

Classical Civilisation

General Certificate of Secondary Education

Unit **A352/02** Epic and Myth (Higher Tier)

Mark Scheme for June 2011

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

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

The **Abbreviations, annotations and conventions** used in the detailed Mark Scheme are:

Mark	Description	Possible Use
	?	Unclear
	BOD	Benefit of the doubt
	C	Cross Credit
	Highlight	Highlight
	Tick 1	A01
	Tick 2	A02
	Tick 3	A03
	^	Omission mark

Rubric errors: Where a candidate has answered additional option/questions you must mark all of the work. SCORIS will then calculate which questions/options will give the candidate the best mark without infringing the rubric and will calculate that mark total.

You **must** check the additional pages at the end of each script for any additional material linking with an earlier response. Where there is additional material mark it as part of the response to the question or sub-question that it relates to. You can link the two responses together by using the 'handcuff' annotation.

Option 1: Epic		
Section A		
Question Number	Answer	Max Mark
1	<p>Examiners are reminded that the following is indicative content only and that they should credit all appropriate answers.</p> <p>What impression do you get of Odysseus in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Full of flattery • Respectful in keeping his distance • Suffered greatly during the storm • Victim of the gods • Lacking hope • Sorry for himself • Suppliant. <p>Clear reference to the passage and a range of points are required for thorough. Do not credit evidence outside the passage.</p> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is valid and should be credited in line with the marking grid.</p>	[5] AO3
	<p>(b) What help does Nausicaa give Odysseus before he reaches the palace of Alcinous?</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Provides clothing • Provides opportunity and oil for bath • Gives directions • Shows xenia – food, drink • Background about life in the land of the Phaeacians • Advice on how to approach her parents – when inside the palace he should ignore Alcinous and beg Arete • She allows him to follow the wagon 	[5] AO1

		<ul style="list-style-type: none"> • She tells him to wait at the grove of Athene. <p>Answers may either offer an overview of the help given or focus on the detail of several types of assistance. Either approach is valid and should be credited in line with the marking grid.</p>	
	(c)	<p>Explain why Nausicaa offers to help Odysseus.</p> <p>Accept any reasonable opinion based on any of the following:</p> <ul style="list-style-type: none"> • Athene has made Nausicaa think of getting married • Athene has enhanced Odysseus' looks • Athene has put courage into Nausicaa's heart • She feels sorry for him • She falls for his charm • She abides by the rules of xenia • She likes him. <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	<p>[5] AO2</p>

Option 1: Epic		
Section A		
Question Number	Answer	Max Mark
2	<p>(a)</p> <p>What impression do you get of Calypso in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Beautiful but yet formidable goddess • Offers very generous xenia • Devious in offering Odysseus immortality • Desperate for Odysseus to remain on her island • Selfish to ignore Odysseus' desire not to stay at Ogygia for an overly long time • Lonely • Obedient to the will of Zeus. <p>Clear reference to the passage is required for thorough. Do not credit evidence outside the passage. Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is valid and should be credited in line with the marking grid.</p>	<p>[5] AO3</p>
	<p>(b)</p> <p>What help does Calypso give Odysseus?</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Took him in after the storm and looked after him • Shows him where the best trees are for building a raft • Provides him with an axe and boring tools • Provides cloth for the sail • Provides provisions for the voyage – bread, wine, water, grain, meats and clothes • Causes a favourable wind to arise when he is about to leave her island • Gives advice about sailing by the stars. <p>Answers may either offer an overview of the help given or focus on the detail of several types of assistance. Either approach is valid and should be credited in line with the marking grid.</p>	<p>[5] AO1</p>

	<p>If candidates only make reference to the help given by Calypso before Odysseus is allowed to leave then do not credit more than some.</p> <p>Do not credit the following:</p> <ul style="list-style-type: none"> • Calypso gives Odysseus advice on how to construct the raft • Calypso keeping him on the island for seven years 	
(c)	<p>Explain how Odysseus survived the storm sent by Poseidon and was washed up on the shores of the land of the Phaeacians.</p> <p>Candidates should be able to demonstrate understanding of how some of the following assistance helped to save Odysseus from the storm.</p> <ul style="list-style-type: none"> • Ino appears and offers him a veil which will keep him safe • Ino tells him to take off Calypso's clothes to prevent him from drowning • Odysseus eventually decides to follow her advice because he is desperate • Athene calms the storm and summons the North wind to flatten the waves • Odysseus weighs up options of the most viable place to land • Athene advises him to grab hold of a rock and to swim further along • Odysseus' prayer to the river god is successful as the waters are calmed. <p>Candidates need to offer some sort of explanation of how he survives to achieve a mark of sound or higher.</p>	<p>[5] AO2</p>

Option 1: Epic		
Section A		
Question Number	Answer	Max Mark
3	<p>(a) How does this passage show the power of the storm? Give reasons for your views and support them with details from the passage.</p> <p>Candidates may refer to either literary techniques or factual details or both. Credit any valid ideas which are supported by the passage. Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Force of the wind – hurricane and the damage it does to the ship • Graphic descriptions of the crew's deaths • The immediate effect of Zeus' thunderbolt • The use of simile highlights the men's insignificance • The passage appeals to the senses with the smell of sulphur • Personification of wind • Use of onomatopoeia – 'howling'. <p>Clear reference to the passage is required for thorough. Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is valid and should be credited in line with the marking grid.</p>	[5] AO3
	<p>(b) What happens to Odysseus after the events in this passage and before he is washed up on Calypso's island?</p> <ul style="list-style-type: none"> • Odysseus unsuccessfully tries to stay on board what was left of the wrecked ship • He gets swept back to Scylla and Charybdis • Odysseus grabs hold of a fig tree • He clings there like a bat • He waits for some timbers of his vessel to re-emerge from Charybdis • Odysseus paddles away from Scylla • He drifts for nine days. <p>Answers may either offer an overview of the help given or focus on the detail of several types of assistance. Either approach is valid and should be credited in line with the marking grid.</p>	[5] AO1

	(c)	<p>All of Odysseus' men are killed in this storm. Explain why they are punished in this way.</p> <p>Accept any reasonable opinion based on any of the following:</p> <ul style="list-style-type: none"> • Odysseus warns them not to eat the Sun-God's cattle • Odysseus makes them swear an oath not to touch the cattle • As a result of the prolonged storm the crew are desperately hungry and feast on the cattle • Odysseus is fast asleep after going off to pray. He is unable to stop them from doing this • Hyperion complains to Zeus and threatens to shine among the dead if the men are not punished • It is part of destiny as a result of Polyphemus' curse. <p>Candidates need to offer some sort of explanation as to why the men are punished to achieve a mark of sound or higher.</p>	<p>[5] AO2</p>
		Total:	[30]

Option 1: Epic		
Section B		
Question Number	Answer	Max Mark
4	<p>The essay marking grid should be used to mark section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A mark should be awarded for each Assessment Objective in line with the marking grid (A01 = maximum 11, A02 = maximum 8, A03 = maximum 11). The off-page comment function should be used to indicate the mark for each AO, as follows: A01 = .../11 A02 =.../8 A03=.../11</p> <p>The total out of 30 should be entered as the item level mark for the question. To access the off page comment, go to toggle comment. There will be the option of item level comment. Add the AO's (as shown above) in the space at the bottom of the screen. No further comment is necessary as the mark awarded for each AO will indicate the level that it is in and therefore the extent to which it has met the criteria for that level.</p> <p>In what ways are the gods and goddesses important to the success of the <i>Odyssey</i> as a story?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • what the gods and goddesses do in <i>the Odyssey</i> • what they add to the story; • anything else that you think is significant. <p>Candidates should show knowledge of what the following divinities do in the set books of the <i>Odyssey</i>.</p> <ul style="list-style-type: none"> • Athene • Zeus • Hermes • Poseidon • Ino • Calypso • Circe. 	[30]

Option 1: Epic		
Section B		
Question Number	Answer	Max Mark
	<p>Candidates should show understanding and appreciation of the value of their contribution to the success of the epic in the following areas:</p> <ul style="list-style-type: none"> • Help to shape and develop the plot and keep the story moving – Athene pleads for the release of Odysseus, Hermes offers moly. • Provide Odysseus with practical help and direction – Ino’s veil, Circe’s guidance, Athene’s and Calypso’s practical help • Enhance Odysseus’ heroic and physical standing – Athene beautifying Odysseus • Poseidon makes an excellent villain which again enhances Odysseus’ heroic stature • Lends authenticity to the poem in Greek times • Add excitement and another dimension to the story. 	

Option 1: Epic		
Section B		
Question Number	Answer	Max Mark
5	<p>How effective a leader do you think Odysseus was?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> the different ways Odysseus showed leadership; how successful he was in his leadership; anything else that you think is significant. <p>Candidates will probably want to offer a definition of what makes an effective leader and arrange the essay into areas where he shows himself to be both effective and not so effective.</p> <p>Effective leader:</p> <ul style="list-style-type: none"> Cares for his men – saves them from Circe and Lotus-eaters, buries Elpenor Fair leader – divides booty evenly Good speaker – Nobody ruse with Polyphemus, encourages crew before Scylla and Charybdis Provider of good plans – getting the Cyclops drunk and escaping under the sheep <p>Poor leadership:</p> <ul style="list-style-type: none"> Fails to assert his leadership – Ismarus, Sun God's island, bag of winds, Eurylochus Too concerned with his reputation – ignores his crew's advice to leave Polyphemus' cave in the hope of xenia, boasts about his name which leads to his men getting cursed, runs the gauntlet with the Sirens Makes some poor decisions – Laestrygonians, wants to kill Eurylochus <p>Credit candidates who make reference to books of the <i>Odyssey</i> which are not set texts but this is not essential for achieving thorough.</p>	[30]
	Total:	[30]

Option 2: Ovid		
Section A		
Question Number	Answer	Max Mark
6	(a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>
	(a)	<p>What impression does Ovid give of the Silver Age in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Spring is shortened • The four seasons are instituted • The extreme differences of the seasons • Air becomes arid • People looked for covered homes • Corn is sown in long furrows • Animals have to work hard • It is inferior to the Golden Age • It is superior to the Bronze Age. <p>Clear reference to the passage is required for thorough. Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is valid and should be credited in line with the marking grid. Candidates need to offer some sort of explanation and reference to the passage to achieve a sound mark or higher. Allow for positive or negative viewpoints of the Silver Age.</p>
	(b)	<p>What does Ovid say about the beginning of creation?</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Before earth or sea • Nature was Chaos • A shapeless mass

[5]
AO3

[5]
AO1

Option 2: Ovid		
Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • No sun/moon • Earth not poised in the air • No lasting shape for anything • A god resolved the strife • Sorted out the elements to make a harmonious union • Development of the separate elements • Division of the world in to zones • Creation of man from clay. <p>Answers may either offer an overview of what happened during creation or focus on the detail of several areas. Either approach is valid and should be credited in line with the marking grid.</p>	
(c)	<p>Explain how the features of the Golden Age made it perfect.</p> <p>Accept any reasonable opinion that shows understanding of how the following features made the Golden Age perfect:</p> <ul style="list-style-type: none"> • No need for laws • No terrors • No fear • No walls around cities • No battles • No armies • Eternal Spring • Edible plants grew of their own accord • Rivers of milk and honey. <ul style="list-style-type: none"> • Candidates need to offer some sort of explanation of why the features they have selected made the Golden Age perfect to achieve a sound mark or higher. 	<p>[5] AO1</p>

Option 2: Ovid		
Section A		
Question Number	Answer	Max Mark
7	<p>(a) What impression do you get of Narcissus from the passage? Give reasons for your views and support them with details from the passage.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • In love with his image • Grief stricken at losing sight of the image • Melodramatic • Self-harming his beautiful body • Wasted by the power of love • Unintelligent. <p>Clear reference to the passage is required for thorough. Do not credit evidence outside the passage. Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is valid and should be credited in line with the marking grid.</p>	<p>[5] AO3</p>
	<p>(b) Explain how Echo suffers because of Narcissus.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Narcissus resists the overtures of Echo • Echo is rejected • Echo hides herself in a cave from shame • She cannot stop herself loving Narcissus • She wasted away to bones because of her love for Narcissus • Only her voice remained • Her bones eventually turned into stones • Mental torture at the sight of Narcissus disappearing. <p>Candidates need to offer some sort of discussion of how these events caused Echo to suffer to achieve a sound mark or higher.</p>	<p>[5] AO2</p>

Option 2: Ovid		
Section A		
Question Number	Answer	Max Mark
	<p>(c) In the story of Narcissus and Echo, outline how Narcissus is punished.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Doomed to die young • He is made to fall in love with his image because he had spurned the advances of other lovers • Tries to kiss his image • Deceived by his image which is so tantalisingly close • Forgets to eat and sleep • Loses his looks and youth • Beats himself • Fades away. <p>Answers may either offer an overview of how Narcissus is punished or offer detail on several areas. Either approach is valid and should be credited in line with the marking grid.</p> <p>Do not credit the metamorphosis into a flower.</p>	<p>[5] AO1</p>
8	<p>(a) What impression do you get of Daedalus in this passage? Give reasons for your views and support them with details from the passage.</p> <p>The following areas of Daedalus' character are shown:</p> <ul style="list-style-type: none"> • Instructor • Loves Icarus • Deeply moved • Concern for his son • Watchful of his son. <p>Clear reference to the passage is required for thorough. Do not credit evidence outside the passage. Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is valid and should be credited in line with the marking grid. Credit candidates who make reference to the fact that Daedalus fears his son might die.</p>	<p>[5] AO3</p>

Option 2: Ovid		
Section A		
Question Number	Answer	Max Mark
(b)	<p>What instructions does Daedalus give Icarus just before this passage?</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Listen carefully • Fly a midway course • Not too close to the sea or the sun • Pay no attention to the stars • Have his father as a guide and follow his father. <p>Only credit what Daedalus says and not what subsequently happens to Icarus.</p>	[5] AO1
(c)	<p>Explain how and why Icarus crashes.</p> <p>Candidates may refer to some of the following:</p> <ul style="list-style-type: none"> • Got carried away and deserted his father • Drawn by the open expanse • Flew too near the sun • Melted the wax • Feathers fell off • Could no longer fly. <p>Candidates need to offer some sort of discussion of why Icarus crashes to achieve a sound mark or higher.</p>	[5] AO2
Total:		[30]

Option 2: Ovid		
Section B		
Question Number	Answer	Max Mark
	<p>The essay marking grid should be used to mark section B. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A mark should be awarded for each Assessment Objective in line with the marking grid (A01 = maximum 11, A02 = maximum 8, A03 = maximum 11). The off-page comment function should be used to indicate the mark for each AO, as follows: A01 = .../11 A02 =.../8 A03=.../11</p> <p>The total out of 30 should be entered as the item level mark for the question. To access the off page comment, go to toggle comment. There will be the option of item level comment. Add the AO's (as shown above) in the space at the bottom of the screen. No further comment is necessary as the mark awarded for each AO will indicate the level that it is in and therefore the extent to which it has met the criteria for that level.</p>	

Option 2: Ovid		
Section B		
Question Number	Answer	Max Mark
9	<p>‘A talented storyteller.’ To what extent do you agree with this description of Ovid?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • the range of stories Ovid tells in his <i>Metamorphoses</i>; • Ovid’s narrative and descriptive techniques; • anything else that you think is significant. <p>Candidates might discuss a range of episodes taken from Ovid’s <i>Metamorphoses</i>. These might include:</p> <ul style="list-style-type: none"> • Deucalion • Pyrrha • Daphne • Io • Cadmus • Semele • Teiresias • Narcissus • Echo • Pentheus • Minos • Scylla • Daedalus • Meleager • Althaea • Philemon • Baucis • Erysichthon 	[30]

Option 2: Ovid		
Section B		
Question Number	Answer	Max Mark
	<p>Answers should demonstrate understanding of how a range of the following areas backed up with relevant examples highlight (or fail to do so) Ovid's skill as a storyteller.</p> <ul style="list-style-type: none"> • The grotesque • Variety of metamorphoses • Characterisation • Direct speech • Rhetoric • Similes • Humour • Tragedy • Epic • Moral message • Descriptive writing and incidental details <p>Credit all relevant ideas which demonstrate Ovid's talent as a storyteller.</p>	
10	<p>'Humans get what they deserve from the gods.' How far do you agree with this statement?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • how the gods and goddesses treat humans in Ovid's <i>Metamorphoses</i>; • whether you think this treatment is fair • anything else that you think is significant. <p>At times, the humans seem to get what they deserve from the gods. Good characters such as Baucis and Philemon, Deucalion and Pyrrha are rewarded justly for their piety. Lycaon is punished for his evil.</p>	[30]

Option 2: Ovid		
Section B		
Question Number	Answer	Max Mark
	<p>Other times, humans might be thought to deserve some form of punishment, but that the punishment itself is too heavy. Candidates might profitably explore:</p> <ul style="list-style-type: none"> • Bacchus and Pentheus • Diana and Actaeon • Ceres and Erysichthon • Juno and Teiresias <p>Sometimes, humans seem to be treated most unfairly by the gods. For instance:</p> <ul style="list-style-type: none"> • Jupiter, Io and the tragedy which ensues when she is transformed into a heifer • Juno and Semele • Apollo and Daphne. 	
Paper Total:		[60]

Marking grids for GCSE Classical Civilisation, Unit A351, A352 and A353

Source based (Section B in Foundation, Section A in Higher)

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	5 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	5 Demonstrates thorough understanding of evidence with clear and detailed explanation.	5 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	4 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	4 Demonstrates sound understanding of evidence with explanation.	4 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	3 Demonstrates some understanding of evidence with some explanation.	3 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	2 Demonstrates limited relevant knowledge and information.	2 Demonstrates limited understanding of evidence.	2 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-1 Demonstrates minimal or no relevant knowledge.	0-1 Demonstrates minimal or no understanding of evidence.	0-1 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Essays (Section B in Higher)

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	9-11 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation.	9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	7-8 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	5-6 Demonstrates sound understanding of evidence with explanation.	7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	3-4 Demonstrates some understanding of evidence with some explanation.	5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	3-4 Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	2 Demonstrates limited understanding of evidence.	3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-2 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	0-1 Demonstrates minimal or no understanding of evidence.	0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2011