

Examiners' report

GCSE

CLASSICAL CIVILISATION

OCR Level 1/Level 2 GCSE (9-1) in
Classical Civilisation

J199

For first teaching in 2017

J199/21 Summer 2025 series

Contents

Introduction	3
Paper 21 series overview	4
Section A overview	6
Question 1	6
Question 2	7
Question 3 (a)	8
Question 3 (b)	8
Question 4	9
Question 5	9
Question 6	9
Question 7	10
Question 8	11
Question 9	11
Question 10	11
Question 11	13
Question 12	13
Section B overview	14
Question 13	14
Question 14	15
Question 15	15
Question 16	16
Question 17	16
Question 18	17
Question 19 (a)	18
Question 19 (b)	18
Question 20	18
Question 21	19
Question 22	19
Question 23	19
Question 24	20

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is 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 [Teach Cambridge](#).

Please note: OCR Level 1/Level 2 GCSE (9-1) in Classical Civilisation (J199) will no longer be funded in Wales for new learners after **30 September 2026**. Please check the [Qualifications in Wales](#) portal (QiW) for more information.

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 21 series overview

J199/21 (The Homeric World) is one of three Literature and Culture components for GCSE Classical Civilisation. This component focuses on the study of the culture of the Mycenaean Age and selected books of Homer's *Odyssey*. To do well on this paper, candidates need to show knowledge and understanding of what life was like in the Mycenaean Age and the themes, characterisation and plot of the *Odyssey*.

Many candidates showed an impressive knowledge and understanding of the content of the component and it was a pleasure to read their responses. They demonstrated a solid appreciation of Mycenaean life and a clear familiarity with the set books of the *Odyssey*. Many showed they could go beyond straightforward narrative to offer thoughtful evaluation and personal insight. Some responses were particularly engaging and written with real passion. It was encouraging to see such depth of understanding across most candidates. It was clear that candidates are being well prepared by centres.

Most candidates finished the paper, although some ran out of time on the longer questions and produced either no response on these or a brief couple of paragraphs. A few spent too long on Mycenae, introducing irrelevant material in Questions 10–12. As a result some of these did not complete the Homer questions. Some candidates wrote in harder to read areas such as under the lines or in the margins. In a few cases, handwriting was difficult to read. While examiners understand that time pressure can impact handwriting, it remains essential that responses are legible to ensure credit can be awarded appropriately.

Candidates had few difficulties in picking out details from the larnakes in the opening questions. Examiners were generally impressed at how they handled this unprescribed source and the theories they had on it. Many wrote persuasively on the entrance to Mycenae, showing good knowledge; they were able to provide several ideas for why the area was built as it was, although there was often repetition in the answers. The 8-mark question on trade proved challenging for many who often wrote all they knew of trade, without shaping it to the question. A similar weakness was seen Question 12; many did compare the two cities carefully, but others simply described both.

Knowledge of Homer seemed particularly impressive this year. The shorter questions testing knowledge of events proved quite challenging, but the analysis of passages in Question 15 and 18 was generally excellent. Knowledge of what Athene did was variable, but candidates were able to successfully evaluate the significance of what she did. Both 15-mark questions really engaged the candidates with many passionate responses seen. Sometimes candidates over-narrated the plot in both questions or spent a page making a single point and giving limited examples to illustrate ideas.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• made points concisely • shaped their answer to the question set • sought to agree and disagree with the statements in 8- and 15-mark questions • knew precisely what characters did in the <i>Odyssey</i> • picked out details clearly in visual sources • used a wide variety of evidence in 8- and 15-mark answers.	• repeated and over-elaborated on ideas • wrote all they knew on a topic • wrote largely one-sided responses to 8- and 15-mark questions • confused the actions of characters, especially which god did which action • wrote more generally about what they could see in visual sources • used a limited range of evidence in 8- and 15-mark answers.

Section A overview

Section A comprises 45 marks worth of questions on the Mycenaean Age. These include questions that require short responses demonstrating knowledge and understanding, short analytical statements and a detailed response 8-mark question. All of these are introduced by a stimulus source. Candidates must also write an extended response from a choice of two optional 15-mark questions.

Candidates were able to effectively describe what they could see on the larnakes, although they did not always go on to write what this revealed about burial practices. They wrote persuasively on the entrance to Mycenae, but some repeated ideas between Questions 6 and 7. The dating of the Lion Gate proved very problematic to many, although most of the dates offered were in the Bronze Age. Trade was a topic that candidates knew a lot about, although they often needed to be more selective in what was relevant to the question.

Question 11 was much less popular than Question 12. The former was generally not done well. While answers were often sensible, they did not show enough knowledge of how the cities and their practices changed over time. Candidates knew a lot of facts about both cities in Question 12, but many did not compare the cities directly (and when they did, it was often only in defensive structures). There was an impression among examiners that many tried to answer a slightly different question.

Question 1

Study Source A

1 What material would the Mycenaeans have made burial caskets (coffins) from?

..... [1]

This question proved more challenging than expected, with many selecting 'stone' rather than the correct material.

Question 2

- 2 What does the decoration of these caskets (coffins) tell us about Mycenaean burial practices?

Make **two** points and support your answer with reference to **Source A**.

1

.....

.....

.....

2

.....

.....

.....

[4]

It was pleasing to see candidates picking out details from this unprescribed source and being able to identify the significance of the images. Most were able to pick out at least one thing that they could see, such as the use of animals, women or a procession. However, they did not always seek to state what they told us about burial practices, such as the procession showing the extent of the mourning or that it was a big event for the family and community.

Exemplar 1

- 1 In source A, we see people doing ~~thanos~~, the act of pulling out one's hair in lamentation over the dead, showing the extent of how far they went in Mycenaean burial practices.
- 2 ~~the~~ The fact that they were laid down on a bier in source A demonstrates the care that took place for the dead in Mycenaean burial practices.

This response made two clear AO1 ideas of women pulling their hair out and the body being on a bier; the first of these, as many ideas were, was credited as distinctly possible, although it is not certain they were pulling hair out. The candidate has clearly sought to explain what these actions tell us about burial practices by commenting on the extent of the grief and the care of the body. Many simply stated that they would lay the body out as was shown in the source, but this was not really giving an AO2 idea.

Question 3 (a)

3

(a) State **two** customs **not** shown in **Source A** that happened at a Mycenaean funeral.

1

.....

2

.....

[2]

This question was answered well. Most of the customs referred to described things that were evidenced in tholos tombs and shaft graves. These included feasts, burial gifts and even death masks and stelai. Some candidates stated things that were in evidence in the sources, such as a procession or women, suggesting they had not read the question carefully enough. Others gave answers that were too generic or simplistic, such as that people would cry or that the body would be buried. A few referred to later customs, notably the placing of coins on the face.

Question 3 (b)

(b) Choose **one** of these customs. How does it show that the Mycenaeans treated their dead with great respect?

.....

..... [1]

Some candidates did not really explain the link between the custom they chose and respect, but most were able to reflect on how this fact showed they would go to great expense for them or that they wanted them to have objects with them in the afterlife.

Question 4

Study Source B

4 What is the part of the sculpture **marked A** thought to show? **Do not refer to the lions.**

Make **two** points.

1

2 [2]

Many candidates knew that the top part represented a column, but were unaware that the bottom part is thought to be an altar. Ideas of it being a pedestal or podium were sometimes seen. Some took the question differently to suggest that it showed their respect to the gods or their religious nature, but others were too vague in stating it showed the wealth or power of the Mycenaeans. A sizeable number were confused by the area highlighted and suggested the whole thing was a hammer.

Question 5

5 Give the **approximate** date when the Lion Gate was built.

..... [1]

This question proved challenging for many candidates. While most were able to give a date within the Mycenaean Age, many picked a date after this. Dates seen ranged from 11500 BC to AD 1600.

Question 6

6 Why do you think lions were sculpted at the entrance to Mycenae?

Make **three** points.

1

.....

2

.....

3

..... [3]

Most candidates answered this question well. Strong responses gained full marks by referring to the power of lions, the skill of the carving and the intimidating nature of the sculpture. Weaker responses tended to repeat the idea of power across the three statements, suggesting it showed strength and pride as well. Some wrote about how the Mycenaeans hunted lions, but this was not felt to be a likely reason for the sculpture.

Question 7

7 Why was the approach to the Lion Gate constructed in the way shown in **Source B**?

Make **three** points and support your answer with reference to **Source B**.

1

.....

.....

.....

2

.....

.....

.....

3

.....

.....

.....

[6]

This was another question that was answered well, although not always in the way that examiners had anticipated. Many candidates ignored the word 'approach' and wrote about the Lion Gate itself. Those who did use this approach often repeated information from Question 6.

More successful responses discussed the narrowness of the entrance, the extent of the walls and the uphill slope.

Assessment for learning



Candidates need to consider all aspects of the questions carefully as key words in the question can easily get ignored. In this question, it was the word 'approach' while in Question 10, the word 'all' was ignored by all but the best responses.

Question 8

Study Source C

8 What material is this comb made from?

..... [1]

Many candidates did get this correct. However, others answered gold even though the image of the comb was printed in colour, showing that gold was highly unlikely to be the correct response.

Question 9

9 From what place did the Mycenaeans import this material?

..... [1]

Candidates who had correctly identified the material in Question 8 nearly always got this correct. If they had chosen the wrong material in Question 8, they gained a mark for the correct location of this material. Many did choose Egypt, despite getting Question 8 wrong. Tiryns, Mycenae and both Grave Circles were occasionally seen answers, but this question was generally done well.

Question 10

10 'Trade was a vital part of life for all Mycenaeans.'

How far do you agree with this assessment?

Use **Source C** as a starting point **and** your own knowledge in your answer.

[8]

This question elicited a range of answers from candidates. After introductory statements which often added little, most began their main arguments by referring to the comb and then went on to discuss other imported items, often metals, and what they were used for. Weaker responses did not get much further than this, discussing the problems with trade or what else was important to the Mycenaeans, neither of which was relevant. Many did not appreciate that this was a luxury item and perhaps not a vital object.

Better responses discussed how trade would contribute to the wealth and grandeur of the city, although there were some who referred to money in their answer. Many wrote about the Uluburun shipwreck, although sometimes this became a list of what was on the boat. Some used Linear B tablets, although they were often regarded specifically as receipts of trade. Some digressed onto other areas that they felt were vital, such as hunting or burial, which were irrelevant.

A minority of candidates disagreed in part with the statement. They picked up on the words 'vital' and 'all', stating some objects were luxury items and that ordinary people probably had little to exchange to get some of the imported items. They noted that they were self-sufficient in many areas. Some candidates gave good ideas about improved political relationships through trade, perhaps thinking of modern political situations.

Exemplar 2

goddesses). The area around Mycenae lacked the natural materials and metals needed for much of Mycenaean craftsmanship, so it had to be imported. Bronze was very important for ^{making} tools and weapons and armour, eg. the cuirass found at Dendra, ~~so~~ (it was the Bronze Age) so tin and copper needed to be imported. The Uluburun shipwreck of a Mycenaean ship ~~show~~ gives an indication of what types of things were imported - the exact proportions of tin and copper needed to make bronze - and the importance of trade due to how much was being traded - 150 jars of olives, resin and beads. However, while trade was important, not all Mycenaean society was reliant on it. Clay was in abundant supply in the surrounding areas to make pottery and lamps, as was limestone which was used in construction. However, trade ~~was~~ also went

This response discussed the Uluburun shipwreck well, detailing some of the objects on it and what they were used for. This was commonly seen in the responses of many candidates. Most did not have the same level of AO1 detail of what was on the boat. The inclusion of a counter argument was very pleasing. The candidate correctly identified what Mycenae did not need to import. The knowledge throughout was accurate, wide-ranging and detailed, and the arguments were well made and balanced.

Introductions

Most candidates had an introduction stating what they were going to talk about. This isn't necessary in 8- and 15-mark questions, and candidates would be advised to devote more time to the main argument.

Question 11

- 11 'It would have been much better to have lived at the end of the Mycenaean period than at the start.'

How far do you agree with this assessment?

[15]

Candidate performance on this question was mixed; some demonstrated impressive knowledge and understanding, while others showed more limited engagement with the topic. Weaker responses focused on how things would have developed by the end, but without really showing that they knew what the Mycenaean Age was like. There were also common issues in some of the dating of the evidence. Objects found in Grave Circle A were used to describe the wealth in the second half of the Mycenaean Age and the dating of tholos tombs was often inaccurate.

Stronger responses typically analysed when Mycenae was at its wealthiest and more stable, providing evidence to show a strong understanding. The construction of defences was seen by some as a double-edged sword. It suggested that cities were more protected, but their existence suggested that there was a greater need for protection. Some candidates considered how warfare and weaponry changed, although this was not always done in a way that was relevant to the question.

Question 12

- 12 'Mycenae was a much more impressive city than Tiryns.'

How far do you agree with this assessment?

[15]

Factual knowledge of the two cities was generally very strong. Most candidates were aware of key areas at Mycenae, such as the sally ports, Lion Gate and the cistern, and the galleries and killing boxes at Tiryns. A very sizeable number of candidates were unaware of a sally port and cistern at Tiryns. Another relatively common error was believing a Cyclops actually built the walls. Some also wrote of frescoes, which was a relevant area, but did not often know which frescoes were found where. Many wrote purely about the design and safety of the cities, missing out on several areas for discussion. It seemed like they were writing a prepared essay on which city was safer.

A key reason why many responses with strong factual knowledge did not score highly was the lack of comparison between cities; many responses did little more than state what features each had and their purposes. This lack of AO2 was much more marked than in previous years. Many also would say a feature of one city was impressive, without any reference to the other city having the same feature.

The most successful answers wrote of the safety features of Tiryns, such as the curved wall, killing boxes and galleries against the aesthetics of the Lion Gate. Others focused well on the finds of the two sites, commenting on the relative abundance of pieces at Mycenae or the frescoes of Tiryns. There was also excellent discussion of how the topography of Mycenae made it a more striking site, or how it had a greater number of impressive tombs.

Section B overview

Section B comprises 45 marks worth of questions on the prescribed books of Homer's *Odyssey*. These include questions that require short responses demonstrating knowledge and understanding, short analytical statements and a detailed response 8-mark question. All of these are introduced by a stimulus source. Candidates must also write an extended response from a choice of two optional 15-mark questions.

Most candidates showed a good knowledge of the events of the *Odyssey* and some were able to evaluate the episodes well. This was typified by the questions on the Laestrygonians, where candidates knew what happened and analysed the passage very well. Conversely, there were gaps in knowledge in the passage from Book 21, but the analysis was good. Once common factor between both questions was the strong performance on the passage analysis questions of Questions 15 and 18.

Candidates had mixed knowledge of the actions of Athene in Question 22, but most were able to give at least one other piece of evidence beyond the passage. Most did not provide a counter argument and many brought in irrelevant details of the actions of other gods.

Both essays were equally popular. They showed good AO1 knowledge of the text, but there was a tendency to over-narrate, especially in Question 24. This often led to a rather simplistic listing of episodes and the obstacles that Odysseus felt. The best answers for both questions provided arguments for and against, but many candidates gave a one-sided argument.

Question 13

Study Source D

13 What had Odysseus's men already seen in the land of the Laestrygonians?

.....

.....

.....

..... [2]

This question produced a wide variety of answers. Many could recall that he had seen a girl, but often did not say what the girl had been doing. Many erroneously stated that they had seen smoke, but this was not credited as only Odysseus had seen this. Some discussed what was in the passage, such as Antiphates' wife and the harbour. This was another instance perhaps of needing to read the question more carefully and noting the key words of 'men' and 'already'.

Question 14

14 What evidence is there in **Source D** that the Laestrygonians show some signs of being a civilised society?

Make **two** points.

- 1
-
- 2
-

[2]

Most candidates discussed the idea of the palace. Those who then went on to discuss the idea of a king added nothing new in their second point. The idea of a harbour and trade was commonly referred to, but examiners did not credit this as it was felt to be a natural harbour, and there was no evidence of it being used for trade. Similarly, their obedience to Antiphates was felt to show a mob-like nature, rather than a civilised society. Better responses chose the presence of a town or the assembly.

Question 15

15 How does Homer create sympathy in his description of the deaths of the crew?

Make **two** points and support your answer with reference to **Source D**.

- 1
-
-
-
- 2
-
-
-

[4]

This was one of the best answered questions on the paper. Candidates commonly made two points backed up with references. Most of the responses discussed the simile and this was handled much better than similes in previous years. There was also good discussion of the pitiful nature of the groans of the men or the inhuman nature of the Laestrygonians.

Question 16

Study Source E

16 Why does Telemachus wear a purple cloak in the first line of the passage?

Make **two** points.

1

.....

2

.....

[2]

Most candidates knew the significance of purple clothing in the ancient world, although some repeated information in the second point in saying it was a royal colour, then moving on to show it signified power. Some stated that it had been Odysseus' cloak and made too great an assumption. Some candidates chose not to focus on the colour, but the garment itself and said he was hiding his sword. This was felt to be an entirely valid reason.

Question 17

17 How many axes did the suitors have to shoot an arrow through?

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

Most candidates knew the answer, but there was support for various numbers between 3 and 20.

Question 18

18 What impressions do you gain of Telemachus in the passage? **Do not refer to him wearing a purple cloak.**

Make **three** points and support your answer with reference to **Source E**.

1

.....

.....

.....

2

.....

.....

.....

3

.....

.....

.....

[6]

This question was answered very well. Most candidates were able to make three points about Telemachus and gave evidence. They often referred to his strength, obedience, skill and heroism. Some stated he was intelligent to feign disappointment at failing to string the bow, but others felt it was genuine frustration and humility.

Question 19 (a)

19

(a) State **two** things that Telemachus says to his mother during the contest.

1

.....

2

.....

[2]

Many candidates used what was in the passage as their answer. However, examiners felt this was not directed at Penelope and did not credit this. Most realised that he told his mother to leave, but there were mistakes that followed in saying that he sent her to bed or up to bed. Candidates did not realise that she was sent to her room to attend to the loom, rather than her bedroom, and some were too vague in stating that she was told to leave. Only the best answers could recall him saying that he was the master of the house. Several of the things Telemachus did say were rarely seen in candidate responses. Recall of speeches remains an issue for candidates.

Question 19 (b)

(b) Choose **one** of these things. What is its significance?

.....

..... [1]

Most candidates chose to comment on Penelope being sent away and correctly stated that it showed Telemachus assuming authority.

Question 20

Study Source F

20 'the others' (Rieu line 3 / Kline line 3).

Apart from Telemachus, name **one** of the people referred to here.

..... [1]

Many candidates supplied one of the correct answers, but there was support for Athene and Odysseus. Others confused Eumaeus with Eurylochus, Eurycleia, Eurymachus or even Eurystheus.

Question 21

21 What was the job of this person?

[1]

While most knew the role of the chosen person, some who had chosen Eumaeus confused his role with that of Philoetius or vice versa. Goatherd was sometimes chosen as the answer. Candidates who gave the wrong person in Question 20 were awarded the mark in Question 21 if they gave their correct job.

Question 22

22 'Athene is vital to the plot of the Odyssey.'

How far do you agree with this assessment?

Use **Source F** as a starting point **and** your own knowledge in your answer.

[8]

Virtually all candidates handled the source well, stating how Athene made the suitors an easy target for Odysseus to kill, although a few went further in stating that they felt this was only speeding up the inevitable outcome. Most also referred to her plan to disguise him as a beggar, which saved his life. The more observant also noted that this allowed him to see the behaviour of his slaves first hand and decide which should be spared.

In narrating other interventions, many turned it into a list of events where Athene saved Odysseus' life, and it was common to see Athene given credit for things she did not do, especially writing she sent Hermes to give moly and gave Odysseus ideas about how to deal with Polyphemus. There was some excellent AO2 analysis of her lack of importance in Books 9 and 10 where she does not appear, but this was not seen regularly. It was very common to see discussion of other gods, such as Zeus or Hermes, who were felt to be more vital. This was not relevant to the question.

Question 23

23 'Penelope and Odysseus share the same qualities and values.'

How far do you agree with this assessment?

[15]

Many candidates produced a range of similarities and differences in the characters of Penelope and Odysseus. Common ideas involved their intelligence, with stronger responses giving more than one example of each individual, rather than just focusing on Penelope's weaving trick and one part of the Polyphemus story. Loyalty was also usually analysed well. Some even argued that Odysseus had little choice in sleeping with goddesses and some particularly perceptive comments were even made against this view, stating that Odysseus did not have to keep sleeping with Circe. Differences between them were not always seen, but common unique ideas included Odysseus' strength.

Some ideas seemed a little forced. Penelope was seen as a good exponent of *xenia*, but many also wrote the same idea of Odysseus simply because he was given it, rather than referring to his gifts to others during his travels. Equally, just because Odysseus has a sense of *nostos*, Penelope was also credited with it. Physical and mental strength were also often equated, despite being different ideas. Others struggled to show a wide enough knowledge of the text or a range of points. It was quite common to see candidates discussing wisdom and then intelligence in different sections.

It was encouraging to see candidates often showing knowledge of the text beyond the prescribed books. This is not required, but will be credited where relevant. This was seen quite often in the discussion of Odysseus' relationship with Calypso. Stronger responses tended to do this, instead of weaker ones which used information given in other parts of the paper excessively.

Balanced and counter arguments

Many candidates only argued for or against the statement in this question and in others. While this can gain full marks, it is challenging to have the necessary range of ideas. It is also excellent practice to try to consider two different interpretations of evidence, such as Odysseus' affair with Circe.

Question 24

24 'The Odyssey is nothing more than a list of obstacles encountered by a soldier trying to get back to his former life.'

How far do you agree with this assessment?

[15]

This question showed that candidates knew the plot of the *Odyssey*, especially the adventure books, particularly well. This was true of episodes such as the Cicones and Lotus eaters just as much as those of Polyphemus and Circe.

The major issue that the question caused was that many candidates simply stated what obstacles Odysseus faced, resulting in responses that had limited or basic levels of AO2. Others simply turned the statement into a question about Odysseus' character, writing about whether they regarded him as a hero or a leader. Some went through the stories in the same order as Homer, making responses rather repetitive as they tended to say the same thing about each. Many went into unnecessary discussion of who was to blame for the obstacles. Discussion of the later books did not often feature, despite this being relevant to him recapturing his former life.

Better responses looked at what else the *Odyssey* was. Many discussed some of the themes; *nostos* featured prominently as did *xenia*. The role of the gods provided fruitful discussion as did discussion of characters other than Odysseus, such as the development of Telemachus. There was very limited discussion of storytelling techniques such as flashbacks and similes, but there were some excellent ideas in this area.

Exemplar 3

Additionally, this is supported by the scene containing the battle with the Cicones. Due to the scene only being about a battle between men, it is arguable that there is no deeper meaning behind it, only being a bit of obstacles on the way home, as this scene part does not do a lot for the overall story of the ~~Odyssey~~ *Odyssey*, serving only as an introductory segment following the Trojan War.

However, it is also arguable that the story is much deeper than this, acting as a commentary on the nature of a hero. For example, in Polyphemus's cave, Odysseus ~~deceives~~ *deceives* the Cyclops saying that "my name is Nobody". This shows

CR 2025

Turn over

his trickster nature, a far cry from the usually more honest nature of the hero, such as Hercules, who always tackled problems head-on. This shows that the *Odyssey* is a very mature story, showing a man confronting normal hero's problems to return home.

This excerpt illustrates two well-made points which argue for and against the statement. The candidate has expressed a valid interpretation of the Cicones tale, although it is arguable that it does have a deeper significance of highlighting at an early stage the different priorities of Odysseus and his crew. The other idea on the story of Polyphemus makes an excellent point about how the story illustrates heroism. It could perhaps give more examples from that story or from other ones about his trickster nature. The response overall had good knowledge and understanding of the text, had balanced arguments and was well structured.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

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](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin 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 professional development 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 for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

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

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 (examined units only).

[Find out more](#).

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.