden te duwen, zodat hun moeder niet meer zou zeuren dat ze mee moesten naar de supermarkt.

Ze hebben een oud winkelwagentje bij het grofvuil gevonden. En dat hebben ze aangepast. Ik bespaar je de technische details want die heb ik niet goed begrepen. Maar het is zo ontworpen dat een camera die in het zelfrijdende karretje bevestigd zit, de vrouw herkent en dus alleen achter die ene persoon aangaat en niet per ongeluk achter iemand anders. Dat is toch knap!

Ze sturen het nu naar een bureau dat nieuwe uitvindingen aan de man brengt.

M Het zou me niet verbazen als we dat idee binnenkort hier in de winkel zullen zien.

F Ja of op een vliegveld of zelfs in een bibliotheek.

M Nou Marina tot de volgende keer.

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