

GCE

Classical Greek

H444/01: Unseen translation

A Level

Mark Scheme for June 2025

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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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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of 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, email or via the RM Assessor messaging system.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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

6. Annotations

Annotation	Meaning
	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
	Division between sections of translation
	Unclear
	Benefit of doubt
	Repeated identical error (ie the same incorrect knowledge), unpenalised; or consequential error clearly resulting from a previous error; not to be re-penalised.
	Major error, necessarily resulting in a reduced maximum mark for the section
	Incorrect: resulting in a reduced or no mark
	Not fully correct: possibly resulting in a reduced mark
	Omission
	Translation (perhaps differing from the examples in the mark scheme) that has been accepted

7.

7. 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.

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 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, the intention of which is to maintain standards year-on-year. Lead 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 “slight” errors would be:

- 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 “major” errors would be:

- 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

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.

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 the meaning of the Greek
0	Response worthy of no credit

Section A: Unseen Prose

Question			Answer	Mark	Guidance
1			The passage has been divided into 10 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above.		
1	(i)		ἡ δὲ Μανδάνη αὕτη Ἀστυάγους ἦν θυγάτηρ τοῦ Μήδων γενομένου βασιλέως. (And) this Mandane was (the) daughter of Astyages, who became king of the Medes.	5	A short section: all errors will be major. Accept γενομένου: 'who was' Major error αὕτη: 'herself'
1	(ii)		φῦναι δὲ ὁ Κῦρος λέγεται καὶ ᾄδεται ἔτι καὶ νῦν ὑπὸ τῶν βαρβάρων εἶδος μὲν κάλλιστος, ψυχὴν δὲ φιλανθρωπότατος (And) Cyrus is spoken of and sung of (still) even now by the barbarians as being / to have been in appearance most handsome, in spirit most benevolent/charitable,		Accept λέγεται καὶ ᾄδεται: active translation (eg. 'The barbarians tell in story and song') ὑπὸ τῶν βαρβάρων: either taken with both verbs, or just the second (eg. 'Cyrus is said, and by the barbarians he is sung...') ᾄδεται: 'is celebrated/praised'; but inactive words such as 'respected' etc slight error φιλανθρωπότατος: 'most philanthropic' or similar omission of μέν...δέ Slight error second καὶ: 'and', ie missing the force of καὶ νῦν missed superlative force; but do not penalise repeated error(s) in Section iii εἶδος: 'form' or other translation that does not contrast reasonably with ψυχὴν φιλανθρωπότατος: 'most kind' without further detail Major error

Question			Answer	Mark	Guidance
					εἶδος: mistaking for participle of οἶδα

Question		Answer	Mark	Guidance
1	(iii)	καὶ φιλομαθέστατος καὶ φιλοτιμότητος, ὥστε πάντα μὲν πόνον <u>ἀνατλῆναι</u>, πάντα δὲ κίνδυνον ὑπομεῖναι τοῦ ἐπαινεῖσθαι ἕνεκα. (and) most devoted to learning and most ambitious, so that he endured all / every hardship and faced all / every danger for the sake of praise / being praised.		Accept τοῦ ἐπαινεῖσθαι ἕνεκα: '(in order) to be praised' omission of μὲν φιλοτιμότητος: 'very/most fond of honour' πόνον: 'toil' Slight error παντα: 'in all things' τοῦ ἐπαινεῖσθαι: 'his praise' omission of δέ Major error φιλομαθέστατος / φιλοτιμότητος: 'most learned / most honoured', neglecting the prefix ὥστε <u>ἀνατλῆναι</u> ...ὑπομεῖναι: translated as a purpose clause ('in order to endure..') Possible repeated error See Section ii re repeated errors with superlatives
1	(iv)	φύσιν μὲν δὴ τῆς μορφῆς καὶ τῆς ψυχῆς τοιαύτην ἔχων μνημονεύεται· ἐπαιδεύθη γε μὴν ἐν Περσῶν νόμοις· He is remembered, indeed, as having this sort of nature, of appearance and of spirit. He was educated, however, in (conformity with) the laws/customs of the Persians;		Accept omission of μὲν γε μὴν : literal translation (eg. 'at any rate, for sure') or adversative ('but', 'nevertheless') Slight error omission of δὴ μορφῆς: 'shape/form' or other translation that doesn't clearly apply to his physical appearance <i>as a person</i> omission of γε μὴν Major error φύσιν as subject of μνημονεύεται μνημονεύεται translated as active ('he remembers')

Question			Answer	Mark	Guidance
1	(v)		οὗτοι δὲ δοκοῦσιν οἱ νόμοι ἄρχεσθαι, τοῦ κοινοῦ ἀγαθοῦ <u>ἐπιμελούμενοι</u> , οὐκ ἔνθεν ἐν ταῖς πλείσταις πόλεσιν ἄρχονται. (and) these laws seem, in taking care of the common good, not to start from where they do in most cities.		Slight error δοκοῦσιν: 'think' πλείσταις: 'many' Major error οὗτοι δὲ δοκοῦσιν: 'these people think' ἄρχεσθαι, ἄρχονται: 'rule' Possible repeated error νόμοι (Section iv)
1	(vi)		αἱ μὲν γὰρ πλείσται πόλεις <u>ἀφεῖσαι</u> παιδεύειν ὅπως τις ἐθέλει τοὺς ἑαυτοῦ παῖδας, For most cities, having permitted someone to train his own children however he wishes,		Accept omission of μὲν ἀφεῖσαι translated as finite verb, so long as co- ordinated with προστάττουσιν in Section vii) ἀφεῖσαι: 'permitting' Possible repeated error πλείσται πόλεις (Section v)

Question		Answer	Mark	Guidance
1	(vii)	καὶ αὐτοὺς τοὺς πρεσβυτέρους ὅπως ἐθέλουσι διάγειν, ἔπειτα προστάττουσιν αὐτοῖς μὴ κλέπτειν μηδὲ ἀρπάζειν, μὴ βία εἰς οἰκίαν παριέναι, and the older people themselves to live / act as they want, then command them not to steal and not to rob, not to enter a house by force,		Check coordination of προστάττουσιν following earlier ἀφεῖσαι. Slight error if the English is disjointed. Accept βία εἰς οἰκίαν παριέναι: 'break into a house' τοὺς πρεσβυτέρους: 'the elders' ἔπειτα προστάττουσιν: 'and then command' (if ἀφεῖσαι in Section vi has been translated as finite) Slight error αὐτοῖς: 'to them' ἀρπάζειν: 'to seize' (awkward English) Major error αὐτούς: 'the same' βία: 'live'
1	(viii)	μὴ τύπτειν ὃν μὴ δίκαιον, μὴ <u>μοιχεύειν</u>, μὴ ἀπειθεῖν ἄρχοντι, καὶ τᾶλλα τὰ τοιαῦτα ὁμοίως· not to strike someone whom it is not right to strike, not to commit adultery, not to disobey an official, and other such things similarly;		Accept μὴ δίκαιον: 'unjustly' τᾶλλα τὰ τοιαῦτα ὁμοίως: 'and so on' Slight error ἀπειθεῖν: 'to dissuade' ὁμοίως: 'similar', eg '...and other such similar things' Major error ὃν μὴ δίκαιον: 'somebody who is not just' ἀπειθεῖν: 'to go away' Possible repeated error τοιαῦτα (Section iv)

Question		Answer	Mark	Guidance
1	(ix)	ἦν δέ τις τούτων τι παραβαίνει, ζημίαν αὐτῷ ἐπιτιθέασιν. οἱ δὲ Περσικοὶ νόμοι οὕτως καθίστανται and if someone goes against any of these laws, they impose a punishment on them. But the Persian laws are established in such a way		Accept omission of τι παραβαίνει: 'oversteps' / 'transgresses' / 'breaks' ζημίαν αὐτῷ ἐπιτιθέασιν: 'they punish him' καθίστανται: 'have been established' Slight error ζημίαν αὐτῷ ἐπιτιθέασιν 'he is punished' Major error ἦν δέ τις: 'there was someone' Possible repeated error νόμοι (Sections iv & v)
1	(x)	ὥστε τὴν ἀρχὴν οὐ τοιοῦτοι ἔσονται οἱ πολῖται οἷοι πονηροῦ τινος ἢ αἰσχροῦ ἔργου ἐπιθυμεῖν. that from the beginning the(ir) citizens shall not be the sort who/to desire any wicked or shameful deed.		Accept ὥστε: 'with the result that' / 'as to ensure that' Slight error ἔσονται: 'are' omission of τινος Major error τὴν ἀρχήν: 'the rule' τοιοῦτοι ... οἷοι: construction error Possible repeated error τοιοῦτοι (Sections iv & viii)

Section B: Unseen Verse

Question	Answer	Mark	Guidance
(a)	The passage has been divided into 9 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above.		
(i)	Φιλοκτήτης: ὀρθῶς ἔλεξας· <u>τοιγαροῦν</u> τὸ σὸν φράσον αὖθις πάλιν μοι προᾶγμ', ὅπως σ' ἐνύβρισαν. Philoctetes: You have spoken correctly; therefore tell me once again about your experience, in what way they insulted/harmed you/did you wrong.	5	Accept ὀρθῶς ἔλεξας: 'you are right' or similar αὖθις πάλιν: any wording, even if convoluted, that seeks to render the intensified phrase, eg 'over again'; slight error if either word ignored, eg just 'tell me again' προᾶγμ': any rendering taken with τὸ σὸν conveying idea of 'circumstance/difficulty/affair/ordeal'; 'tell me what happened to you'; 'tell me about the deed done to you' Slight error Translation of τὸ σὸν προᾶγμ' that does not work in context, eg 'tell me your deed/matter' Major error Omission of the speaking character's name
(ii)	Νεοπτόλεμος: ἦλθόν με νηὶ <u>ποικιλοστόλῳ</u> μετὰ δῖός τ' Ὀδυσσεὺς χῶ τροφεὺς τοῦμοῦ πατρός, Neoptolemus: Both godlike Odysseus and the man who brought up my father came for/after me in a ship with decorated prow,	5	Slight error Omission of τ' τροφεὺς 'nourisher/nurse' Major error Omission of the speaking character's name, unless already penalised in i) ἦλθόν: 'I came' με... μετὰ: 'with me'

Question	Answer	Mark	Guidance
	(iii) λέγοντες, εἴτ' ἀληθὲς εἴτ' ἄρ' οὖν μάτην, ὥς οὐ θέμις γίγνοιτ', ἐπεὶ κατέφθιτο πατὴρ ἐμός, saying, whether truthfully or indeed falsely, that it was not right/lawful, since my father was dead,	5	Accept any reasonable attempt to render ἄρ' οὖν – 'indeed', 'perhaps' etc.; 'therefore' slight error; 'thus' or similar major error μάτην: 'in vain' ἐπεὶ: 'when' οὐ θέμις γίγνοιτ': '...it would not be right' κατέφθιτο: any reasonable translation
	(iv) <u>τὰ πέραν</u> μ' ἄλλον ἢ μ' ἐλεῖν. ταῦτ', ὧ ξέν', οὕτως ἐννέποντες that anyone other than me should capture the towers (of Troy). Friend, saying these things in this way	5	A short section: all errors will be major Accept ὧ ξέν': 'Stranger' ἐννέποντες: 'once they had said...', 'saying that this was how things were...' Major error omission of μ' by translating 'to capture' or similar ταῦτ'...οὕτως ἐννέποντες: watch out for omission of either ταῦτ' or οὕτως (both are required)
	(v) οὐ πολὺν χρόνον μ' ἐπέσχον μή με ναυστολεῖν ταχύ, they did not hold me back for much time from setting sail quickly,	5	A short section: all errors will be major Accept Any translation of ἐπέσχον which has the sense of 'prevent', 'delay' Any repetition of 'me' that reasonably accounts for the second με, eg 'they did not delay me from my sailing' Any reasonable translation of ναυστολεῖν, eg 'boarding my ship', 'sailing' or 'mounting an expedition by sea' Major error ταχύ: 'perhaps' μή 'so that... not'

Question	Answer	Mark	Guidance
(vi)	μάλιστα μὲν δὴ τοῦ θανόντος <u>ἰμέρω</u>, ὅπως ἴδοιμ' ἄθαπτον· οὐ γὰρ εἰδόμην· especially indeed with my longing for the dead man, so that I might see him while he was unburied. For I had not seen/did not see him.	5	Accept τοῦ θανόντος: 'my dead father' or similar ὅπως ἴδοιμ': '(in order) to see him' οὐ γὰρ εἰδόμην: 'for I had never seen him' Slight error μάλιστα... ἰμέρω: 'with very great longing'
(vii)	ἔπειτα μέντοι χῶ λόγος καλὸς προσῆν, εἰ τὰπὶ Τροίᾳ <u>πέρογαμ'</u> αἰρήσοιμ' ἰών. However then there was also the splendid reason that (by) going I would/might capture/take the towers at Troy.	5	Accept λόγος: promise '...that if I went I might...' '...there was also the splendid reason, if I should, going, take the towers at Troy.' (close/literal rendering of the unusual construction of the Greek) Slight error Other meanings of λόγος that are not appropriate to the context of the translation, eg 'word/story' Major error Omission of 'also', 'additional' (provided by both χῶ and προσ-)
(viii)	ἦν δ' ἡμαρ ἤδη δεύτερον πλέοντί μοι, καγὼ πικρὸν Σίγειον <u>οὐρίῳ πλάτῃ</u> κατηγόμην· Already it was the second day as I was sailing, and I reached/landed at bitter Sigeion with a favourable voyage.	5	Accept 'it was my second day of sailing' or similar Σίγειον: Sigeum Major error taking καγὼ πικρὸν together

Question		Answer	Mark	Guidance														
	(ix)	καί μ' εὐθύς ἐν κύκλῳ στρατὸς ἐκβάντα πᾶς ἡσπάζετ', ὁμνύντες βλέπειν τὸν οὐκέτ' ὄντα ζῶντ' Ἀχιλλέα πάλιν. And immediately the whole army in a circle received me with joy when/after I disembarked, swearing that they were again looking upon Achilles alive, who existed no longer.	5	Slight error ἐκβάντα 'disembarking' (error of tense) omitting ὄντα: 'seeing Achilles, who was no longer living', or combining '...who was no longer being alive' Major error taking πᾶς with anything other than στρατὸς taking Ἀχιλλέα as the subject of βλέπειν ὁμνύντες βλέπειν: 'swearing to see/look upon' (missed construction)														
(b)		αὖθις πάλιν μοι προᾶγμ', ὅπως σ' ἐνύβρισαν. - - v - / - - v - / v - v x ἦλθόν με νηὶ ποικιλοστόλῳ μέτα - - v - /v - v - / v - v x Accept any quantity (or anceps) on the final syllable of each line.	5	Two lines give 6 metra of four syllables each; each correct metron should be ticked and the number of ticks converted to a mark out of 5, as below. Metron divisions (vertical lines) should be ignored, whether correct or not. Levels of response: <table><thead><tr><th>Marks</th><th>Description</th></tr></thead><tbody><tr><td>5</td><td>6 metra correct</td></tr><tr><td>4</td><td>5 metra correct</td></tr><tr><td>3</td><td>4 metra correct</td></tr><tr><td>2</td><td>3 metra correct</td></tr><tr><td>1</td><td>1 or 2 metra correct</td></tr><tr><td>0</td><td>None correct</td></tr></tbody></table>	Marks	Description	5	6 metra correct	4	5 metra correct	3	4 metra correct	2	3 metra correct	1	1 or 2 metra correct	0	None correct
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