OCR

Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

CLASSICAL GREEK

J292

For first teaching in 2016

J292/01 Summer 2022 series

Version 1

Contents

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. A selection of candidate answers are also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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 > Export to** 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).

Paper 1 series overview

Despite the pandemic and missed learning time, candidates engaged well with the Language paper. There was no evidence that any candidate struggled to finish the examination within the allotted time and some attempted both the optional sections. Most candidates answered the grammar questions rather than the English to Greek sentences, although some candidates did attempt both. Some very good translations and good comprehension of the different stories was evident.

Candidates must read the introduction to the passages and also read other details provided. Some candidates did not read the comprehension questions carefully enough resulting in incorrect responses. Candidates should not give alternative responses. In some cases alternatives which were provided caused harmful additions.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• had a strong understanding of principal parts of verbs on the defined vocabulary list • could translate pronouns with accuracy.	• relied on their knowledge of the stories rather than on what the Greek text actually said • could not recognise comparative and superlative adjectives/adverbs accurately • struggled to translate with accuracy on the translation question.

Section A overview

Comprehension questions (Questions 1–10) were fully accessible to all candidates. Candidates should look at the number of marks available and at the lines referenced in the lemma and provide sufficient details. This section contains the derivation question which centres had prepared candidates well for.

There is an option between some grammar questions and English to Greek sentences in Section A. Most candidates attempted the grammar questions and very few attempted only the English to Greek sentences (those who did had often also attempted the grammar questions).

Question 1

Passage 1

Memnon, the King of Ethiopia, joins the Trojan War. He is killed but is honoured after his death.

ὁ <u>Μέμνων</u> ἦν πάλαι ὁ τῶν <u>Αἰθιόπων</u> βασιλεύς. τοσαύτην δὲ στρατιὰν εἶχεν ὥστε οἱ

<u>Τρῶες</u> ᾔτησαν αὐτὸν βοηθεῖν ἑαυτοῖς ἐν τῷ ἐπὶ τοὺς Ἕλληνας πολέμῳ. ὁ οὖν <u>Μέμνων</u>,

εἰς τὴν <u>Τροίαν</u> ἀφικόμενος, ἐδέξατο μεγάλην τιμήν διότι πολλὰ καὶ ἀνδρεῖα ἔργα

ἐποίησεν.

δι᾽ ὀλίγου μέντοι ὁ <u>Ἀχιλλεύς</u>, ὁ ἄριστος τῶν Ἑλλήνων, ὀργισθεὶς εἰσῆλθεν εἰς τὴν   5

μάχην. εὐθὺς δὲ πάντες οἱ στρατιῶται ἐπαύσαντο μαχόμενοι ἵνα θαυμάσωσι τοὺς δὺο

καλοὺς <u>ἥρωας</u>. πόλλοι δὲ ἐνόμιζον τὸν <u>Μέμνονα</u> νικήσειν ὡς ἰσχυρότερον ὄντα, ἀλλὰ

τέλος ὁ <u>Ἀχιλλεὺς</u> ἀπέκτεινεν αὐτόν.

ἐπεὶ δὲ ὁ Ζεὺς ἤκουσε τὸν <u>Μέμνονα</u> ἀποθανόντα, ἐβούλετο παρασχεῖν αὐτῷ μέγιστον

δῶρον. ὁ οὖν <u>Μέμνων</u> θεὸς ἐποιήθη καὶ οἱ <u>πολῖται</u> πόλλακις ἔθυον αὐτῷ ἐν τοῖς ἱεροῖς.   10

Names

Μέμνων, Μέμνονος, ὁ	Memnon
Αἰθίοπες, Αἰθιόπων, οἱ	Ethiopians
Τρῶες, Τρώων, οἱ	Trojans
Τροία, Τροίας, ἡ	Troy
Ἀχιλλεύς, Ἀχιλλέως, ὁ	Achilles

Words

ἥρως, ἥρωος, ὁ	hero, warrior

1   ὁ <u>Μέμνων</u> … βασιλεύς (line 1): when was Memnon the King of the Ethiopians?

.... [1]

This question was answered well although the response 'for a long time' was sometimes incorrectly provided.

Question 2 (a)

2   τοσαύτην δὲ στρατιὰν … πολέμῳ (lines 1–2):

    (a)   what did Memnon have?

        .... **[1]**

Most candidates answered this correctly; as this was only a 1 mark question lots of detail was not required.

Question 2 (b)

    (b)   what did the Trojans do as a result?

        ....

        .... **[2]**

This question caused problems for candidates who were not confident in their knowledge of pronouns.

Question 3

3   ὁ οὖν <u>Μέμνων</u> … ἐποίησεν (lines 2–4): why did Memnon receive great honour?

    ....

    .... **[2]**

Many candidates struggled to provide sufficient detail to be given both marks with πολλὰ often omitted. The word ἔργα was also not always well known.

Question 4

4   δι' ὀλίγου … εἰς τὴν μάχην (lines 5–6): why did Achilles soon enter the battle?

    .... **[1]**

This question was answered well by all candidates.

Question 5 (a)

5   εὐθὺς … <u>ἥρωας</u> (lines 6–7):

    (a)   what did the soldiers do when Achilles entered the battle?

         .... **[1]**

> This question was answered well by all candidates.

Question 5 (b)

    (b)   why did they do this?

         ....

         .... **[2]**

> Some candidates missed out the word ἵνα.

Question 6 (a)

6   πόλλοι … ἀπέκτεινεν αὐτόν (lines 7–8):

    (a)   what did many think at first?

         .... **[1]**

> This question was answered well by most candidates. Those who made errors did not notice the future tense of νικήσειν.

Question 6 (b)

    (b)   what did Achilles do which proved them wrong?

         .... **[1]**

> Almost all candidates answered this question correctly.

Question 7

7　ἐπεὶ δὲ ὁ Ζεὺς … μέγιστον δῶρον (lines 9–10): what did Zeus want to do when he heard that Memnon had died?

....

.... **[2]**

Some candidates incorrectly translated παρασχεῖν as 'to prepare' and/or did not recognise the superlative in μέγιστον.

Exemplar 1

Memnon had died?

he wanted to ~~prepare~~ provide him with a great gift reward **[2]**

This exemplar clearly shows a candidate who has missed out the superlative form of μέγιστον and so is given 1 mark.

Question 8

8　ὁ οὖν <u>Μέμνων</u> θεὸς ἐποιήθη (line 10): what did Memnon become?

.... **[1]**
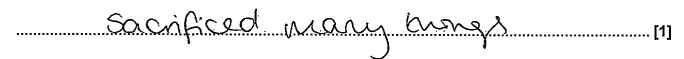
This question was answered well by all candidates.

Question 9

9   οἱ <u>πολῖται</u> πόλλακις ἔθυον αὐτῷ ἐν τοῖς ἱεροῖς (line 10): what did the citizens often do in their temples?

    .... **[1]**

This question caught out lots of candidates with many unsure of the meaning of ἔθυον or misrendering the pronoun αὐτῷ which was required for the mark. Some candidates thought that human sacrifices were occurring.

Exemplar 2

    Sacrificed many things   **[1]**

This exemplar shows a candidate who has missed out the pronoun αὐτῷ and so is given 0 marks.

Question 10

10 For each of the Greek words below, give **one** English word which has been derived from the Greek word and give the meaning of the **English** word.

One has been done for you.

Greek Word:	πόλλοι
English Word:	polytheism
Meaning of English Word:	belief in many gods
Greek Word:	δύο
English Word:	....
Meaning of English Word:	.... **[2]**
Greek Word:	πολῖται
English Word:	....
Meaning of English Word:	.... **[2]**

Centres should be congratulated for work they have done with candidates on derivations as these were very well attempted in this series.

Question 11 (a)

11 Answer the following questions based on part of the story you have already read.

τοσαύτην δὲ στρατιὰν εἶχεν ὥστε οἱ <u>Τρῶες</u> ᾔτησαν αὐτὸν βοηθεῖν ἑαυτοῖς

ἐν τῷ ἐπὶ τοὺς Ἕλληνας πολέμῳ. ὁ οὖν <u>Μέμνων</u>, εἰς τὴν <u>Τροίαν</u> ἀφικόμενος,

ἐδέξατο μεγάλην τιμήν διότι πολλὰ καὶ ἀνδρεῖα ἔργα ἐποίησεν.

δι' ὀλίγου μέντοι ὁ <u>Ἀχιλλεύς</u>, ὁ ἄριστος τῶν Ἑλλήνων, ὀργισθεὶς εἰσῆλθεν

εἰς τὴν μάχην. εὐθὺς δὲ πάντες οἱ στρατιῶται ἐπαύσαντο μαχόμενοι ἵνα   5

θαυμάσωσι τοὺς δύο καλοὺς <u>ἥρωας</u>.

Names

Τρῶες, Τρώων, οἱ	Trojans
Μέμνων, Μέμνονος, ὁ	Memnon
Τροία, Τροίας, ἡ	Troy
Ἀχιλλεύς, Ἀχιλλέως, ὁ	Achilles

Words

ἥρως, ἥρωος, ὁ	hero, warrior

(a) Identify the **tense** of εἶχεν (line 1).

.... **[1]**

There were occasional errors here with some candidates mistakenly putting 'aorist'.

Question 11 (b)

(b) Identify the **case** of τῷ (line 2) **and** explain why this case is used here.

....

.... **[2]**

This was answered well with the majority of candidates realising that the case was dative. However, some candidates were unclear on how to explain this with inaccuracies occurring.

Exemplar 3

Dative as 'Βοηθεῖν' takes the dative

This exemplar shows a candidate who has stated the correct case but has been unable to accurately provide an explanation for the use of the case.

Question 11 (c)

(c) Pick out a word in the **nominative** case in line 2.

.... **[1]**

This question was answered well by all candidates.

Question 11 (d)

(d) Identify the **case** of ἔργα (line 3) **and** explain why this case is used here.

....

.... **[2]**

Most candidates recognised the case as being accusative although some thought it was nominative. Almost all candidates recognised that it was a direct objective or similar.

Question 11 (e)

(e) Pick out a **preposition** in lines 4–5.

.... **[1]**

This question was answered well by all candidates.

Question 11 (f)

(f) Pick out an **adverb** in line 5.

.... **[1]**

This question was answered well by all candidates.

Question 11 (g)

(g) Identify the **case** and **gender** of στρατιῶται (line 5).

....

.... **[2]**

Almost all candidates recognised the case as being nominative but some mistakenly thought that the gender was feminine.

Question 12 (a)

12 Translate the following English sentences into Greek.

(a) Did you drink the bad wine?

....

.... **[4]**

Almost all candidates struggled with the correct form of 'did you drink' and some were unclear on the correct word order in Greek for 'the bad wine'.

Question 12 (b)

(b) A horse was leading the messenger.

....

.... **[3]**

This was well-answered but some candidates erroneously included a definite article for 'A horse'.

Question 12 (c)

(c) I wish to find the prize.

....

.... **[3]**

Candidates were able to deal well with 'I wish to find' but many struggled with the correct definite article for 'the prize' with many making the article masculine.

Section B overview

Section B is a more challenging section with 20 marks available for more difficult comprehension questions and 50 marks available for a translation question.

Question 13

Read the passage and answer the questions.

The Romans defeat the Macedonians to become the masters of Greece.

τῶν δὲ Ῥωμαίων νικησάντων τοὺς Μακεδόνας, ὁ μὲν Περσεὺς ἐξέφυγε κατὰ θάλασσαν πρὸς νῆσόν τινα· οἱ δὲ Ῥωμαῖοι, πυθόμενοι ποῖ ἔπλευσε, τάχιστα περιέβαλον τὴν νῆσον.

ὁ οὖν Περσεύς φοβούμενος ἤρετο ναύτην τινὰ τάδε· "ἐὰν ὑπόσχωμαι δώσειν σοι πολλὰ χρήματα, ἆρα οἴσεις με ἐν τῷ σῷ πλοίῳ ἀπὸ τῶν Ῥωμαίων;" ὁ δὲ ναύτης ὡμολόγησε τοῦτο ἀλλὰ ὕστερον κλέψας τὰ χρήματα ἔλιπε τὸν Περσέα ἐν τῷ λιμένι. ὁ οὖν Περσεύς,   5
ὑπὸ τῶν Ῥωμαίων αἱρεθείς, ἠναγκάσθη οἰκεῖν ἐν τῇ Ἰταλίᾳ ἕως ἀπέθανεν.

καὶ πολλοὶ ἄλλοι Ἕλληνες, καίπερ αἴτιοι οὐδενὸς ὄντες, ἐπέμφθησαν πρὸς τὴν Ῥώμην ὡς αἰχμάλωτοι. νῦν γὰρ οἱ Ῥωμαῖοι ἦσαν οἱ δεσπόται τῆς Ἑλλάδος καὶ βίᾳ χρώμενοι ἤλπιζον πάντας ἑαυτοῖς πείσεσθαι.

Names

Ῥωμαῖοι, Ῥωμαίων, οἱ	Romans
Μακεδόνες, Μακεδόνων, οἱ	Macedonians
Περσεύς, Περσέως, ὁ	Perseus (the Macedonian general)
Ἰταλία, Ἰταλίας, ἡ	Italy
Ῥώμη, Ῥώμης, ἡ	Rome

Words

περιβάλλω, aor. περιέβαλον	I surround
ὁμολογέω, aor. ὡμολόγησα	I agree

13   τῶν δὲ Ῥωμαίων … πρὸς νῆσόν τινα (lines 1–2): what did Perseus do after the Romans beat the Macedonians?

.... **[2]**

> Some candidates lost marks here by not understanding the prefix on the verb ἐξέφυγε, simply translating the verb as 'fled'.

Question 14 (a)

14 οἱ δὲ <u>Ῥωμαῖοι</u> … τὴν νῆσον (line 2):

(a) what did the Romans learn?

.... **[2]**

Candidates should be reminded that the information required to achieve the marks is directed in the lemma. This question caused problems for candidates who took information from elsewhere, possibly because they were unsure of the meaning of ποῖ ἔπλευσε.

Question 14 (b)

(b) write down **and** translate the **Greek** adverb which describes how they encircled the island.

[2]

Greek word	English translation

This was answered very well with almost all candidates correctly identifying τάχιστα. Many candidates were unable to accurately translate it however, with many missing out the superlative.

Question 15

15 ὁ οὖν <u>Περσεύς</u> … τάδε (line 3): how did Perseus feel?

.... **[1]**

This question was answered well by all candidates.

Question 16

16 ἐὰν ὑπόσχωμαι … ἀπὸ τῶν <u>Ῥωμαίων</u> (lines 3–4): what did Perseus ask the sailor to do?

....

.... **[3]**

This was a challenging question for most candidates. Many candidates were unable to recognise οἴσεις. Candidates should be reminded that they need to learn the principle parts of the verbs on the defined vocabulary list. Many candidates also missed out the pronoun in the phrase ἐν τῷ σῷ πλοίῳ.

Question 17

17 ὁ δὲ ναύτης … ἐν τῷ λιμένι (lines 4–5): where did the sailor leave Perseus?

.... **[1]**

This was answered well by most candidates.

Question 18

18 ὁ οὖν <u>Περσεὺς</u> … ἐν τῇ <u>Ἰταλίᾳ</u> (lines 5–6): what happened to Perseus next?

....

.... **[3]**

This was answered well although some candidates did not provide enough detail for a 3 mark question. Both αἱρεθείς and ἠναγκάσθη caused difficulties but overall candidates dealt with their forms well. The lemma stopped at ἐν τῇ Ἰταλίᾳ yet some candidates continued to provide detail from the words ἕως ἀπέθανεν – many candidates did this incorrectly.

Question 19

19 καὶ πολλοὶ … <u>Ῥώμην</u> (line 7): why was it unfair that many other Greeks were sent to Rome?

....

.... **[2]**

Many candidates struggled to accurately translate καίπερ αἴτιοι οὐδενὸς ὄντες but many gained some credit. The major problem was a correct recognition of οὐδενὸς. Some candidates thought αἴτιοι meant 'worthy of' or similar.

Question 20

20 ὡς αἰχμάλωτοι (line 8): how were the Greeks treated?

.... **[1]**

There were few problems here for candidates but there were some who put generic responses such as 'shamefully' which were not credited.

Question 21 (a)

21 νῦν … ἑαυτοῖς πείσεσθαι (lines 8–9):

(a) what did the Romans hope now that they were masters of Greece?

....

.... **[2]**

Lots of candidates had difficulties with the construction being used following ἤλπιζον. There were also many attempts at translating πείσεσθαι as something to do with 'persuading'.

Question 21 (b)

(b) how did they expect to accomplish this?

.... **[1]**

This was answered well with very few problems for candidates.

Question 22

Read the rest of the story.

> The Greeks try to resist the Romans but are utterly defeated by the Roman general Mummius.

μετὰ δὲ ὀλίγα ἔτη οἱ Ἕλληνες, οὐκ ἐθέλοντες δοῦλοι γενέσθαι, συνέλεξαν μείζονα

στρατίαν. οἱ οὖν <u>Ῥωμαῖοι</u> ἔπεμψαν τὸν <u>Μόμμιον</u> ἵνα κολάσῃ αὐτούς. τῆς δὲ νυκτὸς οἱ

Ἕλληνες τῷ <u>στρατοπέδῳ</u> προσβαλόντες πολλοὺς <u>Ῥωμαίους</u> ἔλαβον.

ὁ οὖν <u>Διαῖος</u>, ὁ τῶν Ἑλλήνων στρατηγός, νομίζων ῥαδίως κτήσεσθαι δευτέραν νίκην,

ἐκέλευσε τοὺς στρατιώτας παρασκευάσασθαι ὡς μαχουμένους <u>ἐγγὺς</u> τῆς <u>Κορίνθου</u>.   5

"ἡμεῖς" ἔφη "ἰσχυρότεροι καὶ σοφώτεροί ἐσμεν τῶν <u>Ῥωμαίων</u>. εἰ βούλεσθε ἐλεύθεροι

μένειν, μὴ φύγητε ἀλλὰ <u>δείξατε</u> ποῖοί ἐστε."

οἱ δὲ Ἕλληνες, τῆς μάχης ἀρξαμένης, κάκιστα ἔπραξαν καὶ ἀνεχώρησαν εἰς τὴν πόλιν.

ἀλλὰ οὕτως αἰσχρὸς ἦν ὁ <u>Μόμμιος</u> ὥστε τὰ τείχη διαφθείρας ἐφόνευσε πάντας οὓς

ηὗρεν. ὁ δὲ <u>Διαῖος</u> οὐκ εἰδὼς τί ἄλλο οἷός τ' ἐστὶ ποιῆσαι, τήν τε ἑαυτοῦ γυναῖκα καὶ τὸν   10

παῖδα ἀποκτείνας, ἔπιε <u>φάρμακον</u>.

Names

Ῥωμαῖοι, Ῥωμαίων, οἱ	the Romans
Μόμμιος, Μομμίου, ὁ	Mummius
στρατόπεδον, στρατοπέδου, τό	camp
Διαῖος, Διαίου, ὁ	Diaeus
Κόρινθος, Κορίνθου, ἡ	Corinth (a Greek city)

Words

ἐγγύς + gen.	near
δείκνυμι, aor. ἔδειξα	I show, I reveal
φάρμακον, φαρμάκου, τό	poison

22   Translate the rest of the story into good English.   **[50]**

....

....

....

....

....

Question 22 was the most difficult section for almost all candidates. Candidates scored most highly on sections ii and vi and struggled most on sections ix and x.

Section i: Most candidates translated this section well. The most common errors were to mistranslate the time phrase μετὰ δὲ ὀλίγα ἔτη and missing the comparative nature of μείζονα. Pleasingly, most candidates translated γενέσθαι accurately.

Section ii: This section was translated very well. The most common error was a mistranslation of κολάση with errors such as 'to hinder' or 'to challenge'.

Section iii: Most candidates were able to translate this section well. Some struggled with the meaning of προσβαλόντες ('invading' was quite common) and some inverted the participle and verb with translations like: 'Took the camp and attacked the Romans'. Candidates should include a connective if they translate participles as finite verbs.

Section iv: Most candidates made a good attempt at this section, understanding the sense of the sentence but not all the detail. Many candidates answered 'it would be easy to obtain' or 'they would easily obtain', others seem not to have recognised the indirect statement and did not understand that Diaeus was the subject.

Approach to indirect statement in Section iv

Many candidates did not appreciate the nominative and infinitive construction following νομίζων. This use of indirect statement will be unknown to those who are also studying Latin GCSE and so should be given special attention.

Section v: This section proved more challenging for most candidates. The main difficulty here was the failure to recognise ὡς μαχουμένους as a purpose clause. Some candidates mistranslated ἐκέλευσε as 'he called'.

Section vi: This section was well-translated by most candidates. When errors occurred they were due to mistranslation of ἡμεῖς as 'you' and a failure to recognise the genitive of comparison.

Section vii: This section was more challenging for candidates. Some candidates did not identify the person of βούλεσθε and some did not know the meaning of ἐλεύθεροι. The prohibition and imperative also caused problems for some candidates. Most candidates did not translate ποῖοί correctly.

Section viii: This section was challenging for many candidates. Many did not recognise the genitive absolute construction, resulting in translations such as 'when the Greeks began the battle'. Many candidates did not identify the superlative adverb κάκιστα correctly and others did not translate ἀνεχώρησαν accurately, resulting in translations such as 'they were defeated in the city' or 'they were forced into the city'.

Section ix: This section was challenging for many candidates. Some did not recognise the result clause or got confused with how to tackle it accurately. One common example was a translation which delayed Mummius until after the word ὥστε such as: 'But it was so shameful that Mummius…'. Common vocabulary errors included: αἰσχρὸς, τείχη, ἐφόνευσε and ηὗρεν. Many candidates did not recognise the relative pronoun οὓς.

Section x: This was the least well done section, with lots of candidates seeing but not noticing the drinking or over-estimating the slaughter. This section was challenging for most candidates. Common vocabulary errors included: εἰδὼς ('seeing' or wanting' were common), ἑαυτοῦ, ἀλλὸ and ἔπιε was often rendered as seeing or wanting. The phrase τί ἀλλὸ οἷός τ' ἐστὶ ποιῆσαι was frequently mistranslated with common examples including: 'who could do something else', 'what he would be able to do with the other/others' and 'did not know what to do'. Many candidates rendered γυναῖκα and παῖδα as plurals. Many candidates omitted ἔπιε and rendered the translation as 'Diaeus killed himself, the women and children with poison'.

Supporting you

Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates.
If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our website or visit OCR professional development.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels 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.

Find out more.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
📖 **ocr.org.uk/qualifications/resource-finder**
◎ **ocr.org.uk**
❶ **/ocrexams**
🐦 **/ocrexams**
in **/company/ocr**
▶ **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

👍**I like this**   👎**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.