

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199

For first teaching in 2017

J199/11 Summer 2019 series

Version 1

Contents

Introduction	3
Paper 11 series overview	4
Section A overview	6
Question 1 (a)	6
Question 2 (a)	6
Question 3 (a)	7
Question 3 (b)	7
Question 4	7
Question 5	8
Question 7 (a)	8
Question 8 (c)	8
Question 11	9
Section B overview	11
Question 12 (c) and (d)	11
Question 13	11
Question 14 (a) and (b)	12
Question 15 (b)	12
Question 16 (b)	13
Question 19 (a) and (b)	13
Question 20 (a)	13
Question 20 (b)	14
Question 21	14
Section C overview	15
Question 22	16
Question 23	17
Question 24	18
Question 25	18
Question 26	20

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other . . .** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Paper 11 series overview

J199/11 (Myth and Religion) is one of two Thematic Studies for GCSE Classical Civilisation. To do well on this paper, candidates need to show knowledge and understanding of Greek and Roman religious practices and associated mythological stories through the study of contemporary literary sources and material culture.

Centres had clearly prepared candidates well for the new time demands of the examination as very few candidates appeared to run out of time. Many candidates wrote a lot in the time available choosing to use the extra space provided at the end of the examination paper. Some candidates chose to squeeze extra information onto the bottom of a question, most often in Question 11 and Question 21. This will always be marked but candidates should always try to use the extra space provided in order to allow for a clear and flowing response to the question.

In some instances where candidates were asked to make one point, many chose to make several points. All answers were marked, but candidates often wasted time by writing more than necessary after securing the marks for a question. Candidates must also be aware that if they write more than the required number of responses, and these additional responses are wrong, that they will not achieve the full mark for that question.

In Section A and Section B examiners were impressed with responses to the knowledge and understanding questions. The two questions that caused the most problems for candidates were the detailed responses (Question 11 and Question 21). Centres had clearly taught the content of these topics well as many candidates were very knowledgeable on sacrifices, temples and the Saturnalia. The area in which candidates dropped marks was in their approach to the question. The detailed response is designed to test a candidate's ability to analyse and use source material to offer a response to the question. This is reflected in question which asks candidates to 'use' the sources given, and the marking grid in which all levels refer to the use of the source material given in the assessment. Candidates must make sure that they lead their argument with the source material and use their own knowledge to supplement the examples that they have taken from the source. These questions also asked candidates to compare two areas and reach a conclusion. This caused a few problems as candidates often wrote two separate mini essays with a short comparison at the end. For example, in Question 11, candidates often wrote very knowledgeably on both temples and sacrifices, without directly comparing the two. Such an approach often led to marks being dropped for not answering the question set.

In Section C, Questions 22, 23 and 24 were introduced with the phrase 'study Source K and Source L', however each question did not make explicit reference to the use of either of these sources. Due to the lack of the instruction 'use' in the question, examiners credited candidates that provided valid responses that did not use the sources. Centres must note that while this approach was taken by examiners in this year's paper, future examinations will make sure the instruction 'use Source X' is included in the question.

Question 26 was more popular than Question 25 however both offered detailed and imaginative responses. For Question 25 many candidates were aware of what happened in the Greek and Roman sources and could explain what was learnt about Heracles/Hercules in each. The candidates that addressed the 'visual' and 'written' aspect of the question achieved the highest levels. This approach often led to a perceptive analysis of the strengths and weaknesses of each type of source. For Question 26 examiners were impressed with the high level of knowledge candidates showed for the decoration of both the Parthenon and Ara Pacis. The candidates who achieved the highest levels for this question made direct comparisons between the two structures, often identifying themes of comparison such as decoration, location and purpose. Although rare, some candidates confused the Ara Pacis with

the Prima Porta statue of Augustus. Additionally some thought the Parthenon was just the statue of Athena, not the whole building.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • wrote concisely but with precision and without repeating ideas • used the source material for the 8-mark questions and used their own knowledge to expand on these sources • wrote balanced arguments, drawing comparisons throughout the 8- and 15-mark questions. 	<ul style="list-style-type: none"> • mixed up the events and characters of different myths • spent too much giving facts in Section C and too little time analysing them • did not address the comparative nature of the 8- and 15-mark questions.

Section A overview

Section A comprises 30 marks of questions on Greek myth and religion. These include questions that require short factual answers, short analytical statements and a detailed response question. All of these are introduced by a stimulus source. Candidates generally showed excellent factual knowledge in the section and were usually able to clearly express when required in questions. Theseus' reforms challenged many candidates. In the other questions candidates tended to drop marks due to confusing events and/or characters. The detailed response (Question 11) proved the most challenging question. This was mainly due to candidates not using sources D and E. Additionally candidates tended to state why each was important rather than why one was more important than the other.

Question 1 (a)

Study **Source A**

1 (a) Who helped Theseus complete the task shown in **Source A**?

.....
..... [1]

Many candidates got this correct. Some candidates lacked precision by stating 'the daughter of King Minos' or 'a Cretan princess'. These were deemed too vague as there were several princesses.

Question 2 (a)

2 (a) What was Theseus meant to do to his ship as he returned from Crete?

.....
..... [1]


Many candidates got this correct. Some candidates lacked precision by just stating 'change the sails'. This was deemed too vague as the colour was an important part of the story's plot.

Question 3 (a)

3 (a) State **two** reforms Theseus made to Attica once he became king of Athens.

-
-
-
- [2]

Many candidates achieved at least one mark however many left this question blank.

	OCR Support	The Theseus myth is discussed within the <i>Myth and the City: Foundation Stories</i> topic. Candidates should be aware that Athens was a city before Theseus. Theseus has been included in this topic because he was believed to be the reformer that enabled Athens to expand into the neighbouring lands and stabilise the area through democracy and games.
---	--------------------	---

Question 3 (b)

(b) Why were these reforms important to Athens?

-
-
- [1]

Many candidates did not achieve the mark as they repeated what they wrote for part (a). To achieve the mark candidates needed to explain why the reforms given for part (a) were important to Athens.

Question 4

Study **Source B**

4 To what does the 'lovely treat' (line 1) refer?

-
- [1]

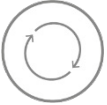
Nearly all candidates got this correct. Those who did not confused the flower with the pomegranate seeds given by Hades in the Underworld.

Question 5

5 Who was Persephone with immediately before Hades abducted her?

.....
..... [1]

Many candidates answered this question correctly. Those who did not often thought she was with Demeter.


	AfL	Use the start of a lesson for a quick knowledge retrieval quiz. Ask 10 one or 2 mark questions testing what was covered in the last lesson or several lessons before. This will help candidates to remember these short factual bits of information.
---	------------	--

Question 7 (a)

7 (a) What did Hades give Persephone to eat in the Underworld?

..... [1]

Nearly all candidates got this correct. Some candidates lacked precision by stating 'fruit'.

	AfL	Those who lost a mark often only stated where Persephone would spend some of the year. Candidates should look at how many marks are available for the question. If a question is worth 2 marks, candidates need to provide two bits of information.
---	------------	---

Question 8 (c)

(c) What was shown on the other side of a Panathenaic amphora?

.....
..... [1]

Many candidates got this correct. Those who were incorrect often chose something associated with Athena for the reverse image. For example the battle between Athena and Poseidon for Athens, or the birth of Athena were common answers.

Question 11

Study **Source D** and **Source E**

11 Which would have been more important in ancient Greek times, attending a sacrifice or visiting a temple? Use **Source D** and **Source E** as a starting point **and** your own knowledge in your answer.

.....

.....

.....

.....

.....

.....

..... [8]


Candidates who used Source D often picked up on the sacrifice of heifers. Many used this to discuss the need to offer something in order for protection. In this instance Athena as a goddess associated with war. Some responses drew on the expense of a dozen heifers as an indication of importance and the impact the meat could have on the population. Stronger responses also drew on the offering that was given to the cult status and linked this with the statue of Zeus in Source E.

The vast majority of candidates that used Source E discussed the statue of Zeus. Many used the expense of the statue as a sign of importance. Stronger responses developed this further by discussing the decoration on the metopes and/or pediments as an important way of learning stories about the gods and heroes. Stronger responses also used Source D and/or Source E to suggest the personal nature of visiting the home of the god verses the more communal aspect of the sacrifice.

Exemplar 1

11	<p>Attending a sacrifice was most significant in ancient Greek times as sacrifices were methods to communicate with the Gods, such as by asking for a favour or a blessing, or thanking a God. This is supported by source D as the source states the princes making a sacrifice so that Athena helps keep Diomedes out of Troy. Sacrifice therefore, was very important to showing pietas religious piety and for having a good relationship with the gods. Sacrifices were held to be varied, and done were performed in many forms such as libations or food, however the most popular was blood sacrifice, as seen in source D the princes sacrifice a dozen young heifers. Blood sacrifice was also important as it provided meat for people's diet which was considered rare and also brought people together, unifying them in in worship.</p>
----	---

This response was taken from an answer that achieved 8/8. The candidate has made a clear point and then supported this with specific evidence from Source D. The candidate has then elaborated on this example with their own knowledge. The candidate has then repeated this approach with another example from the source. In the passage not included here the candidate followed the same structure with Source E drawing conclusions that the active communal aspect of a sacrifice was more important.

	<p>AfL</p>	<p>Candidates find it hard to compare two areas. It is recommended that after making a point about one area, they immediately discuss the same point about the other area. Create similarity and difference tables for candidates, which they can then turn into paragraphs to answer a question.</p>
---	-------------------	---

Section B overview

Section B comprises 30 marks of questions on Roman myth and religion. These include questions that require short factual answers, short analytical statements and a detailed response question. All of these are introduced by a stimulus source. While many candidates generally showed good factual knowledge and understanding Section B generated a few more general misconceptions than Section A. As with Section A, many candidates did not use the source material provided for Question 21 and therefore limited the level they could achieve.

Question 12 (c) and (d)

(c) Who holds 'the longest reign over the human race' (lines 4–5)?

.....
..... [1]

(d) Why does this person hold the 'longest reign' (line 4)?

.....
..... [1]


Many candidates got Question 12(c) correct. Those who dropped a mark for Question 12(d) often stated that Pluto was in charge of the Underworld rather than explaining why this would mean he held the longest reign over the human race.

Question 13

13 What item did Orpheus use to help him argue for Eurydice's freedom?

.....
..... [1]

Many candidates got this correct.

	Misconception	Examiners did not accept 'harp' as an appropriate response as the term lyre is used in the source material and is a distinct classical instrument.
---	----------------------	--

Question 14 (a) and (b)

14 (a) What was Orpheus **not** allowed to do in order for Eurydice to be freed?

.....
..... [1]

(b) Why did he fail to do this?

.....
..... [1]


Many candidates got (a) correct. Candidates that dropped the mark for (b) tended to repeat what they said for part (a) rather than stating what caused him to turn around.

Question 15 (b)

(b) State **two** acts of 'cruelty' (line 7) Amulius showed towards Rhea Silvia and her sons.

-
 -
- [2]

While many candidates got at least one mark in this question weaker responses tended to lack precision, for example just writing 'kill them' or 'tried to kill them'.

	Misconception	Candidates who gave an incorrect answer tended to write that Amulius killed or buried Rhea Silvia alive for breaking her vow. While this was a punishment for Vestals, Livy states that she was imprisoned. Many also stated that Amulius sent the boys down the river. While this did happen, Livy stated that Amulius ordered the boys to be killed. Examiners needed this to be included in the response.
---	----------------------	--

Question 16 (b)

(b) Why was the outcome of the fight significant to the Romans?

.....
..... [1]

Many candidates got (a) correct. Candidates that dropped the mark for (b) tended to repeat what they said for part (a).

Question 19 (a) and (b)


19 (a) In which forum was Portunus' temple located?

.....
..... [1]

(b) Why was this location suitable for Portunus' temple?

.....
..... [1]

This was one of the weaker answered questions for both parts (a) and (b).

	AfL	As a plenary or revision game get candidates to produce flash cards containing the names, locations, plans and pictures of the prescribed temples on different cards. Candidates then need to match these up. To address significance ask candidates to debate which was most appropriately located.
---	------------	--

Question 20 (a)

20 (a) State **two** ways in which the design of this building was typical of Roman temples.

-
 -
- [2]


Many candidates were able to provide two details from the source.

Question 20 (b)

(b) State **one** thing you may have found inside the temple shown in **Source H**.

.....
..... [1]

Nearly all candidates got this correct.

	Misconception	The most common incorrect answer given was the altar.
---	----------------------	---

Question 21

Study **Source I** and **Source J**


21 'The Saturnalia was more important for its entertainment value than its religious aspects.' To what extent do you think a person living in Rome would agree with this statement? Use **Source I** and **Source J** as a starting point and your own knowledge in your answer.

.....
.....
.....
.....
.....
..... [8]

Candidates that used Source I often drew on the use of the word 'play' and used this to discuss the equality between master and slave. Many responses elaborated on this with discussion of the private elements of the festival. Stronger responses also drew on the relationship between Saturn, sowing and the Romans reliance on agriculture for survival.

Candidates that used Source J offered a variety of interesting interpretations on the visual Source. Most common was the inclusion of dice on the table. Candidates used this as an opportunity to talk about the private games that took place.

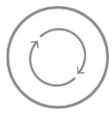
Stronger responses considered how different groups in Roman society may have viewed the festival, for example stating that slaves may have enjoyed the equality however masters may not have liked the loss of power. Likewise some candidates discussed how farmers may have valued the religious aspect as Saturn could help them with a good crop which they relied on for their livelihood.

	AfL	<p>In questions that ask what an ancient Greek or Roman would prefer encourage candidates to consider different groups within that society. Centres could do this by:</p> <ul style="list-style-type: none"> • Dividing the class into different groups of society and answer the question from their point of view. • Assigning a different role to each person on a table and ask them to argue the question from their point of view. • Get candidates to write a diary entry from the point of view of that person.
---	------------	--

Section C overview

Section C comprises 30 marks of questions that require candidates to compare the ancient Greeks and Romans. 15 of these marks come from stimulus questions linked to a Greek and Roman source, one of these sources will be visual and the other literary. 15 of these marks come from an extended response question. Candidates are given a choice of two questions of which they must answer one. Each question will ask candidates to compare an aspect of Greek and Roman myth and religion. For this question no source material will be supplied in the examination source booklet.

As outlined in the overview, examiners deemed that the lack of the specific instruction 'use' for Questions 22, 23 and 24 was a potential reason for why many candidates did not use the source material in their answers. With this in mind, for this series only, examiners credited candidates that drew AO1 from their own knowledge as opposed to the source material provided. In all future examinations the questions will include the instruction 'use Source X'. Centres should continue to teach candidates to draw AO1 from the provided sources rather than use their own knowledge for AO1.

	AfL	<p>In Section C the first 15 marks are stimulus questions. These are divided into multiples of 3 marks.</p> <ul style="list-style-type: none"> • One AO1 mark is available for drawing relevant information from the source. • Two AO2 marks are available for explaining the importance of that information. <p>Many candidates lost marks by listing the things that happened at each stage of a funeral. While this showed outstanding knowledge this approach could only achieve a maximum of 5 marks for AO1.</p>
---	------------	--

Question 22

Study **Source K** and **Source L**

22 Explain **two** reasons why events before the funeral procession were important.

-
.....
.....
.....
.....
.....
.....

 -
.....
.....
.....
.....
.....
.....
- **[6]**

Some candidates provided a list of things that happened before the funerary procession without explaining why those things were important. Responses like this were limited to 2 out of 6 marks. Stronger responses picked something from the source, or for this series only their own knowledge, and then explained why that was important to the family and/or the deceased person.

Question 23

23 Explain **two** reasons why the funeral procession was important for the dead person and their family.

-

-

 [6]

Like Question 22, some candidates provided a list of things that happened during the funerary procession without explaining why those things were important. Responses like this were limited to 2 out of 6 marks. Stronger responses picked something from the source or for this series only their own knowledge, and then explained why that was important to the family and the deceased person.

Exemplar 2

- The funeral procession was important as people would be able to express grief, eg 'Female relatives are there to wait, showing respect for the dead'
- The procession was important to the family as 'any citizen or stranger who pleases, joins the procession', this would show support to the family.

This exemplar response was given 4 out of 6 marks. The candidate has chosen two relevant examples from the source and provided two valid explanation points.

Question 24

24 Explain the role played by the deceased's family **after** they had been buried.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[3]

As with Questions 22 and 23 many candidates listed several things the family would do after the burial. This approach would only help the candidate to score 1 out of 3.

Question 25

You should refer to any appropriate Classical sources you have studied to support your argument and make comparisons between Greece and Rome.

25 'We can learn more about Heracles/Hercules from Roman written sources than we can from Greek visual sources.' How far do you agree? [15]

Question 25 was less popular than Question 26 however responses were no less impressive. Many candidates referred to Heracles' labours as shown on the temple of Zeus at Olympia with many focusing on a particular metope for analysis. After starting with a metope some candidates tended to slip into the narrative myth of the labour, for example stating that the Nemean Lion metope showed Heracles' intelligence as he used its claws to cut off the skin and make a cape. Inferences were subsequently made not on the visual source as asked but on a narrative account.


Candidates also demonstrated very good knowledge of what happened in the prescribed Roman written sources, discussing with confidence what we could learn about Hercules from reading Virgil and Ovid. A few candidates confused the Homeric Hymn to Hercules as a Roman source. Many candidates picked up on the various character traits shown by Hercules in these sources. While many responses focused in on these traits, weaker responses drifted into a narrative account of each story and therefore lacked focus on the question being asked.

Stronger responses moved beyond what the sources showed and addressed the visual versus literary element of the question. Nearly all candidates that did this presented perceptive arguments and showed excellent understanding of the sources cultural contexts. Examiners were impressed with candidates that discussed relative literacy levels in the ancient world as a limiting factor to who could access the material. Additionally many candidates noted that the metopes, while showing the key scene from a labour, lacked the characterisation that the written sources could offer. All valid interpretations of the visual and literary were accepted and the variety of responses offered by candidates showed high levels of analysis.

Exemplar 3

On the other hand, Greek visual sources could provide more information about Heracles. For example, his 12 labours (which are exhibited on metopes in the Temple of Zeus at Olympia), show Heracles' strength through the high relief depiction of his musculature. Although this is something which is described well through Roman stories, the metopes are much clearer for an illiterate ancient person. Additionally, the metopes display Heracles' superiority as on the Stymphalian Birds metope, Heracles is shown as the same height as Athena. His metopes are very good at highlighting how pious Heracles is, which make us notice how much of a hero he is. However, a modern person may believe that these metopes are quite limited as they do not give descriptive details about Heracles. Additionally, most of the metopes are partially ruined, therefore looking at them today would not provide much information on Heracles.

The paragraph in Exemplar 3 is taken from an extended response that achieved 13 out of 15. The candidate has shown good knowledge through the use of the specific example, the Stymphalian Birds. The candidate has addressed the comparative element of the question through the consideration of different audiences, literate versus illiterate, ancient versus modern. The candidate took a similar approach when discussing the Roman written sources.

	AfL	<p>Candidates could be asked to critique the strengths and weaknesses of the literary and/or visual source material. To help develop this analytical skill the following supporting questions could be used when looking at source material:</p> <ul style="list-style-type: none"> • What are the strengths and weaknesses of this type of source? • How accessible is this source for a Greek/Roman? • How useful is this source for answering the question? What other sources would help you understand this source better?
---	------------	--

Question 26

- 26 'The Ara Pacis was a far greater expression of power than the Parthenon.' How far do you agree with this statement? [15]

Question 26 was the more popular option out of the two extended responses. Centres had clearly prepared candidates well for a question on these buildings. Examiners were impressed with the precision with which candidates recalled the decorative details of both the Parthenon and Ara Pacis. Many candidates also commented on the various interpretations of the Ara Pacis friezes. Although it was not a common error, a number of candidates confused the Ara Pacis with the Prima Porta statue of Augustus. Additionally, some candidates thought that the Parthenon was just the sculpture of Athena and not the whole building.

Stronger responses identified common themes of discussion and directly compared the two buildings within a paragraph. This approach ensured that candidates answered the question being asked and did not drift into two mini essays describing each buildings power.

Common themes of discussion were the location, decoration and size of each structure. Some very perceptive responses argued that the purpose of the structures was a clear display of power. Some candidates argued that the Ara Pacis displayed the power of one man while the Parthenon displayed the power of a whole nation.

Exemplar 4

Firstly the location of the Parthenon was much more impressive than the location of the Ara Pacis. The Parthenon was located on the Acropolis which was the highest point in the city. This would have meant that visually the Parthenon was much more dominant than the Ara Pacis as the Ara Pacis was located in the field of Mars. The Parthenon could be seen from virtually anywhere in the city due to its impressive position whereas the Ara Pacis could not be seen unless you were to visit it.

The scale of the Parthenon was also much larger than the Ara Pacis. The Parthenon

was 69.5 metres long and 39.7 metres
 in width. This would have been considerably
 larger than any other Greek temple. On top
 of this the Parthenon was in the 9:4 ratio
 considered the golden ratio which makes it
 more appealing to look at. The Ara Pacis
 was large for an altar, however its size
 had no comparison to the Parthenon. Overall
 the size of the Parthenon meant it was much
 more dominating and therefore powerful than
 the Ara Pacis.

The paragraphs in Exemplar 4 were taken from an extended response that achieved 15 out of 15. The candidate has shown very good knowledge of both structures' locations and relative sizes. The candidate has successfully addressed the comparative nature of the question by identifying a common theme and directly comparing the Parthenon and Ara Pacis in the same paragraph. The candidate continued with this structure when discussing the decoration of both structures.

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

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

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.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

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.

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

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

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/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email 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 2019** 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

