



GCSE (9–1)

**Geography B (Geography for Enquiring
Minds)**

J384/03: Geographical exploration

General Certificate of Secondary Education

Mark Scheme for June 2019

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

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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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Annotations

Annotation	Meaning
	Blank page – the annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
	Correct response
	Incorrect response
	Level 1
	Level 2
	Level 3
	Level 4
	Development
	Noted but no credit given
	Highlighter

Subject Specific Marking Instructions**INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

	AO1	AO2	AO3
Comprehensive	A range of detailed and accurate knowledge that is fully relevant to the question.	A range of detailed and accurate understanding that is fully relevant to the question.	Detailed and accurate interpretation through the application of relevant knowledge and understanding. Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
Thorough	A range of accurate knowledge that is relevant to the question.	A range of accurate understanding that is relevant to the question.	Accurate interpretation through the application of relevant knowledge and understanding. Accurate analysis through the application of relevant knowledge and understanding. Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Reasonable	Some knowledge that is relevant to the question.	Some understanding that is relevant to the question.	Some accuracy in interpretation through the application of some relevant knowledge and understanding. Some accuracy in analysis through the application of some relevant knowledge and understanding. Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Basic	Limited knowledge that is relevant to the topic or question.	Limited understanding that is relevant to the topic or question.	Limited accuracy in interpretation through lack of application of relevant knowledge and understanding. Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Question			Answer	Mark	Guidance
1	(a)	(i)	<p>A city/place that is a focal point for the (a country's) economy/has a big impact on the economy (✓)</p> <p>A city/place that is a focal point for trade/where trade takes place (✓)</p> <p>City/place where new industries are being set up (✓)</p> <p>City/place where there are lots of (financial) businesses/TNCs (✓)</p> <p>City/place where economic growth is strongest/place that creates money (✓)</p> <p>City/place where the influence of the hub goes beyond the city/global connections (✓)</p>	2	<p>2 x 1 (✓) for valid points explaining what is meant by the term economic hub</p> <p>The response must relate to economic activity of some kind; trade, work, economy is fine</p> <p>No credit for 'lots of jobs' on their own</p>
1	(a)	(ii)	9 (✓)	1	<p>(✓)</p> <p>Use a cross for an incorrect answer</p>
1	(a)	(iii)	105 (✓)	1	<p>(✓)</p> <p>Accept 95 – 115</p> <p>Use a cross for an incorrect answer</p>

1	(a)	(iv)	<p>Descriptions (maximum one mark): The majority of the core economic hubs are in the south/south east of the UK (✓). Near/in large/big/major cities/named city example (✓) There are none in the north east etc. (✓)</p> <p>Explanations: There are more people in this area (✓) This is because London is the biggest economy in the UK (✓) the majority of the economic growth is in London (✓) which has then spread from London to other cities (✓) Near universities for high skilled workforce (✓) Which has spread to other cities along commuter routes (✓). Which has spread to other cities along transport links (✓) There has now been a growth in economic hubs in the north of the UK with Liverpool, Manchester and Leeds (✓) This is because it is very expensive to live and work in the south of the UK (✓) so businesses have moved to the cheaper economic hubs in the north (✓) So newer businesses that are just starting want to keep costs down by locating in the north of the UK (✓)</p>	3	<p>3 x 1 (✓) for valid points explaining the pattern of core UK economic hubs or 1 x description and up to 2 x explanation (✓)</p> <p>Development awarded with (✓) as a further valid explanation</p> <p>Maximum one mark for description</p> <p>No credit for in the centre of the country</p> <p>No credit for proximity to coast</p>
1	(b)	(i)	<p>55255 - (6405+20535+11930) (✓) = 16385 (✓)</p>	1	<p>1 x 1 (✓) for appropriate working out (added together three numbers taken from the resource with evidence of subtraction) 1 x 1 (✓) for correct answer</p> <p>If no working is shown but answer is correct give one mark</p> <p>Use crosses for incorrect method or answer</p>

1	(b)	(ii)	3:1 (✓)	1	(✓) Do not accept 75:25 or any other version – must be in simplest form Use a cross for an incorrect answer
1	(b)	(iii)	London – 55255 Manchester – 20535 Birmingham – 18160 Leeds – 11930 (✓) Liverpool – 6405 Cambridge - 3420 Brighton - 2140	2	1 x 1 (✓) for correct answer 1 x 1 (✓) for correct method/ordering of the values to find the median No need to include the names of the cities Use crosses for incorrect method or answer

1	(c)	<p>Level 3 – (5-6 marks) An answer at this level demonstrates a thorough understanding of economic hubs (AO2) and a thorough analysis of the reasons why economic hubs are good locations for start-up businesses (AO3).</p> <p>This will be shown by including well-developed ideas about economic hubs and the reasons why economic hubs are good locations for start-up businesses.</p> <p>Level 2 – (3-4 marks) An answer at this level demonstrates a reasonable understanding of economic hubs (AO2) and a reasonable analysis of the reasons why economic hubs are good locations for start-up businesses (AO3).</p> <p>This will be shown by including developed ideas about economic hubs and the reasons why economic hubs are good locations for start-up businesses.</p> <p>Level 1 – (1-2 marks) An answer at this level demonstrates a basic understanding of economic hubs (AO2) and a basic analysis of the reasons why economic hubs are good locations for start-up businesses (AO3).</p> <p>This will be shown by including simple ideas about economic hubs and the reasons why economic hubs are good locations for start-up businesses.</p> <p>0 marks No response worthy of credit.</p>	6	
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Indicative content

The answers should include information taken from Figs 2 and 3 in the resource booklet.

Highlight the reason/s why economic hub is a good location L1

L2 needs some development as to why the economic hub is a good location (DEV). Evidence from the resource booklet can be used as development

L2 = 4 max if only one reason highlighted.

L3 needs to have some well-developed ideas which link to reason highlighted. For the top of L3 this should include some reference to an example (DEV).

No credit for tourists are attracted/tourism.

Example of a well-developed idea:

Economic hubs are good locations for start ups because they have good access to universities, for example London has 40 universities, which bring a highly skilled group of potential employees to the area.

Example of a developed idea:

Start-up businesses like to have links to universities so they can have a highly skilled workforce.

Being in an economic hub brings prestige which gives companies a good reputation.

Examples of simple ideas:

There are universities in economic hubs which is good for start-up businesses.

Being in an economic hub brings prestige.

Question			Answer	Mark	Guidance
2	(a)		361327 (✓)	1	(✓) Accept 360/1/2 for the first half Accept 326/7/8 for the second half Ignore any commas and dashes Use a cross for an incorrect answer
2	(b)	(i)	Pudsey (✓)	1	(✓) Use a cross for an incorrect answer
2	(b)	(ii)	Add place names to the end of the arrow (✓) Add a scale (✓) Add a value to arrow (✓) Put this over the OS base map (✓) Add the grid numbers from the OS map (✓) More detailed key (specified detail) (✓)	1	1 x 1 (✓) for appropriate adaption to desired line map suggested Must make reference to adapting existing map and not suggesting an alternative. No credit for 'adding a key'

2	(c)	<p>Level 4 (10–12 marks) An answer at this level demonstrates a comprehensive understanding of urban trends in ACs (AO2). There will be a thorough interpretation of the information provided (AO3) and a thorough analysis of the reasons why people may choose to live in suburbs but commute into the city centre for work (AO3).</p> <p>This will be shown by including well-developed ideas about urban trends in ACs and the reasons why people live in suburbs.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (7–9 marks) An answer at this level demonstrates a thorough understanding of urban trends in ACs (AO2) and a reasonable interpretation of the information provided (AO3) and a reasonable analysis of the reasons why people may choose to live in suburbs but commute into the city centre for work (AO3).</p> <p>This will be shown by including well-developed ideas about either urban trends in ACs or the reasons why people live in suburbs and developed ideas about the other question focus (urban trends or reasons live in suburbs).</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>12</p> <p>Indicative Content The ideas for this question should come from the OS Map, Fig. 4 and Fig. 5 – the flow line map showing commuters into Leeds city centre and the property magazine extract featuring the suburbs of Leeds that are also on the flow line map – Pudsey, Rothwell and Horsforth.</p> <p>Highlight the reason/s why people may choose to live in the suburb or why they commute to work L1. If the answer does not refer to suburbs and is focused on living in Leeds / city centre in general, no credit.</p> <p>L2 needs a developed idea or use of resources as development for why they choose to live in the suburb or why they commute to work (DEV) There need to be two reasons to get beyond L2 = 6</p> <p>L3 needs to have at least one well-developed idea. For the top of L3 there needs to be a clear link to the resource</p> <p>L4 needs to have at least two well-developed ideas and a comprehensive answer that links the reason, the resource and their own understanding</p> <p><u>Example of a well-developed idea:</u> In the suburbs there will be less traffic congestion and people do not want to be breathing in fumes. The description of Pudsey being ‘leafy and green’ suggests it contains more green space than in the centre of Leeds this results in a higher standard of living, away from the congestion in the city centre</p> <p><u>Example of a developed idea:</u> In the suburbs there will be less traffic congestion and people do not want to be breathing in fumes</p>
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		<p>Level 2 (4–6 marks) An answer at this level demonstrates a reasonable understanding of urban trends in ACs (AO2) and a basic interpretation of the information provided (AO3) and a basic analysis of the reasons why people may choose to live in suburbs but commute into the city centre for work (AO3).</p> <p>This will be shown by including developed ideas about either urban trends in ACs or the reasons why people live in suburbs and simple ideas about the other question focus (urban trends or reasons live in suburbs).</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–3 marks) An answer at this level demonstrates a basic understanding of urban trends in ACs (AO2) and a basic or no interpretation of the information provided (AO3) in order to make a basic or no analysis of the reasons why people may choose to live in suburbs but commute into the city centre for work (AO3).</p> <p>This will be shown by including simple ideas about urban trends in ACs and/or the reasons why people live in suburbs</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No response worthy of credit.</p>	<p><u>Examples of simple ideas:</u> Less traffic congestion in the suburbs</p> <p>There are pubs, shops and restaurants in the suburbs</p> <p>Houses cost less in the suburbs</p> <p>Less noise/air pollution in the suburbs</p> <p>Lower crime rate in the suburbs</p>
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Question			Answer	Mark	Guidance
3	(a)	(i)	<p>There are flats/businesses that have been flooded so evacuated/property damaged etc.(✓)</p> <p>Pavements have been flooded so no access(✓)</p> <p>Sandbags stopping water getting into houses (✓)</p> <p>Roads/transport links flooded affecting commuting (✓)</p> <p>Museum flooded affecting tourists/workers (✓)</p>	2	<p>2 x 1 (✓) for valid evidence identified from photograph that suggests that flooding on the South Bank affected people</p> <p>The evidence by itself is not acceptable unless the way that it has affected people is given</p>
3	(a)	(ii)	<p>More leisure and retail areas (✓) which can provide jobs for residents (DEV) and lets people access shops more easily (DEV)</p> <p>More universities and colleges (✓) so more people can get a better level of education (DEV) and there are better research facilities (DEV)</p> <p>More Office and workplaces (✓) which will mean that more businesses can move to Leeds (DEV) and therefore more people can be employed in Leeds (DEV)</p> <p>The new railway station and HS2 link (✓) will mean more high speed links to London (DEV) and more potential investment from the UK's largest economic hub (DEV)</p> <p>More green spaces (✓) so access to more uncongested areas (DEV) so attracting more skilled workers (DEV)</p>	3	<p>1 x 1 (✓) for evidence identified from Fig. 7</p> <p>2 x 1 (DEV) for explanation as to why the evidence shows that the South Bank proposal would be beneficial for Leeds (could be two separate benefits)</p> <p>Only accept one piece of evidence</p> <p>If a candidate uses evidence that cannot be seen from Figure 7 but makes appropriate explanation they can get a maximum of two for development but no ✓ for evidence</p>
3	(a)	(iii)	<p>Use symbols to represent the different facilities (✓)</p> <p>Add the different developments as layers on a GIS (✓)</p> <p>Overlaying an aerial photograph (✓)</p> <p>Creating a 3D image (✓)</p> <p>Overlaying an OS map (✓)</p> <p>Photographs located onto the map / Annotated (✓)</p>	1	<p>1 x 1 (✓) for valid alternative way of presenting plan suggested</p> <p>Do not accept PowerPoints/Leaflets</p>

Question		Answer	Mark	Guidance
3	(b)	<p>Level 3 (5-6 marks) An answer at this level demonstrates thorough understanding of river basin management and contemporary challenges that affect life in the city (AO2) and thorough interpretation of the information provided to explain why river basin management is needed to overcome contemporary challenges that affect life in the city (AO3).</p> <p>This will be shown by including well-developed ideas about the river basin management and contemporary challenges that affect life in the city.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>Level 2 (3-4 marks) An answer at this level demonstrates reasonable understanding of river basin management and contemporary challenges that affect life in the city (AO2) and reasonable interpretation of the information provided to explain why river basin management is needed to overcome contemporary challenges that affect life in the city (AO3).</p> <p>This will be shown by including developed ideas about the river basin management and contemporary challenges that affect life in the city.</p> <p>There are attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p>	6	<p>Indicative Content Candidates should aim to link the information from the resources to understand how the human use of the area and the city centre then links to the management of the river basin.</p> <p>Highlight the contemporary challenge and/or the reason why river basin management is needed</p> <p>Flooding is a reason why river basin management is needed and not a contemporary challenge</p> <p>L2 needs some development as to why river basin management is needed or how you would overcome a contemporary challenge (DEV)</p> <p>L2 = 3 max if no link between river basin management and challenge</p> <p>L3 needs to have some well-developed ideas which link to reason highlighted and show synopticity</p> <p><u>Examples of well-developed ideas:</u> Businesses in Leeds may be damaged by flooding because constant flooding would hinder economic growth as money would need to be frequently invested into repair.</p> <p>One challenge in the city is unemployment this is being handled by creating 35,000 new jobs in the South Bank. If the basin isn't managed developments like these won't occur because constant damage would be a waste of money.</p>

		<p>Level 1 (1-2 marks) An answer at this level demonstrates basic understanding of river basin management and contemporary challenges that affect life in the city (AO2) and basic interpretation of the information provided to explain why river basin management is needed to overcome contemporary challenges that affect life in the city (AO3).</p> <p>This will be shown by including simple ideas about the river basin management and contemporary challenges that affect life in the city.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>0 marks No response worthy of credit.</p>	<p><u>Example of developed ideas:</u> River basin management is needed to make sure the river doesn't flood. This ensures that businesses can grow because there is more space available in the city centre.</p> <p><u>Example of simple ideas:</u> River basin management is needed because of flooding; Housing/businesses get damaged when it floods; Transport is delayed; Unemployment;</p>
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Question	Answer	Mark	Guidance
4	<p>Level 4 (10-12 marks) An answer at this level demonstrates a comprehensive understanding of the concept of sustainability (AO2). There will be a comprehensive analysis of the economic and environmental sustainability of Leeds (AO3). There will be a comprehensive evaluation of how Leeds can achieve greater long-term sustainability (AO3) in order to provide a comprehensive judgement to suggest one way in which Leeds can attempt to achieve greater long-term sustainability.</p> <p>This will be shown by including well-developed ideas about the economic and environmental sustainability of Leeds and the ways to achieve long-term sustainability.</p> <p>There are clear and explicit attempts to make appropriate synoptic links between content from different parts of the course of study.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (7-9 marks) An answer at this level demonstrates a thorough understanding of the concept of sustainability (AO2). There will be a thorough analysis of the economic and environmental sustainability of Leeds (AO3). There will be a thorough evaluation of how Leeds can achieve greater long-term sustainability (AO3) in order to provide a thorough judgement to suggest one way in which Leeds can attempt to achieve greater long-term sustainability.</p>	12	<p>Indicative Content The content can be drawn from any resource and should link the ideas for economic and environmental sustainability.</p> <p>Any suggestion of how Leeds could achieve greater long term sustainability that is justified is allowed but must not be taken from the resource booklet. This could include flagship projects, additional transport ideas (trams etc), renewable energy, urban gardens and many other ideas.</p> <p>Examiners should decide if the candidate has addressed the three elements of the question:</p> <ol style="list-style-type: none"> 1) Has the candidate used the resources to analyse the economic and environmental sustainability? 2) Has the candidate explained a way to improve long-term sustainability? (own idea) 3) Has the candidate evaluated the environmental and economic sustainability? <p><u>There should be no annotations except final level awarded at the end of the written answer</u></p> <p><u>Example of well-developed idea:</u> Urban gardens would be a highly successful technique to improve the environment in Leeds. This could lead to improved air quality meaning that people suffer less from breathing difficulties so less money has to be spent on health.</p>

		<p>This will be shown by including well-developed ideas about either the economic and environmental sustainability of Leeds or the ways to achieve long-term sustainability and developed ideas about the other question focus (current sustainability or ways to achieve long-term sustainability).</p> <p>There are clear attempts to make synoptic links between content from different parts of the course of study but these are not always appropriate.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2 (4-6 marks) An answer at this level demonstrates a reasonable understanding of the concept of sustainability (AO2). There will be a reasonable analysis of the economic and environmental sustainability of Leeds (AO3). There will be a reasonable evaluation of how Leeds can achieve greater long-term sustainability (AO3) in order to provide a reasonable judgement to suggest one way in which Leeds can attempt to achieve greater long-term sustainability.</p> <p>This will be shown by including developed ideas about either the economic and environmental sustainability of Leeds or the ways to achieve long-term sustainability and simple ideas about the other question focus (current sustainability or ways to achieve long-term sustainability).</p> <p>There are limited attempts to make synoptic links between content from different parts of the course of study.</p>	<p><u>Example of developed idea:</u> Urban gardens would be a highly successful technique to improve the environment in Leeds. This could lead to improved air quality.</p> <p><u>Example of simple idea:</u> Urban gardens would be a highly successful technique to improve the environment in Leeds.</p>
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		<p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1-3 marks) An answer at this level demonstrates a basic understanding of the concept of sustainability (AO2). There will be a basic analysis of the economic and environmental sustainability of Leeds (AO3). There will be a basic evaluation of how Leeds can achieve greater long-term sustainability (AO3) in order to provide a basic judgement to suggest one way in which Leeds can attempt to achieve greater long-term sustainability.</p> <p>This will be shown by including simple ideas about the economic and environmental sustainability of Leeds and/or the ways to achieve long-term sustainability.</p> <p>There are no synoptic links between content from different parts of the course of study.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>		
		<p>Spelling, punctuation and grammar and the use of specialist terminology (SPaG) are assessed using the separate marking grid in Appendix 1.</p>		<p>SPaG is awarded based on Q4 only. For guidance see page 22 in the mark scheme.</p>

Appendix 1

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) assessment grid

<i>High performance 3 marks</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall • Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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