

**GCSE (9-1)**

*Examiners' report*

# **PHYSICAL EDUCATION**

**J587**

For first teaching in 2016

**J587/03 Summer 2018 series**

**Moderated component**

Version 1

## Contents

Introduction .....	3
Most common causes of centres not passing .....	7
Common misconceptions .....	10
Avoiding potential malpractice .....	12
Helpful resources .....	12
Additional comments .....	13

## Introduction

### General comments

#### Candidates who did well on this component generally did the following:

- played regularly in the sports they were being assessed in and kept a detailed log of full competitive scenarios for all three sports
- followed the structure of the AEP as per the [Guide to NEA](#)
- completed their action plan on a skill weakness and analysed information
- demonstrated excellent decision making and selection of technique when performing in the appropriate competitive scenario.

In the first year of the new version of the course there were many enthusiastic candidates performing to the marks given by centres. There is clearly a continuing commitment of centres and teachers in hosting moderation and organising the activities to ensure that candidates had an enjoyable experience and were enabled to perform to their full capabilities. In the main, centres were very organised on moderation day, which allowed the whole process to run efficiently.

The moderating team is very grateful to all centres, teachers and candidates for their contribution to the moderation process allowing it to run mainly smoothly.

### Deadlines

Whilst some centres met the required deadlines for submitting marks, there were also many centres that missed them, thus delaying the moderation process. It is important that all centres make note of the key dates and adhere to them in the future. The date is now 31st March for all paperwork to be sent to the moderator and OCR as per the Guide to NEA.

### Practical activities

#### The main changes regarding the new 1-9 GCSE

- It is important to note that the current date for ALL marks, and thus no seasonal activity date, is the **31st March** for the new course so please be ready for this change as the moderation window is already small and delays in submitting of marks will cause issues.
- The special activity submissions process. It is worth noting that this can only be completed by centres with learners with disabilities. We can adapt current activities or look at potentially adding a new disability sport for them to take part in.

*Centres are reminded that any special activity submission only applies to the year of the assessment and must be re-applied for in any subsequent series. The deadline for all submissions is 15 October of the academic year in which assessment of the activity will take place.*

- Please ensure that all off-site activities are filmed for every candidate. See section 2f and Appendix B in the Guide to Non-Exam Assessment for further guidance on filming.
- Centres must arrange for the filming of all learners involved in moderation, on the day of moderation as you cannot have a review of moderation, if required, without it. All performances the moderator sees on the day of moderation must be recorded as they happen.

In general, most centres accurately assessed most team activities, with good evidence of effective internal standardisation within them. Badminton, table tennis and other individual sports were normally more generously assessed and teachers need to be aware of this and be take care when marking these.

## Off-site activities

With off-site activities (especially skiing, kayaking and rock climbing), some centres were less accurate in their assessments, this judgement has been made mainly due to the lack of video evidence that was available of appropriate competitive scenarios.

It is vital when assessing candidates in these activities that the activity criteria are carefully checked, and that if outside specialists are used, there is liaison between them and the staff at the centre. It is also important that internal standardisation processes encompass these activities and make sure the activity is competed in on a regular basis as per the requirements if high marks are to be given.

Where an outside provider (e.g. external instructor/coach, outdoor activity centre) has been used to assist in the delivery of an activity, the PE department is still ultimately responsible for the marks given. You must be satisfied that the evidence available supports the marks given, is suitable for moderation, and that the marks in these activities have been internally standardised against all other practical activity assessments within the cohort. In some cases this year evidence provided by outside agencies did not meet the standards required by OCR and in some cases, they had used criteria from other exam boards and thus assessed inaccurately.

Candidates who undertake these activities should be doing them regularly to acquire similar skill levels to other activities and not just complete a weekend or few days of instruction during which consistency of high level performance will be difficult to demonstrate.

It is also worth noting that witness statements are not a permitted form of evidence within the GCSE specification. Off-site activities must be filmed.

Centres must note that in off-site activities all candidates being assessed need to be filmed and that in order to produce evidence that supports the marks given, this occurs in the appropriate environment. For example, skiing may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope.

Filmed evidence in any activity must be long enough to show all the skills that would justify the marks given. It should relate to the assessment requirements of the activity and show the skills individually and in an appropriate environment or game situation. It is also vital that the candidate(s) depicted in the evidence are clearly identifiable so that performances can be linked to the marks given.

There is the need to keep filmed evidence of the off-site activities listed p73 of the Guide to Non-Exam Assessment. This includes swimming pool-based activities that, with correct liaison and hiring of pools, can be filmed along with the competitive scenarios.

While the challenge presented by the requirement for centres to produce filmed evidence of practical performances is recognised, however its importance cannot be over-stated. An ever-increasing range of activities is being assessed in GCSE Physical Education, with more and more assessments taking place off-site. 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.

## Analysing and Evaluating Performance Task (AEP)

A summary of the main changes are:

1. Only one piece of coursework.
2. Templates are still **not** allowed as per JCQ and Ofqual guidelines.
3. The Action Plan(s) can either be Fitness **or** Skill based.
4. Work has to be written up and completed with Medium control requirements, which basically means in lesson time with the staff collecting, storing and handing it back out for each session of the 14 hours.

## Marking grids

For the Analysing and Evaluating Performance task, most centres used the marking grids available to help and support centres in their marking of the assessments. Those that produce their own marking sheets are strongly advised to use the OCR versions so that better feedback can be provided by moderators. The marking grids enable the moderator to better understand where teachers have given marks to candidates for the tasks.

In the main, most centres have used the guidance and mark sheet in the Guide to NEA to gain their understanding of marking of the assessments, however, still the most significant issue that moderators are still finding with the task is template use. Templates are not allowed as per JCQ and Ofqual guidelines and use of one does mean that centres will be referred for malpractice.

## General comments

In many cases, centres produced good work that had been accurately marked and had used the best fit approach of the mark sheet to assess the work effectively.

Good pieces of AEP work were ones which selected subjects for analysis where there were weaknesses to improve, and completed it on a skill rather than fitness weakness. This does not mean it is not possible to complete a good action plan on a fitness weakness, simply that fewer of these were seen this year.

1. 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.
2. Some centres still produced centre-led writing/collection of data frameworks or templates, which actually hindered candidates as sometimes they did not cover all criteria required. Again the use of templates is not permitted and the use of them can lead to centres being reported for malpractice.

In cases where centres were found to be generous in their marking, some of the main issues were:

1. The OCR AEP mark grid had been adapted and the original had not been used by the centre.
2. A fitness component was the weakness in the action plan and thus coaching points and detail of progressive exercises were lacking.
3. Understanding of the key skills was lacking; this must be detailed and include how they are relevant to the performer and their impact on the activity.
4. Candidates did not explain how they arrived at the strengths and weaknesses about which they then wrote. Some type of observational check sheet/form would benefit candidates in:
  - working out what the strengths and weaknesses are
  - allowing 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. Action plans lacked the detail required. Practices were not progressive, did not relate to the weaknesses identified with plans and they often lacked coaching points. This was especially noticeable when the candidate had completed a fitness programme rather than a skill, and risk assessments.
6. In the movement analysis section skill continua were not included and marks were credited for information on levers/planes and axes of movement which is not a requirement for the AEP.

## Most common causes of centres not passing

### General comments

**Candidates who did less well on this component generally did the following:**

- Had little or no evidence of regular competitive scenarios in the sports they were being assessed in, this especially noticeable for the off-site activities
- were able to demonstrate a variety of core and advanced skills and especially their application and technique selection when put under competitive pressure
- did not follow the structure of the AEP as per page 12 of the Guide to NEA
- completed their action plans on a Fitness weakness.

### Practical

There was a huge variation in log books. In many cases they have provided valuable supporting evidence, particularly when regarding video evidence and in situations where the practical activity may not have been able to be moderated fully due to weather e.g. Athletics. The centres providing basic or no logbooks need to be aware that their learners need these as they can be useful in providing that supportive evidence.

Whilst there is no set number of competitions stated, the more the learners undertake the more chance they will have of them showing core, advanced skills and decision making skills consistently and to a higher standard.

If they don't compete regularly then the likelihood is that their decision making and quality of skills won't be as good as someone who does and thus it is within these sections that they may not meet the criteria to be a high band and thus when using best fit the mark credited will be appropriate to the overall performance

All centres had fully understood the necessity to provide video evidence for all off-site activities. But some centres assumed that where they had the facility onsite, like a swimming pool, that it was not included. However they were referred to the Guide to NEA within Appendix B where it says '*Where centres do have facilities which enable onsite assessment of activities listed above, they are still required to produce filmed evidence for all learners being assessed in them as moderation is conducted in groups of centres, and they may not be the 'host' for the moderation visit.*'

### Off-site activities

Everyone is entitled to use any sport/activity listed in the specification however we ask that you consider these sports carefully with the new list before using them as although there is no minimum or maximum time to meet the criteria they do need to be undertaking them as described below:

The course is now linear and assessments should happen over the two year period of the course and so ALL assessments should be made over this time as per the Guide to NEA on the following pages:

p74 - For the practical performances, centres should introduce the tasks they have designed and commence practical activity participation in good time to allow adequate completion of the task.

p77 - It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness, the centre still has evidence of attainment up to that point.

Especially p79 - For the practical activities assessment needs to be on-going rather than based on performance on one occasion. While different activities will be delivered at different stages of the course, learners' marks must be based on what they are able to do consistently in performance in order that they can replicate that level of performance in a moderation situation. On-going assessment can also assist in centres establishing correct rank order for all of their learners within activities and across activities, as well as informing any special requirements requests in situations where learners incur injury which prevents them from being moderated or completing the performance aspects of the qualification fully.

The DfE this time around has set up everything to be competitive and nothing to be recreational. For example, learners will need to be assessed in either speed or lead climbing so they can complete their complete log for rock climbing as they would for say football.

A short residential therefore would not always fulfil this requirement. Learners need to compete more than once and regularly, as with any other sport, to score higher marks. We do recognise though that competition participation for those learners who only take part within the centre might be limited to what you can set up for them.

Basically the aim of the DfE and Ofqual was to ensure that learners who pick up a sport one day cannot get a top mark the next. If you take swimming, there is no way you could start this on a Friday and achieve full marks by Sunday so you should not be able to in other sports.

As such, short-term residentials are something to be careful of as they will not lead to learners being able to access the best marks when compared to a sustained block of activity. It is also doubtful you will have the time to create enough filmed evidence (as required as it's an 'off-site activity') to show every candidate completing the competitive requirement as well as backing this up as needed with additional footage of skills to back up the mark you have given.

In terms of other 'off-site' activities, there was also a lack of appropriate competitive scenarios which needs to be addressed to support higher marks in future i.e. for boxing, the competitive scenario, as informed by the NGB, is a number of 3 x 2 minute rounds and thus contact is expected if it is to be used as an activity

### **Filming off-site performances**

As per the OCR GCSE PE Guide to NEA, filmed evidence must be provided for every learner being assessed in any activity deemed to be 'off-site' by OCR. The Guide to NEA states in section 1b.2. Restrictions within the NEA:

*Section 2f (page 74) contains details of 'off-site' activities where filmed evidence is required for every learner being assessed in the activity... Where an activity must be filmed, for example swimming, if you are not able to provide filmed evidence for the activity then you cannot assess learners in it and must use an alternative activity.*

Instructions for the content for the filmed evidence are found on p83 and 84 in the Guide to NEA.

The amount of evidence should support the mark given so generally the higher the mark the more evidence will be provided as it will show more skills being consistently performed in isolation and competitive scenarios.

The requirement is that they compete in games/matches/performances that meet the requirements of a full competition as set out by the NGB for that activity.



For all activities you could also set up matches/games/judged performances in your lesson for as long as they meet the NGBs requirements for a full competition for that age group it doesn't have to be an official competition i.e. a badminton match to 11 with no referee in a lesson wouldn't count but a game to 21 with learners/teachers umpiring would count. Also dancers performing their routine to you/the class where you give them a mark on the quality of their performance also counts whereas if they just practised it wouldn't.

Good filmed evidence includes all the core and advanced skills in isolation (if they cannot be clearly seen in the competitive situation), as well as competitive situations. It is useful to annotate and label the files to enable the moderator to see exactly what the learner was demonstrating.

Other evidence was of poor quality, short duration and moderators were left guessing not only whom but what they were supposed to be assessing. More evidence, creating more work, had to be requested in these instances.

### **AEP**

Quite a number of centres did not follow the required structure of the AEP. Strengths and weaknesses of the performer should have included both fitness components, in the Evaluation section, and skills in the Assessment section. All sections needed to be covered as all have equal weighting in the best fit marking system.

Those AEPs done on fitness tended to lack progressive practices and coaching points and thus did not score as highly. Learners prioritising a fitness weakness should address the coaching points by focussing on the exercises within the action plan as well as including details of sets repetitions and rest periods.

Also in the movement analysis it is worth noting that it does not need any levers, planes or axes just what is asked for in the Guide to NEA and that placement and justification on both skill continuums of the skill is required but missed by a lot of learners.

Please refer to the OCR CPD Hub to see exemplar material to assist you in what the assessments should include.

## Common misconceptions

### Practical

The biggest misconception with some centres mainly moving to OCR from other exam boards was that all learners were Level 5 for all activities and not use the criteria within the Guide to NEA to assess the learners to the correct standard.

The second was the desire for centres to use activities not on the approved list to assess their learners. The list of sports, which is common to all exam boards was devised and can only be changed by the DfE. The list of sports is final with the only exception is for disability sport adaptations or new disability sports. The link to the list is below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447738/GCSE\\_activity\\_list\\_for\\_PE.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447738/GCSE_activity_list_for_PE.pdf)

The competition has to meet the requirements of the sports NGB competitions therefore in badminton this will be any game where they play to 21 with officials making decisions and keeping score. So whether this happens in a PE lesson or in an official centre/NGB competition is irrelevant as long as it is done under full competitive scenario conditions.

In terms of skiing this could be downhill or slalom but they can show the skills that don't work well in slalom in isolation and then race in a slalom using the appropriate skills. All competitions must be on snow, many snow domes organise competitions on evenings and weekends and this may be an option as snow is a little challenging to find in our climate. The other option for competition is that in resort, there are often opportunities to take part in timed runs, often as part of the final day of a ski school.

You are required, as a minimum, to film the competitive situations as well as back up footage of the skills in order for our moderator to be able to view this and confirm the marks that have been given for this sport.



#### OCR support

If you use the mark sheet (on p10-11 in the Guide to NEA) and the best fit approach, then realistically the first column is how many skills they can do - core and advanced in isolation and competitive scenarios. The second column is how well they can do them in isolation and then in competition, the third is physical attributes and the final column is their decision making within competitive situations. Thus if they have not competed in any competitive situations, then the first, second and fourth columns that the evidence has been generated for, would not support high marks in them.

In terms of events that are technique based such as cycling, to meet the criteria for advanced skills p56 says '*Learners should follow an appropriate technical model which leads to effective performance in the chosen event.*'

Thus if they have perfect technique but take ten hours to do a ten mile time trial, whilst there aren't performance tables as in GCE, it still isn't an effective performance as they should do it a lot quicker and so the mark will reflect this. It is a bit like a 100m runner not getting top marks if they had perfect technique but their time was two mins - clearly that isn't an effective performance for that event. So it comes down to how well learners execute their technique and also how effective that makes their performance.

## **Paperwork and evidence**

Please only use the OCR GCSE PE Mark sheet to enter marks and complete it properly with FAP in candidate number order and putting in the two events/skills/performances on the sheet for sports that require it like swimming and athletics.

Please ensure that you forward the Moderator a printed copy of your IMS1 or electronic marks submission form.

Log books for all candidates that just detail competition – Training and participation are not required here.

Make sure that filmed evidence focuses on one candidate so the moderator is not trying to 'find' them amongst a game and trying to moderate a number from the same video. The camera should follow the player and not the ball for example so the moderator can see enough detail of each candidate and thus better if each candidate for each activity is on one disc or one file.

Please produce filmed evidence in a format, which is compatible with VLC media player or on a DVD player, as per the guidance in the Guide to NEA.

## **AEP**

It can be done on any sport in the Guide to NEA and doesn't have to be on one they are assessed in however if made to do it in a sport they don't like then can affect the effort they put into completing it.

## Avoiding potential malpractice

AEP: Please DO NOT use any form of templates.

Follow medium control procedures - so work cannot be marked and returned or allowed to be taken away to be completed outside teacher supervision.

If on a computer must be unable to access outside of lessons – thus keeping to the time constraint of 14 hours.

## Helpful resources

There is a range of resources on the qualification webpage:

<http://www.ocr.org.uk/qualifications/gcse/gcse-physical-education-j587-from-2016/>

These include:

- OCR GCSE PE Mark sheet to enter marks: <http://www.ocr.org.uk/Images/357761-gcse-pe-marks-form.xlsm>
- Exemplar AEPs: <http://www.ocr.org.uk/Images/323070-analysing-and-evaluating-performance-assessment-grid.pdf>
- Competitive log template: <http://www.ocr.org.uk/Images/340507-exemplar-log-of-competitive-participation.docx>
- Internal standardisation guide for teachers: <http://www.ocr.org.uk/Images/348016-internal-standardisation-generic-guidelines-general-qualifications-.pdf>
- Guide to NEA: <http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf>

Official INSET – Please be aware we cannot guarantee the content of non-OCR training that is on offer: <https://www.cpdhub.ocr.org.uk>

Endorsed textbooks from Hodder and other publishers.

## Additional comments

### The day of moderation

Moderators are still involving 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 both the process and the standard of performance. This is vitally important for continuing to make sure standards are equal year on year.

It is a requirement of the course that centres attend moderation where requested. The moderation day is not only part of the examination process, but a very important aspect, and as such should be taken seriously by both centres and candidates alike. Candidates selected by the moderators need to attend and perform on the moderation day or they need to have a medical note to explain why they cannot attend. Those who fail to attend without valid reason may end up with a mark of zero.

Moderators are encouraged to have transparent discussion of levels and expected standards and this meant that in most cases any comments or suggestions made by the moderator were readily accepted. Cross-referencing to the criteria in the Guide to NEA throughout the day also helped this process.

Centres should be reminded that they are assessing what they see on the day and not what they know they have given the learner previously. It is important to know if learners are under or over performing compared to the mark they have been given to enable the moderator to make an effective judgement in standards that the centre is setting.

It is important that teachers leading activities enable learners to show as many of the core and advanced skills in isolation and drills building into small sided and then (where possible) full sided competitive scenarios as appropriate.

It is good to see the majority of moderation candidates wearing appropriate clothing and equipment for the activities in which they were performing, such as football players having 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.

Whilst 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 31 March and 15 May, as part of their planning and delivery of the course. Some moderations did happen before this date as clusters were used to the old 15 March deadline and as long as the moderator has the paperwork this can be maintained if desired by the centres. It is also worth noting that the moderation model is based upon grouping centres together, not individual centre visits.

Centres, in the main, proved to be accurate in their assessments of practical activities especially those seen at live moderations.

## Administration

The majority of centres produce documentation which is completed accurately and submitted according to OCR submission dates. This makes the moderating team's work much easier, and centres are to be thanked 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. A number of these were identified 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. Including the GCSE PE mark input sheet that produces all the moderation documentation for you and this is the only method to be used. It will do all the calculations for you thus minimising errors.

It is vital that centres double-check things before submitting to minimise the risk of candidates receiving incorrect marks.

It is also important to note that now the IMS1s are entered online that a hard copy is still printed and sent to the moderator to check as there were still too many transcription errors from the FPA to the IMS1 that disadvantage candidates and result in wrong marks being given to them.

Effective internal standardisation ensures comparability and fairness for all candidates across all activities and assessments within the cohort at the centre. A guide is available to teachers who are unsure of this process and can be downloaded from the subject page of the website.

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

## activeresults

Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here:

[www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

#### OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

OCR acknowledges the use of the following content:  
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:  
[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

#### Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR Customer Contact Centre

#### General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2018** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge  
Assessment

