



Oxford Cambridge and RSA

GCSE

Classical Greek

J292/05: Verse Literature B

General Certificate of Secondary Education

Mark Scheme for June 2023

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

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

MARKING

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

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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

Award Zero '0' if:















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

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

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

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

11. Annotations

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

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	Any two : They have caught the prey / stranger / Dionysus (1) Whom (Pentheus) sent them to catch (1) They have not started something unfinished (1)	AO2 2	Needs to be idea of success/achievement
1	(b)	$\pi\rho\tilde{\alpha}\omicron\varsigma$ (1) gentle / tame (1) or $\theta\eta\rho$ (1) wild animal (1)	AO2 2	
1	(c)	Any two : He gave his hands willingly / not unwillingly (1) He invited them to tie him up (1) He invited / allowed them to lead him away (1) He stood still / remained / did not run away (1) He made the task easy (1)	AO3 2	

Question		Answer	Mark	Guidance						
2		<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="465 421 1189 759"> <tr> <td data-bbox="465 421 573 571">2</td> <td data-bbox="573 421 1189 571">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td data-bbox="465 571 573 721">1</td> <td data-bbox="573 571 1189 721">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td data-bbox="465 721 573 759">0</td> <td data-bbox="573 721 1189 759">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="510 839 1189 1273" style="list-style-type: none"> • promoted position of <i>αυτόματα</i>, showing surprise at the chains dropping by themselves • the doors opened “without a mortal hand” (<i>ἄνευ θνητῆς χειρός</i>) • <i>πλέως</i> (full of) conveys the abundance of reasons for amazement • enclosing word order of <i>πολλῶν ... θαυμάτων</i> emphasises the amazing nature of the stranger 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	<p>AO3 4</p>	<p>Servant <i>αυτόματα δ' αὐταῖς δεσμὰ διελύθη ποδῶν κλήδές τ' ἀνήκαν θύρετρο' ἄνευ θνητῆς χειρός. πολλῶν δ' ὄδ' ἀνήρ θαυμάτων ἦκει πλέως ἐς τάσδε Θήβας.</i></p> <p>All by themselves their chains were released from their feet, and the bolts undid the doors without a mortal hand. This man has come full of many wonders to this city of Thebes.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek									
0	Point is not valid, or none are drawn									

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

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

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

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

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

0 = No response worthy of credit.

Question		Answer	Mark	Guidance
3		<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>Suggested translation:</p> <p>Dionysus: No doubt you know of Tmolus, full of flowers, from hearing of it. Pentheus: I know it, the one which surrounds the city of Sardis in a circle. Dionysus: I am from there and Lydia is my homeland. Pentheus: From where do you bring these rites to Greece? Dionysus: Dionysus himself, the son of Zeus, sent me.</p>	<p>AO2 5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Accept “Why?” (ποθεν); “Yes” (οἶδ’).</p> <p>Inconsequential error: e.g. omission of δε, τασδ’</p> <p>More serious error: Omission of που; “the one which the city of Sardis surrounds”.</p>

Question		Answer	Mark	Guidance
4	(a)	The god is as he wanted to be (1); Dionysus had no control over him / didn't manage or arrange this (1)	AO2 2	
4	(b)	Dionysus has side-tracked / avoided the question (1) and told Pentheus nothing (1)	AO2 2	Ignore εὔ
4	(c)	He suggests that Pentheus is a fool (1) by not recognising wise speaking (1)	AO2 2	Accept a translation, e.g. Someone speaking wisely (1) can appear not to be sensible to a fool / stupid person (1)
4	(d)	He says that foreigners are more foolish than Greeks (1) displaying arrogance (1)	AO3 2	Credit any other valid response.

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

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

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

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

0 = No response worthy of credit.

Question		Answer	Mark	Guidance
5*		<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> dramatic irony that the audience know more than Pentheus the eerie calmness of Dionysus' questioning, mocking Pentheus' arrogance and ignorance the use of stichomythia to increase pace and hostility, e.g. Q&A (τί με ...; πρῶτον μὲν ...), repetition of τονδε the sarcasm of e.g. παθεῖν, δεῖ, δεινόν Pentheus' seemingly trivial threat to cut Dionysus' hair (πρῶτον ... σέθεν), which actually has ritualistic significance ἱερός, τῷ θεῷ, Διονύσω, ὁ δαίμων: Dionysus' emphasis on the hubris of Pentheus' threats αὐτός μ' ἀφαιροῦ: a forceful challenge through the use of the imperative and the emphatic αὐτός the irony of Dionysus referring to himself in the third person the irony of καὶ νῦν ... παρῶν ὄρα alliteration of πάσχω πλησίον παρῶν 	<p>AO3 8</p>	<p>Candidates should be credited for considering aspects of the 'performance', such as the possibility that Pentheus actually cuts Dionysus' hair on stage, and how this might add to the drama of the scene.</p> <p>D: εἶφ' ὅτι παθεῖν δεῖ· τί με τὸ δεινὸν ἐργάσῃ; P: πρῶτον μὲν ἄβρον βόστρυχον τεμῶ σέθεν. D: ἱερός ὁ πλόκαμος· τῷ θεῷ δ' αὐτὸν τρέφω. P: ἔπειτα θύρσον τόνδε παράδος ἐκ χερσῶν. D: αὐτός μ' ἀφαιροῦ· τόνδε Διονύσω φορῶ. P: εἰρκταῖσί τ' ἔνδον σῶμα σὸν φυλάξομεν. D: λύσει μ' ὁ δαίμων αὐτός, ὅταν ἐγὼ θέλω. P: ὅταν γε καλέσης αὐτὸν ἐν βάκχαις σταθείς. D: καὶ νῦν ἂ πάσχω πλησίον παρῶν ὄρα.</p> <p>D: Say what I must suffer; what is the terrible thing you will do to me? P: First I will cut off your delicate hair. D: My hair is sacred; I grow it for the god. P: Next hand over this thyrsus from your hands. D: Take it from me yourself; I carry this for Dionysus. P: In prison we will guard your body inside. D: The god will free me himself, whenever I wish. P: Yes, when you stand among the bacchants and call him. D: Even now he is close by and sees what I suffer.</p>

Question		Answer	Mark	Guidance
6	(a)	Bring the women here / to Pentheus (1) without weapons (1)	AO2 2	
6	(b)	Deceit / a trick (1)	AO2 1	Allow "trap", "plot"
6	(c)	To save Pentheus (1) with his skills (1)	AO2 2	

Question		Answer	Mark	Guidance	
7		Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.	AO3 4	For full marks, response must include at least one style point, showing how control is shown. P: τὸ δεύτερον δὲ σχῆμα τοῦ κόσμου τί μοι; D: πέπλοι ποδήρεις· ἐπὶ κάρα δ' ἔσται μίτρα. P: ἢ καὶ τι πρὸς τοῖσδ' ἄλλο προσθήσεις ἐμοί; D: θύρσον γε χειρὶ καὶ νεβροῦ στικτὸν δέρος. TRANSLATION SUPPLIED P: What feature of the disguise is second for me? D: A full length robe; and there will be a headband on your head. P: Surely you will give me something else, in addition to these? D: Yes, a thyrsus in your hand and the dappled skin of a fawn.	
		2			expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek
		1			expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek
		0			Point is not valid, or none are drawn
		Answers may include: <ul style="list-style-type: none"> • Pentheus' questions • Dionysus' short and clear answers, e.g. πέπλοι ποδήρεις. Deliberate word choice of ποδήρεις • Pentheus' implied acceptance of the robe and headband / desire to please Dionysus, by asking him to add more (ἢ καὶ τι πρὸς τοῖσδ' ἄλλο προσθήσεις ἐμοί) • Repetition of πρὸς / use of compound προσθήσεις • Pentheus' expectation that Dionysus will continue dressing him, shown by the intensifier ἢ καὶ 			

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none">Dionysus gives Pentheus a thyrsus/fawnskin, both symbolic of the god (θύρσον ... δέροϛ). Emphatic position of θύρσον		

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

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

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

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

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

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <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 occasionally 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) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
8*	<p><i>‘In the exchanges between Pentheus and Dionysus, we naturally take the side of Pentheus.’</i></p> <p><i>How far do you agree with this statement?</i></p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i> Candidates may find faults with both characters in the set lines. Pentheus, for example, is clearly an arrogant ruler, used to getting his own way. He takes pleasure in the capture and interrogation of the stranger, assuming that he is in control when the reality is quite different. The dramatic irony created by this might create sympathy for Pentheus, or candidates may simply conclude that he was naïve and excessively confident in his own power. Dionysus, in contrast, remains calm throughout his dealings with Pentheus, other than an occasional barbed comment. This calmness hides his true agenda, which becomes clear later, as he gradually persuades Pentheus to dress as a bacchant, despite the king’s horror at the idea of it. Candidates may pick out specific turning points where Dionysus makes suggestive remarks to appeal to Pentheus’ burning curiosity about the maenads. Candidates who are aware of Pentheus’ grisly end may find the manipulative techniques of Dionysus particularly disturbing, and thus at least have sympathy for Pentheus within the prescribed text.</p> <p><i>Possible supporting evidence from the prescribed text (AO2) (<u>underlined</u> = sections outside those printed on the QP):</i> Candidates may refer to Dionysus as ‘the stranger’ or similar.</p> <ul style="list-style-type: none"> • <u>Pentheus’ command to let go of Dionysus’ hands, as if he holds the power</u> • <u>hunting imagery when Pentheus thinks he has Dionysus ‘in his nets’</u> • <u>Pentheus’ observations of Dionysus’ appearance</u> • the developing discussion between them: starting with the stranger’s homeland and explanation of the rituals 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level.</p>

	<ul style="list-style-type: none"> • <u>Dionysus’ taunt that it is not right for Pentheus to hear about the sacrifices, which leads the king to admit he wants to hear about them even more</u> • <u>Pentheus’ assumptions about Bacchic worship and the corruption of those taking part</u> • Dionysus’ assessment of Pentheus as a fool • Pentheus’ symbolic threats • The dramatic irony of Dionysus clearly mocking Pentheus for these threats • The further irony of Pentheus being unaware of who he is speaking to • <u>Dionysus’ appeal to Pentheus to end their conflict calmly</u> • <u>Pentheus’ dismissiveness of his slaves</u> • Pentheus’ awareness that Dionysus is using trickery, yet he still allows himself to be tricked • <u>Dionysus’ appeal to Pentheus’ curiosity to see the women, which Pentheus says he’d pay to see</u> • Pentheus’ agreement to put on women’s clothes to achieve this, even though he sees it as humiliating to do so 		
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