



GCSE (9–1)

Latin

J282/03: Prose Literature B

General Certificate of Secondary Education

Mark Scheme for June 2019

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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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Annotations

Annotation	Meaning
	Blank page
	Benefit of doubt
	Unclear
	More serious error in translation, error
	Inconsequential error in translation question
	Unclear, incomplete answer
	Relevance
	Correct answer, good point made in extended writing question
	Harmful addition
	Repetition
	Partial credit, incomplete point in extended writing questions or omission

Question			Answer	Mark	Guidance
1	(a)	(i)	young men	AO2 1	Reference to the youthfulness of the men is required. Reference to <i>magnus numerus</i> not required.
1	(a)	(ii)	in order to learn / for learning / to learn (1)	AO2 1	
1	(b)		(crimes concerning) murder(s) / killing (1) inheritance / wills (1) land / territory / boundaries (1)	AO2 2	Credit any two correct answers. Do not credit “possessions” Do not credit “if a crime is committed” because it is not specific.
1	(c)	(i)	they were banned / barred / forbidden / stopped / banished (1) from sacrifice(s) (1)	AO2 2	
1	(c)	(ii)	<i>gravissima</i> (1) very / the most / really serious / severe / grave (1)	AO2 2	Require reference to the superlative. Allow adverbial “very seriously”. Do not credit “v hard”, “v bad”, “v poor”, “v horrible”, “worst” as synonyms.
2	(a)		(They are exempt from): war / battles / fighting (i.e. <i>bello</i>) (1) paying tribute / tax (1) military service (i.e. <i>militiae</i>) (1) (all) other duties / things / matters (1)	AO2 2	Any two correct answers. No Latin quotation required. Full credit for candidates who refer to both <i>bello</i> and <i>militiae</i> in similar terms.
2	(b)		They were sent by parents/family/relatives (1) (they went) of their own accord / willingly / of their own volition (1)	AO2 2	Allow “mother”, “father” for <i>parentes</i> . Do not credit answers drawn from outside the lemma (e.g. reference to <i>tantis praemiis</i>).
2	(c)		a great number / many verses / poems (1)	AO2 1	Require reference to both “great number” (or similar) and “verses” (or similar).
2	(d)		they do not (think it is right to) commit these verses to writing / to write these verses down (1) they use Greek	AO2 2	Reference to <i>fas esse</i> not required. For the first point, reference to “verses” (or similar)

			letters / words / alphabet / writing in almost all other matters (1)		required. For the second point, require reference to <i>ferē</i> , “almost”, “usually”, “generally”, “most” (<i>vel sim.</i>) Do not credit “they don’t write anything down”.
3			<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>Suggested translation:</p> <p><i>The whole nation of the Gauls is/was/has been greatly devoted to religious belief(s), and for that reason, those who are/were/have been struck down by more/rather serious diseases and those who are engaged in battle(s) and danger(s), either sacrifice men as/in place of victims or they vow (that) they will sacrifice them and they use Druids as assistants for those sacrifices.</i></p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Allow a wide range of sensible synonyms. Allow “all the peoples” / “every nation” (or similar) for <i>omnis natio</i>. Allow “this” / “that” for <i>eam</i>. Allow <i>proeliis periculisque</i> to be rendered as a hendiadys (e.g. “dangerous battles”, “danger in battle”). Allow “sacrificial animals”, “animals”, “victims” for <i>victimis</i>. Allow “they use the assistance of Druids” or “they use Druids to assist/administer”, for <i>administris...Druidibus utuntur</i>. Allow “these” / “those” for <i>ea</i>. Allow present or past with all main verbs.</p> <p>Inconsequential error: “almost all” for <i>omnis</i>. “Gaul” for <i>Gallorum</i>. Any omission/mistranslation of “and” (<i>atque / et / -que</i>) Omission / incorrect translation (e.g. “the”, “a”) for <i>eam</i> “if anyone” for <i>ei qui</i> Mistranslation of comparative <i>gravioribus</i> (e.g. “serious”, “very serious”). Omission of one <i>aut</i>. “to/for themselves” for <i>se</i>. Omission of agent in <i>utuntur</i> (e.g. “the Druids are used”). Omission / incorrect translation (e.g. “the”, “their”) of <i>ea</i>.</p>

					<p>More serious error: All other errors are to be classed as serious. Complete omission <i>ob eam causam</i> = 2 major errors; Translation of <i>atque ob eam causam</i> “and so” = 1 major error Omission of <i>pro victimis</i> = max 1 serious error Omission/mistranslation of <i>aut...aut</i>.</p>
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4*		<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <p>The description of the Britons:</p> <ul style="list-style-type: none"> • <i>stabat</i> : promotion of the verb / delayed subject to increase the tension (style point) • <i>diversa acies</i>: a hostile battle-line is awaiting the Romans (content point) • <i>densa armis virisque</i>: hendiadys to emphasise the presence of the armed men and the fact that they are armed to the teeth (style point); the battle-line was violent and full of armed men (content point); the sibilance of “s” reflects the hostility of the Britons. • <i>virisque...feminis</i> : the unorthodox and surprising nature of the enemy army, comprising men and women. • <i>intercursantibus</i> : vigorous motion / intensifying prefix / compound verb emphasising the wildness of the Britons • <i>in modum Furiarum</i> : simile/comparison (“imagery” acceptable) with the mythical Furies emphasises the terror • <i>veste ferali</i> : the black/funereal/mournful clothing creates a dark scene • <i>veste...crinibus...faces</i> : three-part description 	<p>AO3 8</p> <p>For full credit a point must answer the question (i.e. plausible explanation of <i>how</i> the point makes the scene vivid and dramatic), must quote from the Latin and must give a clear indication of the meaning of the Latin.</p> <p>Allow relevant content or style points which answer the question.</p> <p>Do not give full credit for undeveloped points referring to, e.g., “harsh consonants”, “sibilance”, “promotion”, “asyndeton”, “short phrases”.</p> <p>Give partial credit for a second point based on the same Latin quotation.</p> <p>Do not award full credit for present participles as vivid present historic.</p>
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			<p>enhances the scene.</p> <ul style="list-style-type: none"> • <i>crinibus deiectis</i> : detailed description of the women • <i>Furiarum...ferali...faces...praeferabant</i> : draws attention to the fearsome atmosphere • <i>ferali...faces</i> : contrast of dark and light • <i>preces diras ... fundentes</i> : combination of "terrible" and "pouring out" or "raised hands" fills the scene with dread (content, 2 details needed) • <i>preces diras sublati</i> : sibillance reflects the hostility of the Britons. • <i>fundentes</i> : "pouring" metaphor / continuous gushing to convey the idea of countless prayers emanating from the Druids (style) • <i>novitate</i> : powerful vocabulary / unprecedented experience conveys the danger of the Britons <p>the reactions and actions of the Romans:</p> <ul style="list-style-type: none"> • <i>perculerunt</i> : powerful verb / intensifying prefix / promotion to emphasise the effect on the Romans • <i>quasi haerentibus membris</i> : simile / 'as if' to convey the paralysis of the Roman soldiers • <i>haerentibus membris</i> : fully developed point concerning inability to move (content) • <i>haerentibus...immobile</i> : the use of two words for paralysis emphasises the terror gripping the Romans • <i>immobile corpus</i> : fully developed point concerning inability of Romans to move (content) • <i>praeberent</i> : the idea of "offering" their bodies makes the Romans appear passive and vulnerable • <i>hortante</i> : promotion of verb to emphasise the proactivity of the Roman leader • <i>hortante...stimulantes</i> : both leader and troops offer encouragement, snapping into military mode • <i>muliebre et fanaticum</i> : two adjectives / derogatory adjectives to spur the Roman soldiers on in the face of the wild Britons. Reference to either adjective 		
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			<p>alone partial credit.</p> <ul style="list-style-type: none"> • <i>inferunt signa</i>: promotion of the verb to show the rapid reaction of the Romans • <i>inferunt...sternunt...involvunt</i> : present historics / tricolon of verbs / identical endings draws attention to Roman efficiency and energy • <i>signa sternuntque obvios et igni suo involvunt</i> : alliteration of “s” to reflect the literal / figurative heat of battle 		
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5		<p>Answers may include:</p> <ul style="list-style-type: none">• <i>quod contra vertit</i> : short/concise phrase to show how quickly the situation changed• <i>adeo ut</i>: the result clause expresses the extent to which the Romans turned against the Britons• <i>regnum a centurionibus ... domus a servis</i>: parallel/balanced phrases to show the extent of the savagery of the Romans• <i>centurionibus...</i> / <i>...domus</i>: asyndeton conveys speed / extent of Roman atrocities• <i>velut capta</i>: simile - the violence against them is so great it is as if they have actually been captured• <i>velut quasi</i>: repetition / similar idea to emphasise the dreadful treatment of the Britons• <i>vastarentur...verberata...violatae</i>: alliteration of “v” / <u>combination</u> of 2 or 3 powerful verbs draws attention to the violence of the Romans (reference must be made to at least two verbs; if only one verb is quoted, award partial credit)• <i>iam primum</i>: suggestive of the first of many abuses against the Britons• <i>filiae stupro</i> : the juxtaposition of these two	AO3 4	<p>This question focuses on <u>style</u>, not content.</p> <p>If a candidate has made a content point (without an appropriate aspect of style), a mark may be given for the quotation if it appears on the list.</p> <p>If candidates make more than 2 separate points, only award the best two.</p> <p>Accept any two points and award up to two marks each. Assess points against the marking grid below.</p> <table><tr><td>2</td><td>Expresses a valid point based on a relevant aspect of literary <u>style</u>, with accurate, relevant and suitably explained reference to the Latin.</td></tr><tr><td>1</td><td>Expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to the Latin.</td></tr><tr><td>0</td><td>point is not valid, or none are drawn</td></tr></table>	2	Expresses a valid point based on a relevant aspect of literary <u>style</u> , with accurate, relevant and suitably explained reference to the Latin.	1	Expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to the Latin.	0	point is not valid, or none are drawn
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0	point is not valid, or none are drawn									

			<p>words draws out the horror</p> <ul style="list-style-type: none">• <i>stupro violatae</i>: combination/pleonasm to convey the brutality of the Romans (“strong word choice” = 1 mark)• <i>omnes...totam</i> : the <u>combination</u> of adjectives emphasises the wholesale mistreatment of the Britons.• <i>quasi</i> : simile / “as if” to show that the Romans have taken more than they should• <i>exuuntur...habebantur</i> : passive verbs showing the vulnerability of the Britons• <i>exuuntur</i> : present historic suggests ongoing oppression• <i>propinqui regis inter servos</i>: juxtaposition / antithesis (allow reference to a simile) – the relatives of the king are treated like slaves								
6			<p>Answers may include:</p> <ul style="list-style-type: none">• <i>conglobati</i>: massed together. This verb effectively conveyed the swelled ranks of the cavalry / anticipation• <i>equites... catervas/turmas</i> : the contrast between the disciplined Roman troops and the wild Britons• <i>conglobati... cornibus</i> : the alliteration draws attention to the orderliness of the Roman battleline• <i>adstiterunt...exultabant</i> : the menacing inactivity of the Romans / contrasting demeanours of the opposing armies• <i>passim</i> : the Britons rushing all over the place shows their disorganisation• <i>exultabant</i>: Tacitus paints a picture of wild disorder among the Britons as they run wild• <i>tanta...non alias</i> : conveys the enormous number of the enemy, the like of which had	AO3 4	<p>This question focuses on style <u>and/or</u> content.</p> <p>If candidates make more than 2 separate points, only award the best two.</p> <p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table><tr><td>2</td><td>Expresses a valid point based on a relevant aspect of content or literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>Expresses a valid point, but is not fully supported by reference to the Latin or by an appropriate selection of content or aspect of literary style</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>	2	Expresses a valid point based on a relevant aspect of content or literary style, with accurate, relevant and suitably explained reference to the Latin	1	Expresses a valid point, but is not fully supported by reference to the Latin or by an appropriate selection of content or aspect of literary style	0	Point is not valid, or none are drawn
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0	Point is not valid, or none are drawn										

			<p>never been seen before</p> <ul style="list-style-type: none"> • <i>(animo) feroci</i>: the ferocious frame of mind of the Britons is conveyed • <i>testes victoriae</i>: effectively conveys the overconfidence of the Britons who have brought their wives along as witnesses to the victory that they haven't won yet • <i>traherent</i>: strong verb to convey the forcefulness of the Britons • <i>plaustrisque imponerent...planitiem posuerant</i>: the alliteration of "p" draws attention to the arrogance of the Britons 		
7	(a)		<p>Answers may include: They could not be surrounded / ambushed / they could defend such a place / it aided their defence / to channel the Britons / make the Britons an easy target / to reduce the width of the Britons' army / they were outnumbered by the Britons (1)</p>	<p>AO3 1</p>	<p>Allow other valid responses.</p> <p>Do not allow "to hide from the Britons", "to trap the Britons"</p> <p>Do not allow points based on the woods being behind them</p> <p>Do not allow vague points, "it would not be easy for the Britons to attack"</p>
7	(b)		<p>They waited for the enemy to approach them / their aim was particularly accurate / they used all/many of their javelins / they used the wedge formation / they (suddenly) broke out / they used auxiliaries / the Romans used cavalry / the cavalry stretched out their spears to maximise their reach / they broke through what was in their way</p>	<p>AO3 2</p>	<p>Allow any two correct answers, one mark for each.</p> <p>Do not allow answers which do not refer to specifics in the lemma, e.g. "the Romans had tactics/careful plan/structure", "the Britons could not use their numbers", "the Romans kept their formation", "the Britons were running around wildly"</p>
7	(c)		<p>It shows how quick their defeat is / he is dismissing the efforts of the Britons / he is more concerned about the Romans than the Britons / Tacitus was biased towards the Romans / the Britons did not have sophisticated tactics so there was less to write about them / Tacitus did not have British source material (1)</p>	<p>AO3 1</p>	<p>Allow other sensible answers.</p>
8			<p>Assess against criteria in the 10-mark grid (see above).</p>	<p>10 made</p>	<p>For full credit, candidates must give a response which</p>

			<p><i>Arguments may include (AO3):</i></p> <ul style="list-style-type: none"> • interesting topics such as religion, choosing of new leaders and law and order • detailed information about the Druids in particular • details of the Druids' education • beliefs/traditions/religion of the Druids • authority of the Druids • law and order of Druidic society • authorial comment by Caesar • shocking descriptions of executions • geographical details • significant moments in history • dramatic descriptions of battles, including casualty figures • detailed factual descriptions of battles • emotive descriptions of the Britons and their treatment at the hands of the Romans • descriptions of violence towards the Britons at the hands of veterans and soldiers • literary style of both Tacitus and Caesar <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • interesting topics such as religion, choosing of new leaders and law and order: Caesar gives a detailed account of the way of life and training of the Druids • details of the Druids' education: key details about the Druids' learning of verses and use of Greek letters and areas of study • beliefs of the Druids: Caesar gives an interesting account of the Druids' beliefs about the transmigration of souls 	<p>up of</p> <p>AO2=5</p> <p>AO3=5</p>	<p>clearly answers the question, and must support their points with specific and readily identifiable details from the text.</p> <p>Partial credit should be given for generalised arguments, e.g. reference to "the Druids' strange education" rather than specific aspects of the education.</p> <p>Quotation of Latin is not required.</p> <p>To access Levels 4 and 5 (i.e. 7+ marks), candidates must refer to both Caesar and Tacitus in their response.</p> <p>Where candidates comment on the literary style of the authors' Latin, the first point may be given full credit, but subsequent points may only be given partial credit.</p>
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			<ul style="list-style-type: none"> • authorial comment by Caesar: Caesar makes it clear that he thinks the execution by the Druids of innocent victims is repugnant • shocking descriptions of executions: Caesar gives a detailed and shocking description of the wicker men used by the Druids • geographical details: references by Caesar about the spread of Druidism from Gaul to Briton. References to Anglesey and Colchester by Tacitus • significant moments in history: the revolt of the Britons led by Boudicca is a key moment in the Roman occupation of Briton • dramatic descriptions of battles, including casualty figures by Tacitus. The use of casualty figures to show the utter defeat of the Britons adds to the interest • detailed factual descriptions of battles: Tacitus' description of the tactics, eg Romans use of the wedge, and the location of the battle adds to the interest • emotive descriptions of the Britons and their treatment at the hands of the Romans: • descriptions of violence towards the Britons at the hands of veterans and soldiers is shocking • literary style of both Tacitus and Caesar, eg alliteration, simile and powerful vocabulary maintains the interest of the reader 		
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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. For example, you should not be able to achieve 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(s). 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 ‘How successfully do Tacitus and Cicero turn the reader against Agrippina and Sassia?’, details of Agrippina’s pretence of grief and an understanding that this was in reality an effort to prevent help being brought to Claudius would be evidence of AO2 whilst concluding that this clearly demonstrates Agrippina’s scheming nature and thus helps turn the reader against her 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) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
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) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
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) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
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 occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
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)

0= No response or no response worthy of credit

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 or no response worthy of credit

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 Latin 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.

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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

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