



Oxford Cambridge and RSA

GCSE

Classical Greek

J292/04: Verse Literature A

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Valid style point (8-marker) / AO3 point (10-marker)
	Unclear/dubious point
	Benefit of doubt
	Consequential / repeated error
	Incorrect translation or interpretation or factual error
	Major error
	Minor error / SPAG
	Harmful addition
	Correct / positive mark / additional evidence (10-marker)
	Good content point (8-mark & 10-mark question) / 2-mark point in 4-mark AO3 question
	Weaker content point / 1-mark point in 4-mark AO3 question
	Omission mark
highlight	Harmless addition
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Noted but no credit given

11. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance						
1	(a)	Call upon more old men / elders (1) Entertain the stranger / Odysseus (1) Make / perform sacrifices (1)	AO2 3	πλέονας must be included for the mark						
1	(b)	Escorting him (home) (1)	AO2 1	Accept 'helping with his journey'.						
1	(c)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> wish for the journey to be <i>ἄνευθε πόνου καὶ ἀνίης</i> (paired nouns for emphasis) inclusive <i>ἡμετέρη</i> wish for the escort to help him return home 'rejoicing' (<i>χαίρων</i>) / 'swiftly' (<i>καρπαλίμως</i>) Alcinous' wish to help with escort even if Odysseus' home is far away (<i>εἰ καὶ μάλα τηλόθεν ἐστί</i>) double negative structure of wishing he will not suffer hardship and pain (<i>μηδέ ... κακὸν καὶ πῆμα πάθησι</i>) paired nouns <i>κακὸν / πῆμα</i> 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	<p>‘ὥς χ’ ὁ ξεῖνος ἀνευθε πόνου καὶ ἀνίης πομπῇ ὑφ’ ἡμετέρη ἦν πατρίδα γαῖαν ἴκηται χαίρων καρπαλίμως, εἰ καὶ μάλα τηλόθεν ἐστί, μηδέ τι μεσσηγύς γε κακὸν καὶ πῆμα πάθησι πρὶν γε τὸν ἦς γαίης ἐπιβήμεναι.’</p> <p>‘... so that without trouble or worry this stranger may come swiftly and with rejoicing to his homeland under our escort, even if it is very far away, and so that he may not suffer any hardship or pain in the meantime until he sets foot in his own country.’</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek									
0	Point is not valid, or none are drawn									

Question		Answer	Mark	Guidance
2	(a)	Modest / humble / down to earth / not wanting to seem arrogant (1) He does not want to compare himself to the gods / he is emphasising that he is mortal or not divine (1)	AO3 2	Accept for reason a translation of a relevant part of the text. Allow honesty, weakness, vulnerability.
2	(b)	He compares his own grief (1) to people who bear the greatest misery (1)	AO2 2	

Question		Answer	Mark	Guidance
3	(a)	The queen / Arete (1)	AO2 1	Accept slight misspelling of Arete if the name is recognisable.
3	(b)	Any three : Who he/Odysseus is (1) Where he has come from (1) Who gave him his / these clothes (1) Has he come here by sea? (1)	AO2 3	

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question AO3 = 8 marks = Analyse, evaluate and respond to literature		
Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response worthy of credit.

Question	Answer	Mark	Guidance
4	<p>Assess against criteria in the 8-mark AO3 grid.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Calypso's home seems distant/mysterious by being far away (ἀπόπροθεν) • descriptions, e.g. 'devious' (δολόεσσα) and 'terrible' (δεινή) • she lives remotely from mortals and immortals (οὐδέ τις αὐτῆ μίσγεται οὔτε θεῶν οὔτε θνητῶν ἀνθρώπων) • repetition of negatives (οὐδέ ... οὔτε ... οὔτε) • Odysseus describes himself as 'wretched' for being brought to her (δύστηνον) • he was 'alone' (οἶον) due to Zeus' destruction • οἶον enjambé • violence of Zeus, e.g. 'shatter' (ἐκέασσε) • consequential loss of his entire crew (ἔνθ' ἄλλοι μὲν πάντες ἀπέφθιθεν ἐσθλοὶ ἑταῖροι) • Tricolon of adjectives (ἄλλοι ... πάντες ... ἐσθλοὶ) might suggest Odysseus' distress at this loss • Odysseus struggles to control his craft and is carried along (φερόμην) by the waters 	<p>AO3 8</p>	<p>Ἦγυγιή τις νῆσος ἀπόπροθεν εἶν ἀλί κεῖται, ἔνθα μὲν Ἄτλαντος θυγάτηρ, δολόεσσα Καλυψὼ ναίει ἑϋπλόκαμος, δεινὴ θεός· οὐδέ τις αὐτῆ μίσγεται οὔτε θεῶν οὔτε θνητῶν ἀνθρώπων. ἀλλ' ἐμὲ τὸν δύστηνον ἐφέστιον ἤγαγε δαίμων οἶον, ἐπεὶ μοι νῆα θοὴν ἀργῆτι κεραυνῶ Ζεὺς ἔλσας ἐκέασσε μέσῳ ἐνὶ οἴνοπι πόντῳ. ἔνθ' ἄλλοι μὲν πάντες ἀπέφθιθεν ἐσθλοὶ ἑταῖροι, αὐτὰρ ἐγὼ τρόπιν ἀγκὰς ἐλῶν νεὸς ἀμφιελίσσης ἐννῆμαρ φερόμην.'</p> <p>'An island called Ogygia lies far away out to sea, where lives the daughter of Atlas, devious Calypso of the beautiful hair, a fearful goddess; no one mixes with her, neither any of the gods nor mortal men. But a god brought me in my misery to her hearth, alone, since Zeus had struck and smashed my swift ship with a shining bolt in the middle of the wine-dark sea. There all my other noble companions were killed, but I clasped in my arms the keel of my curved ship and was carried for nine days.'</p>

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Greek and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

Marks	Description
5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response worthy of credit.

Question		Answer	Mark	Guidance
5	(a)	He'd been travelling a long time / 17/18 days / he was on his own / thought the Phaeacians might be welcoming (1) Any sensible Greek relevant to the answer given (1)	AO3 2	Accept any valid alternative.
5	(b)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ἦ γὰρ μέλλον ἔτι ξυνέσεσθαι οἴζυϊ πολλῇ, τὴν μοι ἐπῶρσε Ποσειδάων ἐνοσίχθων, ὅς μοι ἐφορμήσας ἀνέμους κατέδησε κελεύθου, ᾧρινεν δὲ θάλασσαν ἀθέσφατον, οὐδέ τι κῦμα εἶα ἐπὶ σχεδῆς ἀδινὰ στενάχοντα φέρεσθαι.</p> <p>Suggested translation:</p> <p>For in truth I would still be destined to meet with much suffering, which the earth-shaker Poseidon stirred up for me, [Poseidon] who stirred the winds against me and blocked my journey, and roused the unspeakable sea, nor did the water/wave allow me at all to be carried on my raft groaning loudly.</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Accept omission of ἦ</p> <p>Inconsequential error: omission of γὰρ, ἔτι and δέ</p> <p>More serious error: “yet more suffering”</p>

Question		Answer	Mark	Guidance	
6		Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.	AO3 4	For full marks, response must include at least one style point, explaining how emphasis is achieved. ἄμφιπόλους δ' ἐπὶ θινὶ τεῆς ἐνόησα θυγατρὸς παιζούσας, ἐν δ' αὐτῇ ἔην εἰκυῖα θεῆσι. τὴν ἰκέτευσ' ἢ δ' οὐ τι νοήματος ἤμβροτεν ἐσθλοῦ, ὡς οὐκ ἂν ἔλποιο νεώτερον ἀντιάσαντα ἐρξέμεν· αἰεὶ γάρ τε νεώτεροι ἀφραδέουσιν. 'I noticed the maids of your daughter playing on the shore, and she herself was among them looking like a goddess. I supplicated her; she did not lack good sense in any way, not as you might expect that a younger person might act on meeting someone; for younger people are always thoughtless.'	
		2			expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek
		1			expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek
		0			Point is not valid, or none are drawn
		Answers may include:			
		<ul style="list-style-type: none"> • simile 'like a goddess' (εἰκυῖα θεῆσι) • emphatic αὐτῇ • litotes emphasises her good sense (οὐ τι ... ἤμβροτεν) • οὐ τι emphatic negative <ul style="list-style-type: none"> • she behaved differently from other young people (ὡς οὐκ ἂν ἔλποιο νεώτερον ἀντιάσαντα ἐρξέμεν) • she is an exception to the rule, emphasised by αἰεὶ ('always') 			

Question		Answer	Mark	Guidance
7	(a)	Any three : She gave him food/bread (1) and wine (1), washed him (1) and gave him clothes (1)	AO2 3	Accept 'she told her maids to wash him' or 'she offered to wash him'.
7	(b)	ἀχνύμενός (1) grieving (1)	AO2 2	

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. It is impossible to get a mark of 8 made up of AO2= 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘*To what extent is Odysseus presented as a heroic character in the text you have studied?*’, details of the terrible fear Odysseus elicited in the suitors would be evidence of **AO2**, whilst concluding that for a Greek audience such a reaction would be evidence of Odysseus’ heroism, as it depicts him as strong and a formidable opponent, would be evidence of **AO3**.

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasionally supported by reference to the set text (AO3) <i>The response presents a line of reasoning but may lack structure.</i>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <i>The information is communicated in an unstructured way.</i>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
8*	<p><i>‘Homer presents Odysseus as a great hero.’</i></p> <p><i>From the section of Odyssey Book 7 you have read, how far do you agree with this statement?</i></p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Some of the best answers might consider the notion of ‘epic heroism’, including features such as the long adventure, incredible achievements, setbacks on the way, the journey home, the personal qualities of the individual, their relationship with the gods and the reflection of a society’s values. Good answers will probably touch on at least some of these themes anyway, given the content of the text set.</p> <p>Candidates may consider that Odysseus has faced many troubles, and acted with great courage. He has lost many companions, and struggled across land and sea calling on his own determination and strength.</p> <p>Candidates may also observe Odysseus’ reliance on the help of others, notably here the Phaeacians. He is also slow to leave Calypso by his own admission.</p> <p>Candidates should be credited for awareness of the gods’ involvement in Odysseus’ experiences and actions, and the impact that might have on our opinion of him.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • Odysseus fortunate to benefit from Phaeacian hospitality, especially from Alcinous’ calling of the larger assembly, sacrifices and the promised escort home • Alcinous’ suggestion that Odysseus might be a god • Odysseus’ humble denial of immortality • Odysseus’ description of his suffering • His desperate demands for food and basics • Odysseus’ experiences on Ogygia with Calypso • Calypso’s provision of sustenance and favourable winds for Odysseus’ journey • Poseidon’s opposing winds • Odysseus’ shipwreck near the shore • Nausicaa’s rescue and care 	<p>10 made up of</p> <p>AO2 = 5</p> <p>&</p> <p>AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level.</p>

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