

GCE

Classical Greek

H044/01: Language

AS Level

Mark Scheme for June 2024

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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.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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: Not applicable in F501

- 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 |
|--|---|
|  | Blank Page |
|  | Correct point in comprehension or completely correct section of translation |
|  | Error in comprehension |
|  | End of section |
|  | Omission of words or part-words |
|  | Slight error |
|  | Major error |
|  | Consequential error |
|  | Harmful addition |
|  | Repeated error |
|  | Noted but no credit given |

Subject Specific Marking Instructions**Guidance on applying the marking grids for translating into English**

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved. The passage is divided into 11 sections, each worth 5 marks. Assessors award up to 5 marks per translated section according to the following grid:

| Marks | Description |
|-------|--|
| 5 | Accurate translation with one slight error allowed |
| 4 | Mostly correct |
| 3 | More than half right |
| 2 | Less than half right |
| 1 | Little recognisable relation to meaning of the Greek |
| 0 | No response, or no response worthy of credit |

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Greek – the crucial consideration being the extent to which every Greek word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide. Markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

The sort of errors that we would generally expect to be considered as a “slight” error are:

- a single mistake in the translation of a verb, for example incorrect person or tense
- vocabulary errors that do not substantially alter the meaning
- omission of particles that does not substantially alter the meaning (although in certain cases the omission of a particle may not count as an error at all, most especially with $\mu\epsilon\nu\ldots \delta\epsilon$)

The sort of errors that we would generally expect to be considered as a “major” error are:

- more than one slight error in any one verb
- vocabulary errors that substantially alter the meaning
- omission of a word or words, including alteration of active to passive if the agent is not expressed
- missed constructions
- alteration in word order that affects the sense

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|---|
| 1 | | The passage has been divided into 11 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid listed above. | 5 | The below are intended as examples of 'slight' and more serious 'major' errors; others may be identified at standardisation. |
| 1 | i | <p>‘οἶσθα οὖν’, ἔφη ὁ Σωκράτης, ‘διὰ τί ὀφθαλμοὺς ἔχομεν;’ ‘δῆλον,’ ἔφη ὁ Κριτόβουλος, ‘ὅτι ἔχομεν ὡς ὀψόμενοι.’</p> <p>‘And so do you know’, said Socrates, ‘why we have eyes?’ ‘It is clear,’ said Critobulus, ‘that we have them in order to see.’</p> | 5 | <p>‘You know’ = slight error</p> <p>‘Don’t you know/you don’t know’ = major error</p> <p>‘on account of what’ = ok</p> <p>‘through what’ = major error</p> <p>Failure to recognise purpose clause = major error</p> |
| 1 | ii | <p>‘οὕτω μὲν τοὶ ἤδη οἱ ἐμοὶ ὀφθαλμοὶ καλλίονες ἂν τῶν σῶν εἶεν.’ ‘πῶς δῆ;’</p> <p>‘Thus I assure you my eyes would already be finer than yours.’ ‘How indeed?’</p> | 5 | <p>NB possible repeated error of ὀφθαλμοὶ from section (i)</p> <p>(i)</p> <p>ἐμοὶ as dative pronoun = major error</p> <p>Omission of μὲν = ok</p> <p>Omission of τοὶ or ἤδη or δῆ = slight error</p> <p>‘more beautiful/handsome’ = ok</p> <p>‘are finer than yours’ = slight error</p> |
| 1 | iii | <p>‘ὅτι οἱ μὲν σοὶ ὀρθῶς μόνον ὁρῶσιν, οἱ δὲ ἐμοὶ ἐπιτόλαιοι ὄντες καὶ τὸ ἐκ πλαγίου ὁρῶσιν.’</p> <p>‘Because yours only see straight, but mine also see what is at/from the side because they are bulging.’</p> | 5 | <p>NB possible repeated error of ὁρῶσιν from section (i)</p> <p>NB possible repeated error of ἐμοὶ from section (ii)</p> <p>σοὶ as dative pronoun = major error</p> <p>‘look forward’ = ok</p> |
| 1 | iv | <p>‘λέγεις σύ,’ ἔφη ὁ Κριτόβουλος, ‘καρκίνον εὐοφθαλμότατον εἶναι τῶν ζώων;’ ‘πάντως δήπου,’ ἔφη.</p> <p>‘Are you saying’, said Critobulus, ‘that a crab is best-sighted of the animals?’ ‘In every way, of course,’ he said.</p> | 5 | <p>NB possible repeated error of ἔφη from section (i)</p> <p>‘You are saying...?’ = ok</p> <p>Allow any reasonable translation of εὐοφθαλμότατον εἶναι – e.g. ‘has the best eyes’</p> |

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|---|
| 1 | v | <p>‘ἐπεὶ καὶ τοὺς ὀφθαλμοὺς τοὺς ὀρᾶν δυνατωτάτους ἔχει.’ <u>ἔϊεν</u>, ‘τῶν δὲ ὀρινῶν ποτέρα ἐστὶ καλλίων,’ ‘Since it also has the eyes most able to see.’ ‘Well then,’ he said, ‘which of our noses is finer,</p> | 5 | <p>NB possible repeated error of ὀφθαλμοὺς from sections (i) and (ii) NB possible repeated error of ὀρᾶν from sections (i) and (iii) NB possible repeated error of ἔφη from sections (i) and (iv) NB possible repeated error of καλλίων from section (ii) Failure to construe ὀρᾶν with δυνατωτάτους = major error ‘most powerful’ = ok Failure to grasp subject of ἔχει = major error ‘whether our noses’ = major error</p> |
| 1 | vi | <p>ἢ σὴ ἢ ἐμή;’ ἔγωγ μὲν,’ ἔφη ὁ Σωκράτης, ‘νομίζω τὴν ἐμήν, εἴ γε τοῦ <u>ὀσφραίνεσθαι</u> ἔνεκα ἐποίησαν ἡμῖν <u>ὀῖνας</u> οἱ θεοί. yours or mine?’ ‘I’, said Socrates, ‘think mine is, if at least the gods made our noses for smelling.</p> | 5 | <p>NB possible repeated error of σὴ from sections (ii) and (iii) NB possible repeated error of ἔφη from sections (i), (iv) and (v) NB possible repeated error of ἐμή/ ἐμήν from sections (ii) and (iii) ‘I think mine’ = ok Omission of γε = slight error ‘made noses for us’ = ok ‘made noses on account of/for the sake of’ = ok</p> |
| 1 | vii | <p>οἱ μὲν γὰρ σοὶ <u>μυκτῆρες</u> εἰς γῆν ὀρῶσιν, οἱ δὲ ἐμοὶ <u>ἀναπέπτανται</u> For your nostrils look to the ground, but mine are spread out,</p> | 5 | <p>NB possible repeated error of σοὶ from sections (ii), (iii) and (vi) NB possible repeated error of ἐμοὶ from sections (ii), (iii) and (vi) NB possible repeated error of ὀρῶσιν from section (i), (iii) and (v) Omission of γὰρ = slight</p> |

| Question | | Answer | Mark | Guidance |
|----------|-------------|---|----------|--|
| | | | | 'look/see into, at' = ok 'in the ground' = major |
| 1 | viii | ὥστε τὰς <u>πάντοθεν ὀσμάς</u> δέχεσθαι. 'ἢ δὲ δὴ <u>σιμῇ</u> <u>ῥίς</u> πῶς τῆς ὀρθῆς καλλίων; so that they receive smells from every direction.' 'And how indeed is the snub nose finer than the straight one?' | 5 | NB possible repeated error of πῶς from sections (ii) NB possible repeated error of καλλίων from sections (ii) and (v) Omission of ὥστε = major error 'a snub nose', 'a straight nose' = ok |
| 1 | ix | 'ὅτι', ἔφη, 'ἐᾷ εὐθὺς τοὺς ὀφθαλμοὺς ὁρᾶν ἃ ἂν βούλωνται. 'Because', he said, 'it immediately allows the eyes to see whatever they like. | 5 | NB possible repeated error of ὅτι from section (iii) NB possible repeated error of ἔφη from sections (i), (iv), (v) and (vi) NB possible repeated error of ὀφθαλμοὺς from sections (i), (ii) and (v) NB possible repeated error of ὁρᾶν from sections (i), (iii), (v) and (vii) Failure to correctly identify subject of ἐᾷ = major error Omission of εὐθὺς = major 'what they like' = ok |
| 1 | x | ἢ δὲ ὑψηλὴ <u>ῥίς</u> ὥσπερ τείχισμα ὃν κωλύει. 'τό γε στόμα', ἔφη ὁ Κριτόβουλος, 'παραδίδωμι. But the high nose hinders them as if it's a fortification.' 'As for the mouth at least,' said Critobulus, 'I surrender. | 5 | NB possible repeated error of ἔφη from sections (i), (iv), (v), (vi) and (ix) 'as if it's a wall' = slight error 'as if being' = ok Omission of ὃν = major error 'I surrender the mouth' = ok |
| 1 | xi | εἰ γὰρ τοῦ <u>ἀποδάκνειν</u> ἔνεκα πεποιήται, πολὺ ἂν σὺ μείζον ἢ ἐγὼ <u>ἀποδάκοις</u> . For if it has been made for biting off, you would bite off much more than I. | 5 | NB possible repeated error of γὰρ from section (vii) NB possible repeated error of ἔνεκα from section (vi) NB possible repeated error of σὺ from section (iv) 'if it had been made' = slight error Omission of πολὺ = slight error |

| Question | | Answer | Mark | Guidance |
|----------|--|--------|------|--|
| | | | | 'you would have bitten off' = slight error 'you will bite off' = slight error |

| Question | | | Answer | Mark | Guidance |
|----------|-------------|------|--|------|--|
| 2 | Translation | | The chatterbox, sitting next to some person who he doesn't know, first praises his own wife too much to him. Then, the dream he saw in the night, he narrates it. Then he goes through everything that he had for dinner. Then indeed, as the matter progresses, he says that people nowadays are much worse than those of old, and that wheat has become cheap in the market/Agora, and that many strangers/foreigners are in Athens, and that the sea is navigable since the Greater Dionysia. And that if Zeus were to make more water, the things in the earth will be better, and what field he is going to cultivate, and that life is difficult, and how many pillars there are in the Odeon, and 'Yesterday I threw up', and what day it is. And if anyone puts up with him, he will not stop. | | |
| 2 | (a) | (i) | Someone he doesn't know (1) | 1 | |
| 2 | (a) | (ii) | By sitting next to/beside/alongside him (1) | 1 | |
| 2 | (b) | | Praises (1) his own wife (1) too much (1) | 3 | |
| 2 | (c) | (i) | The dream he saw/had in the night (1) and what he had for dinner (1) | 2 | 'last night' = ok Insist on 'what he had' |
| 2 | (c) | (ii) | Any two of διηγείται / πάντα / διέρχεται | 2 | |
| 2 | (d) | | People nowadays (1) are much worse than those of old (1) | 2 | 'more evil/wicked' = ok |

| Question | | | Answer | Mark | Guidance |
|----------|-----|-------|--|------|--|
| 2 | (e) | (i) | Wheat (1) has become cheap (1) | 2 | 'is cheap' = ok 'has become cheaper' = ok |
| 2 | (e) | (ii) | Many (1) foreigners/strangers (1) | 2 | 'guests/hosts/friends' = 0 |
| 2 | (e) | (iii) | The sea (1) is navigable (1) | 2 | |
| 2 | (f) | | If it rains (1) the soil will be more fertile / crops will grow more easily (1) | 2 | Any reasonable explanation of how rain / water from Zeus will make τὰ ἐν τῇ γῇ βελτίω (comparative required) |
| 2 | (g) | (i) | He's a farmer (1) | 1 | |
| 2 | (g) | (ii) | He doesn't enjoy it / he finds it hard (1) | 1 | Accept 'he is pessimistic' or similar 'Life/living is difficult' = ok 'Life is dangerous' = ok |
| 2 | (h) | | How many pillars there are in the Odeon (1) he threw up yesterday (1) what day it is (1) | 3 | 'There are many/so many pillars' = ok 'what day is it' = 0 |
| | (i) | | Not putting up with him / leaving (1) | 1 | Accept accurate translation of the Greek or any reasonable version of the opposite of ὑπομένει Overly speculative answers (e.g. 'By hitting him') = 0 |

Guidance on applying the marking grids for translating into Greek

The general principle in assessing each sentence should be the proportion (out of 5) of sense achieved.

Each sentence is worth 5 marks. Award up to 5 marks for each sentence according to the 5-mark marking grid below:

| Marks | Description |
|-------|--|
| 5 | Accurate translation with one slight error allowed |
| 4 | Mostly correct |
| 3 | More than half right |
| 2 | Less than half right |
| 1 | Little recognisable relation to meaning of the English |
| 0 | No response, or no response worthy of credit |

There are many acceptable ways of translating the English sentences into correct Greek. Acceptable alternatives will be agreed at Standardisation, but examiners should be ready to accept other versions that accurately render the meaning into Greek.

The determination of what a “slight” error is is only necessary when it is the only error in a sentence; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the sentence is the only consideration. The term “major” error has been used here to determine an error which is more serious than a ‘slight’ error. The classification below should be seen only as a general guide. Markers should consider each instance on its own merits in the context of the sentence.

The sort of errors that we would generally expect to be considered as a “slight” error are:

- a single mistake in a word
- the omission of an uninflected word
- omission or incorrect use of a breathing

The sort of errors that we would generally expect to be considered as a “major” error are:

- more than one mistake in a word
- the omission of an inflected word

The final decisions on what constitutes a “slight” and “major” 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.

| Question | | | Answer | Mark | Guidance |
|----------|-----|--|---|------|---|
| 3 | | | | | A single omission of a breathing, paragoric nu or iota subscript in any word = slight error. More than one error of this sort in a single word is likely to be a major error. There will be a maximum of one major error per sentence for lack of breathings. |
| 3 | (a) | | I admire people who can run many stades. [ἐγώ] θαυμάζω τους [ἀνθρώπους τους]/τας πολλούς σταδίους/πολλά σταδια τρεχειν/δραμειν οίους/οίας τ' ὄντας/οὐσας/δυναμενους/δυναμενας / τους ἀνθρώπους οἱ πολλά σταδια τρεχειν/δραμειν οἱοι τ' εἰσιν/δυνανται. | 5 | θαυμάζω ἀνθρώπους πολλά σταδια τρεχειν/δραμειν οίους τ' ὄντας/δυναμενους = ok |
| 3 | (b) | | The girls set out early in order to honour the goddess. αἱ κοῖραι/παιδες ὥρμηθησαν/ὀρμῶνται πρῶ [ὥς] τὴν θεᾶν τιμῆσαι / ἵνα τὴν θεᾶν τιμῶσιν/τιμῆσωσιν/τιμῶεν/τιμῆσαιεν/τιμῆσειαν / αἱ[τινες] τὴν θεᾶν τιμῆσουσιν. | 5 | παρθενοι = ok τιμᾶν = major error Accept optative in purpose clause if 'set out' has been translated as historic; otherwise minor error |
| 3 | (c) | | Don't chase that hoplite into the darkness of the forest. μὴ διώξης/διώξητε/διώκε/διώκετε ἐκεῖνον τὸν ὀπλιτὴν εἰς τὸν τῆς ὕλης σκοτόν / τὸν σκοτόν τὸν τῆς ὕλης. | 5 | [τον] ἐκεῖνον ὀπλιτὴν = slight error τὸν σκοτόν τῆς ὕλης = slight error |
| 3 | (d) | | You all feared that you would never be believed. παντες/πασαι [ὑμεῖς] ἐφοβηθητε/ἐφοβεισθε μὴ οὐδέποτε πιστευοισθε/πιστευθειτε/πιστευησθε/πιστευθητε. | 5 | Omission of μὴ = major error Treatment of fearing clause as e.g. indirect statement = major error |
| 3 | (e) | | Our ancestors were safe until the Persians attacked the mainland. οἱ [ἡμετεροὶ] προγονοὶ ἀσφαλεῖς ἦσαν, μεχρὶ/ἕως οἱ Περσῶν τῷ ἡπείρῳ προσεβαλον. | 5 | προσεβαλλον = ok εἰσεβαλ[λ]ον εἰς τὸν ἡπείρῳ = ok |

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