

**GCSE (9–1)**  
*Sample SAM Taster Booklet*

# PHYSICAL EDUCATION

J587  
For first teaching in 2016



# GCSE (9–1)

# PHYSICAL EDUCATION

Our new GCSE (9–1) Physical Education specification provides a dynamic, contemporary and exciting opportunity for students to engage with the world around them.

Our Sample Assessment Material (SAMs) taster booklet introduces you to the style of assessment for our new qualification.

The booklet features the questions and mark schemes for the three assessments that make up this qualification. The complete set of sample assessment materials is available on the OCR website <http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016>

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OCR Subject Specialists provide information and support to schools including specification and controlled assessment advice, updates on resource developments and a range of training opportunities.

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## **WHAT TO DO NEXT**

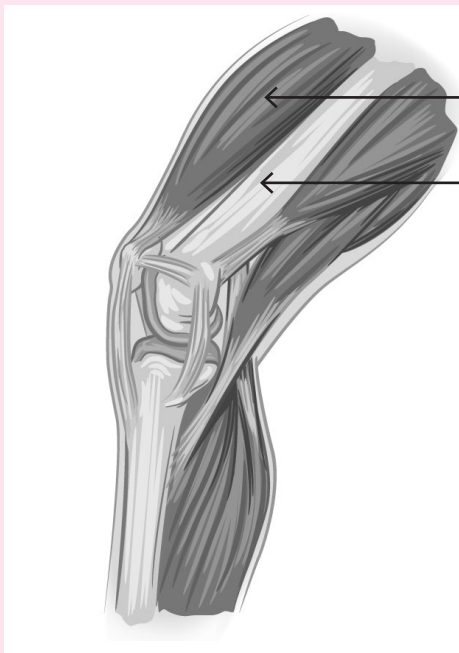
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# J587/01 – PHYSICAL FACTORS AFFECTING PERFORMANCE

## QUESTION 3(a)

Fig.1 shows a diagram of the knee. Label the muscle group **A** and the bone **B**.

Fig. 1



A.....

B.....

[2]

## MARK SCHEME FOR QUESTION 3(a)

Answer	Marks	Guidance
Muscle group A – Quadriceps Bone B – Femur	<b>2</b> 2 x (AO1)	One mark for each.

### QUESTION 3(b)

Describe **two** roles of ligaments within joints when performing a physical activity.

[2]

### MARK SCHEME FOR QUESTION 3(b)

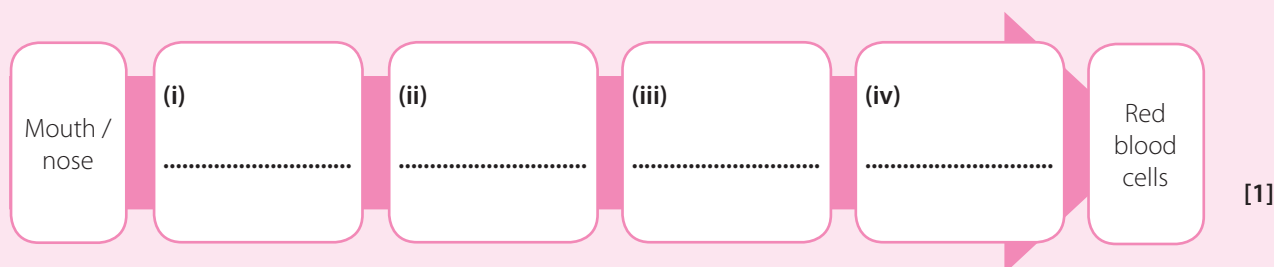
Answer	Marks	Guidance
Two marks from: 1. They connect bone to tissue/they are connective tissue 2. They stabilize the joints during	<b>2</b> 2 x (AO1)	

### QUESTION 5

Put the following words in the correct order to complete Fig.2.

Bronchi  
Alveoli  
Trachea  
Bronchiole

Fig. 2



### MARK SCHEME FOR QUESTION 5

Answer	Marks	Guidance
(i) trachea (ii) bronchi (iii) bronchiole (iv) alveoli	<b>1</b> 1 x (AO1)	Must be in correct order for mark to be awarded.

### QUESTION 10

Leon has just taken part in a rugby match and needs to complete a cool down.

Complete **Table 1** below by:

- (i) identifying the missing component of a cool down
- (ii) describing the missing cool down activity
- (iii) describing the physical benefit of the cool down activity.

Component of cool down	Description of cool down activity	Physical Benefit
(i)	light jogging around the rugby pitch	(iii)
stretching	(ii)	promotes recovery of muscles for next rugby match

[3]

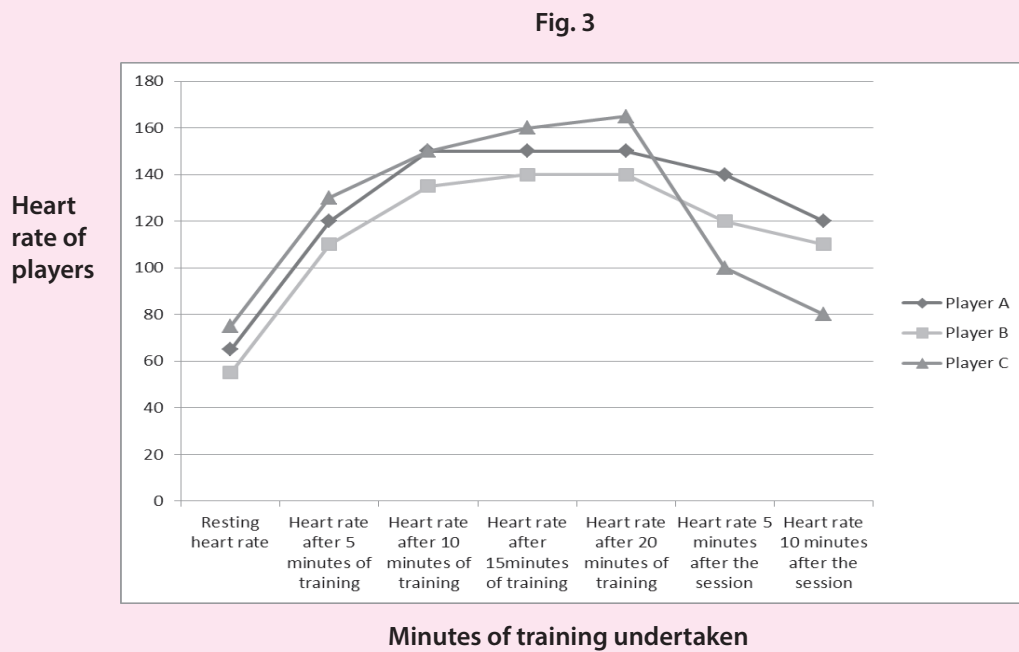
### MARK SCHEME FOR QUESTION 10

Answer	Marks	Guidance
Three marks for:	<b>3</b>	Must answer all three parts to gain three marks.
(i) lower intensity exercise (AO1)	2 x (AO1)	Accept equivalent examples for stretching as long as qualified, i.e. stretching a targeted area or a type of stretching.
(ii) static/maintenance or any example of a targeted stretch e.g. hamstring stretch (AO2)	1 x (AO2)	<b>Gradually</b> or equivalent required for physical benefit (part iii).
(iii) gradually lowers heart rate/reduce temperature (AO1)		

### QUESTION 21(a)

As part of their 8 week pre-season football training programme, players are monitored in terms of the changes in heart rate that occur during and after a training session.

Fig. 3 shows a graph of heart rate results for three players during the first training session of the programme.



(a) Using the information in Fig.3, analyse the players' fitness levels, performance in training and recovery.

[3]

### MARK SCHEME FOR QUESTION 21(a)

Answer	Marks	Guidance
<p>Three marks from:</p> <p>1. (Fitness levels) Player B has the best level of fitness because they have the lowest resting heart rate. Player C has the lowest fitness level as they have the highest resting heart rate.</p> <p>2. (Performance in training) Player C might have worked hardest during the session as their heart rate peaks highest</p> <p><b>OR</b></p> <p>(Performance in training) Players A and B may not have worked as hard in the middle of the session as their heart rate plateaus (Player A from 10-20mins; Player B from 15-20 mins)</p> <p>3. (Recovery) Players A and B both do cool downs but Player C does not as there is a sudden decrease in heart rate after the session for player C whereas the decrease is gradual for players A and B</p>	<p><b>3</b></p> <p>3 x (AO3)</p>	

**QUESTION 22(a)**

The heart is responsible for pumping blood around the body.  
 Describe how the double circulatory system performs this function.

[4]

**MARK SCHEME FOR QUESTION 22(a)**

Answer	Marks	Guidance
Four marks from: 1. heart consists of two separate loops/circuits/one loop for heart and lungs and one for heart and rest of body 2. blood travels through the heart twice (during a complete cycle around the body) <b>(Sub-max three marks for)</b> 3. pulmonary circulation 4. deoxygenated blood from right ventricle to lungs 5. pulmonary artery carries deoxygenated blood to lungs 6. oxygenated blood back to left atrium 7. pulmonary vein carries oxygenated blood back to left atrium <b>(Sub-max three marks for):</b> 8. systemic circulation 9. oxygenated blood from left ventricle to body/ muscles 10. Aorta carries oxygenated blood to body tissues/ muscles 11. deoxygenated blood back to right atrium 12. vena cava carries deoxygenated blood back to right atrium	<p><b>4</b></p> <p>4 x (AO1)</p>	

## QUESTION 23(b)

Using practical examples, explain how a personal trainer might reduce the risk of injury to a participant when delivering a training session in a fitness centre.

How could the general health, fitness and wellbeing of a participant influence their risk of injury?

[6]

## MARK SCHEME FOR QUESTION 23(b)

Answer	Marks	Guidance
<p><b>Level 3 (5–6 marks)</b></p> <ol style="list-style-type: none"><li>detailed knowledge &amp; understanding</li><li>clear and consistent practical application of knowledge &amp; understanding</li><li>effective analysis/evaluation and/or discussion/explanation/development</li><li>relevant information drawn upon from other areas of the specification</li><li>accurate use of technical and specialist vocabulary</li><li>there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li></ol> <p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"><li>satisfactory knowledge &amp; understanding</li><li>some success in practical application of knowledge &amp; understanding</li><li>analysis/ evaluation and/or discussion/explanation/development attempted with some success</li><li>some relevant information drawn upon from other areas of the specification</li><li>technical and specialist vocabulary used with some accuracy</li><li>there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li></ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"><li>basic knowledge &amp; understanding</li><li>little or no attempt at practical application of knowledge &amp; understanding</li><li>little or no attempt to analyse/ evaluate and/or discuss/explain/develop</li><li>little or no relevant information drawn upon from other areas of the specification</li><li>technical and specialist vocabulary used with limited success</li><li>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.</li></ul> <p><b>(0 marks)</b></p> <ul style="list-style-type: none"><li>no response or no response worthy of credit.</li></ul>	<p><b>4</b></p> <p>4 x (AO1)</p>	<p><b>Guidance</b></p> <p><b>Discriminators</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"><li>a detailed explanation of how risk of injury may be reduced is developed, with appropriate practical examples given (AO1 &amp; AO2)</li><li>several different ways in which health, fitness and wellbeing influence the risk of injury are discussed (AO3)</li><li>at the top of this level, all aspects are well addressed.</li></ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"><li>an explanation of some ways to reduce the risk of injury is given (AO1), with occasional development or application of practical examples (AO2)</li><li>some ways in which at least two of health, fitness and wellbeing influence the risk of injury may be discussed (AO3).</li><li>a detailed explanation of how risk of injury may be reduced with development (AO1 and AO2) can still achieve 4 marks but cannot access Level 3 (no AO3)</li></ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"><li>some basic knowledge and understanding relating to ways to reduce the risk of injury (AO1)</li><li>successful development of a point or use of an example (AO2) or attempt to explain how health, fitness or wellbeing influence the risk of injury (AO3) would indicate the top of this level</li></ul>

CONTINUED



**MARK SCHEME FOR QUESTION 23(b) (CONTINUED)**

Answer	Marks	Guidance
<b>Indicative content</b>		
<b>Ways of reducing risk of injury in delivery</b>		
<b>(AO1 = numbered points &amp; AO2 = bullet points)</b>		
1.		<ul style="list-style-type: none"> <li>risk assessment/maintenance/replacement of machines/equipment</li> <li>• e.g. checking treadmill before the start of each training session</li> <li>• e.g. replace exercise mats that are worn/display an out of use/faulty sign on treadmill</li> <li>• e.g. stack step up boxes out of the way</li> <li>• DEV. ensure all equipment /machines/stations are safe distance from each other</li> <li>• e.g. rowing machine a safe distance from the treadmill</li> </ul>
2.		<ul style="list-style-type: none"> <li>monitoring and addressing potential hazards</li> <li>• e.g. clean floor so not slippery/rough/use mats for hard floor / wipe up any spillages/water</li> <li>• e.g. ensure all litter/bags are put away to prevent slipping/tripping</li> <li>• DEV. make sure not too many people/crowded</li> <li>• e.g. one person to a machine</li> </ul>
3.		<ul style="list-style-type: none"> <li>Supervision of participants</li> <li>• DEV. teach correct use of equipment/proper technique</li> <li>• e.g. induction session demonstrating safe use of equipment</li> <li>• DEV. proper warm up/cool down</li> <li>• e.g. suitable description of warm up/cool down</li> <li>• DEV. make sure everyone following rules/protocols</li> <li>• e.g. posters displaying correct technique/rules</li> </ul>
4.		<ul style="list-style-type: none"> <li>instructions/advice on training might change based on risk assessment of participant</li> <li>• e.g. some training may not be suitable depending upon health/fitness/illness/injury/medical conditions identified</li> <li>• DEV. appropriate goal setting required</li> <li>• e.g. use of SMART principle</li> <li>• DEV. realistic and achievable goals will consider starting point of the participant</li> <li>• e.g. ensuring participants are not doing too much/over-exerting themselves</li> <li>• DEV. if base level of fitness not good, then training programme will aim to gradually improve this.</li> <li>• e.g. not lifting weights which are too heavy at first; not working at too high intensity</li> </ul>
<b>Influence of participants health, fitness and wellbeing (AO3)</b>		
5.		<ul style="list-style-type: none"> <li>there is more risk of injury where participants' general health is poor</li> <li>• DEV. they might be physically weaker</li> <li>• DEV. because they exercise less, they're less able to cope with exercise/body just not ready for exercise</li> <li>• e.g. underlying condition makes them susceptible to injury</li> </ul>
6.		<ul style="list-style-type: none"> <li>there is more risk of injury where participants' fitness is poor</li> <li>• DEV. muscles less strong so may not cope with intensity of exercise</li> <li>• e.g. more likely to pull muscles/sprain/strain</li> <li>• DEV. can lead to lack of balance/co-ordination/agility/flexibility</li> <li>• e.g. could make wrong decisions or injure/hurt themselves falling</li> </ul>
7.		<ul style="list-style-type: none"> <li>there is more risk of injury where participants' wellbeing is poor</li> <li>• DEV. could lead to lack of motivation</li> <li>• E.g. may not be trying properly and injure through incorrect technique</li> <li>• DEV. can mean less concentration/focus</li> <li>• E.g. could do something wrong/not listen to instructions and get injured</li> <li>• DEV. could result in lack of confidence</li> <li>• E.g. may not regularly attend so don't improve fitness</li> <li>• E.g. low self-esteem leading to incorrect technique</li> </ul>

# J587/02 – SOCIO-CULTURAL ISSUES AND SPORTS PSYCHOLOGY

## QUESTION 1

Which **one** of the following is a suitable definition of a motor skill?  
Put a tick (✓) in the box next to the correct answer.

- (A) A learned movement response.
- (B) A potential you are born with which produces actions.
- (C) A fundamental action in sports performance.
- (D) A response linked to mechanical advantage in sport.

[1]

## MARK SCHEME FOR QUESTION 1

Answer	Marks	Guidance
(a) A learned movement response	<b>1</b> 1 x (AO1)	

## QUESTION 2

Using a practical example, describe **one** characteristic of an open motor skill.

[1]

## MARK SCHEME FOR QUESTION 2

Answer	Marks	Guidance
One mark for: 1. affected by the environment e.g. receiving a tennis serve on a windy day 2. predominantly perceptual e.g. a cricket batsman selecting a shot 3. externally paced e.g. the hockey	<b>1</b> 1 x (AO2)	Only accept if a suitable practical example is used. Do not accept a practical example on its own – must be part of the description.

### QUESTION 5

Explain how imagery can help a sports performer mentally prepare for effective performance.

[3]

### MARK SCHEME FOR QUESTION 5

Answer	Marks	Guidance
<p>One mark for:</p> <ol style="list-style-type: none"> <li>before or during performance imagery can improve concentration by blocking out distractions</li> <li>imagery can increase confidence by imagining success or satisfaction/happiness with the performance.</li> <li>before or during performance imagery can help with relaxation/control stress by the participant when they feel anxious / go to 'another place' in their minds to try and calm down.</li> </ol>	<p><b>3</b> 3 x (AO2)</p>	<p>Do not accept single word answers.</p>

### QUESTION 7

Which **one** of the following is **false**?

Put a tick (✓) in the box next to the correct answer.

- (A) Selective attention is good for a rugby player's concentration.
- (B) An example of a specific goal is to improve strength in the legs of a badminton player.
- (C) The use of pre-recorded verbal feedback is an example of mechanical guidance.
- (D) A characteristic of a skilful gymnast is that he shows good co-ordination.

[1]

### MARK SCHEME FOR QUESTION 7

Answer	Marks	Guidance
<p>(c) The use of pre-recorded verbal feedback is an example of mechanical guidance.</p>	<p><b>1</b> 1 x (AO1)</p>	

## QUESTION 9

Which **one** of the following is **true**?

Put a tick (✓) in the box next to the correct answer.

- (A) Professional female golfers earn more now than professional male golfers.
- (B) Tennis is the most popular participant sport in the UK.
- (C) As age increases the probability of sports participation decreases.
- (D) Taking part in sport as a child has no significance to taking part as an adult.

[1]

## MARK SCHEME FOR QUESTION 9

Answer	Marks	Guidance
(c) As age increases the probability of sport participation decreases	<b>1</b> 1 x (AO1)	

## QUESTION 11

Describe **one** practical example of sportsmanship.

[1]

## MARK SCHEME FOR QUESTION 11

Answer	Marks	Guidance
One mark from: 1. shaking hands at the beginning/end of a competition. 2. stopping if someone is injured in football 3. kicking the ball out to stop the game if someone injured in football. 4. congratulating your opponent during or after a match 5. not celebrating (much) if winning/scoring. 6. a tennis player giving time to their opponent if injured 7. 'walking' when out in cricket	<b>1</b> 1 x (AO2)	Accept any valid description using a practical example. Need a description rather than a single word answer.

### QUESTION 12

Describe **two** reasons why a player in a team sport might be violent.

[2]

### MARK SCHEME FOR QUESTION 12

Answer	Marks	Guidance
Two marks from: 1. (frustration) as a result of losing 2. as physical retaliation/as a reaction to a challenge/ tackle 3. over arousal during the game 4. (annoyed by) poor decisions by officials 5. to gain an advantage / to hurt your opponent 6. taunting from crowd / opponents 7. controlled aggression may be required for effective play 8. as a result of the influence of drugs	<b>2</b> 2 x (AO1)	Need a description rather than a single word answer.

## QUESTION 14

The Cricket World Cup attracts prize money for men of about £2,500,000, whereas for women, the prize money is about £47,000.

Discuss possible reasons for this difference in prize money for men and women.

[3]

## MARK SCHEME FOR QUESTION 14

Answer	Marks	Guidance
Three marks from: 1. reflects discrimination against women's sport in society 2. historically men's game has been given more money/ the men's game has been played for longer/ men's game is more established 3. men's game perceived to be better/more entertaining than women's game/men's cricket attracts more spectators 4. men's cricket attracts more sponsors/media coverage 5. predominant male culture in and around the sport/ more male spectators/amateur players 6. more men make decisions about prize money, so they are biased towards rewarding men's game more	<b>3</b> 3 x (AO3)	

## QUESTION 22(a)

Research in the UK has shown that physical activity levels reported for females between 11 and 14 years of age are generally low:

- 45% of sample engaged in no vigorous activity over 4 days
- 30% did less than 20 minutes activity a day

Explain possible reasons for the low participation levels for these 11–14 year old females.  
Assess the long term physical effects that such low levels of activity could have.

[6]

**MARK SCHEME FOR QUESTION 22(a)**

Answer	Marks	Guidance
<p style="text-align: center;"><u>Levels of Response</u></p> <p><b>Level 3 (5-6 marks)</b></p> <ul style="list-style-type: none"> <li>detailed knowledge &amp; understanding</li> <li>effective analysis/evaluation and/or discussion/explanation/development</li> <li>clear and consistent practical application of knowledge &amp; understanding</li> <li>relevant information drawn upon from other areas of the specification</li> <li>accurate use of technical and specialist vocabulary</li> <li>there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>satisfactory knowledge &amp; understanding</li> <li>analysis/evaluation and/or discussion/explanation/development attempted with some success</li> <li>some success in practical application of knowledge</li> <li>some relevant information drawn upon from other areas of the specification</li> <li>technical and specialist vocabulary used with some accuracy</li> <li>there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li> </ul> <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>basic knowledge &amp; understanding</li> <li>little or no attempt at practical application of knowledge &amp; understanding</li> <li>little or no attempt to analyse/evaluate and/or discuss/explain/develop</li> <li>little or no relevant information drawn upon from other areas of the specification</li> <li>technical and specialist vocabulary used with limited success</li> <li>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.</li> </ul> <p><b>(0 marks)</b></p> <ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>	<p style="text-align: center;"><b>4</b></p> <p>4 x (AO1)</p>	<p style="text-align: center;"><u>Discriminators</u></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>a detailed explanation of reasons for low participation is developed, with appropriate practical examples given (AO1 &amp; AO2)</li> <li>several different long term physical effects on body systems linked to low levels of physical activity are discussed (AO3)</li> <li>at the top of this level, all aspects are well addressed.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>an explanation of some reasons for low participation is given (AO1), with occasional development or application of practical examples (AO2)</li> <li>some long term physical effects on at least one body system linked to low levels of physical activity may be discussed (AO3).</li> <li>a detailed explanation of reasons for low participation with development (AO1 and AO2) can still achieve 4 marks but cannot access Level 3 (no AO3)</li> </ul> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>some basic knowledge and understanding relating to reasons for low participation is given (AO1)</li> <li>successful development of a point or use of an example (AO2) or attempt at assessment of a long term physical effect (AO3) would indicate the top of this level</li> </ul>

CONTINUED

## MARK SCHEME FOR QUESTION 22(a) (CONTINUED)

### Indicative content

#### **Explanations of reasons**

##### **(AO1 = numbered points & AO2 = bullet points)**

1. Discrimination/bad experience of sport and physical activity
  - DEV. others / males devalue female sport/activity
  - e.g. not enjoying PE lessons
  - DEV. narrow opportunities in schools
  - e.g. few activities for girls / girl only activities
2. Low self-esteem discourages participation
  - DEV. embarrassment/worried about body image
  - e.g. lack of confidence to take part
3. Lack of media coverage and role models
  - DEV. few female role models for this age group or in certain sports
  - DEV. lack of media coverage of female sport / activities on a regular basis
  - e.g. lack of representation of women's football compared to men's game
  - e.g. lack of coverage in newspapers and TV
4. Lack of encouragement/support
  - e.g. not encouraged by family
  - e.g. friends / peer inactivity
  - DEV. others do not participate and discourage peers from doing so
  - DEV. devalue activity/make fun of taking part
5. Other interests/activities
  - DEV. Lack of time/spend free time doing other things rather than sport and physical activity

#### **Assessment of physical effects that such low levels of activity could have (AO3) on different body systems**

6. Impact on cardiovascular health
  - Effects on Heart rate, breathing rate
  - Can lead to higher blood pressure
  - Increased risk of Coronary Heart Disease (CHD)
  - Increased risk of hypertension
7. Impact on musculoskeletal health
  - Reduced muscle mass, strength and endurance
  - Weaker/less mobile joints
  - Can lead to poor posture/does not benefit posture
  - Increased risk of osteoporosis
  - Increased risk of arthritis



### QUESTION 22(b)

Give **two** different practical suggestions that might lead to an increase in participation for 11–14 year old females. How might you assess whether your suggestions are successful?

[4]

### MARK SCHEME FOR QUESTION 22(b)

Answer	Marks	Guidance
<p>Two marks for two suggestions from:</p> <ol style="list-style-type: none"> <li>1. promote through targeted information/education about health/well being benefits through leaflets or lessons</li> <li>2. highlight/promote body image benefits or weight control by using appropriate images or referring to image benefits</li> <li>3. challenge/combat discrimination from others by arguing against sedentary activities</li> <li>4. refer to role models (suitable for this age group) using peers or successful female athletes or get role models to talk to groups of females</li> <li>5. provide female only classes or use (young) female instructors for exercise classes</li> <li>6. run yoga/Pilates/aerobic/dance (traditionally female activities) or run activities that are not traditionally linked to female participation such as rugby, football or boxing activities</li> <li>7. run exercise classes at times of day that are convenient to this group</li> </ol>	<p><b>4</b> 2 x (AO2)</p>	<p>Give credit for other appropriate practical suggestions to increase participation <b>for this age group</b>.</p>
<p>Two marks for assessment from:</p> <ol style="list-style-type: none"> <li>1. ask/use questionnaire or refer to focus groups of 11-14 females</li> <li>2. count or make a record of attendance at (extra-curricular/club) activities</li> <li>3. ask parents whether participation is regular</li> <li>4. carry out fitness/health test to assess whether regular activity has taken place.</li> </ol>	<p>2 x (AO3)</p>	

### QUESTION 23(a)ii

Kim is trying to eat more healthily and be more physically active in order to lose weight.

Justify which one of the following goals is most likely to help Kim achieve her goal.

- A. I will go to the gym whenever I can from now on.
- B. I will do more exercise and eat more healthy food on weekdays.
- C. I will go to the gym once a week for the next 10 weeks.

[2]

### MARK SCHEME FOR QUESTION 23(a)ii

Answer	Marks	Guidance
C is the most likely to work	<b>2</b>	
Because it has a time frame/is specific/has a clear target/ is SMART	1 x (AO1) 1 x (AO3)	

**Copyright acknowledgment:**

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## OCR customer contact centre

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