

# **Classical Civilisation**

General Certificate of Secondary Education

Unit **A351/01** City Life in the Classical World (Foundation Tier)

## **Mark Scheme for June 2012**

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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          |
|---|------------------|
|    | Unclear          |
|    | Benefit of doubt |
|    | Cross credit     |
|    | Cross            |
| N/A   | Highlight        |
|    |                  |
|    |                  |
|   | Off page comment |
|    | Repetition       |
|    | Tick             |
|    | AO1              |
|  | AO2              |
|  | AO3              |
|  | Omission mark    |

**Subject-specific Marking Instructions**

Examiners are reminded that all answers should be marked with reference to the levels of response marking grid in Appendix 1 of this Mark Scheme. The suggested answers given in the Mark Scheme are indicative only and examiners are reminded that they should credit any accurate points that address the question.

If a candidate answers too many questions please mark all parts and award marks of the best answer (eg if all three context passages are done, all questions are marked and the best two questions are to count).

Markers are asked to use the 'number keys' on the computer for entering marks, rather than using the 'drop down marks' in the bottom right-hand corner of the Scoris screen. In order to set this up in Scoris, select **Tools** from the tool bar at the top of the screen. Then a menu will open and on this tick '**assign single digit marks without pressing enter key**' and tick '**on screen mark confirmation**'. Please note however that for NR (no response), you do still have to use the button on the bottom right-hand corner of the screen.

## Option 1: Athens – Section A

| Question |     | Answer  | Marks | Guidance   |
|----------|-----|---|-------|--|
| 1        | (a) | Poseidon  | 1     | Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same response in all boxes. Where candidates do this they should be given 0. |
|          | (b) | Artemis   | 1     |  |
|          | (c) | Zeus  | 1     |  |
|          | (d) | Hermes  | 1     |  |
|          | (e) | Athene  | 1     |  |
| 2        | (a) | C   | 1     | One mark for each response correctly identified. If a candidate has chosen more than one response per question, they should be given 0.                          |
|          | (b) | A   | 1     |  |
|          | (c) | D   | 1     |  |
|          | (d) | A   | 1     |  |
|          | (e) | C   | 1     |  |
| 3        |     | Accountant<br>Entertainer<br>Miner<br>Water carrier<br>Weaver | 5     | One mark for each response correctly identified.   |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 4        | <ul style="list-style-type: none"> <li>• The animal is led to the temple</li> <li>• The priest poured water on the animal's head</li> <li>• The animal is struck with a hammer</li> <li>• The animal's throat is cut</li> <li>• The animal's entrails are inspected for omens</li> <li>• The meat is eaten</li> </ul> | 5     | <p>One mark for each stage in the correct place. Five marks for 5-6 correctly identified stages.</p> <p>Where none of the stages is in the correct place, award one mark for each instance in which a stage, though not in the correct place, is immediately followed by the next correct stage in the sequence.</p> |
| 5        | <p>arranged the marriage of his daughter<br/> hosted the symposium<br/> promoted the family's image in public<br/> supervised the running of the family farm<br/> taught his son how to be a good <i>kyrios</i></p>   | 5     | <p>One mark for each response correctly identified.</p>  |
| 6        | <p>a new <i>peplos</i> was given to Athene<br/> competitors could win valuable prizes<br/> it showed off Athens to the rest of the Greek world<br/> there was a great feast of sacrificial meat<br/> tribal contests took place for Athenian citizens only</p>  | 5     | <p>One mark for each response correctly identified.</p>  |

## Option 1: Athens – Section B

| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of response  |
| 7        | (a) | <ul style="list-style-type: none"> <li>seen as the 'home' for the god and goddess;</li> <li>cult statue of the divinity was housed in the main room of the temple;</li> <li>worship took place outside the temple;</li> <li>focal point was the altar where the sacrifices took place;</li> <li>gifts to the gods.</li> </ul> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p> | 5     |  | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | <p>Accept any reasonable understanding based on any of the following:</p> <ul style="list-style-type: none"> <li>founder of Athens;</li> <li>tactical warfare;</li> <li>weaving / handicrafts;</li> <li>wisdom.</li> </ul> <p>Credit details of the foundation myth.</p> <p>Candidates may present a range of responsibilities or may give greater detail about several responsibilities. Either approach is valid. Credit in line with the marking grid.</p>   | 5     | Candidates must show some understanding of why these features made her important to the Athenians. | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of response  |
|          | (c) | <p>Accept any reasonable opinion based on any of the following:</p> <ul style="list-style-type: none"> <li>• home of gods;</li> <li>• celebration of the nation's skill;</li> <li>• reverence for the gods;</li> <li>• a temple should be superior to the dwellings of mortals;</li> <li>• propaganda purposes.</li> </ul> <p>Credit sensible analysis and award marks according to the marking grids.</p>  | 5     | A list of features with no detail should not be credited above the 'sound' band. | <b>AO3 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
| 8        | (a) | <ul style="list-style-type: none"> <li>• tiered seating area cut into a hillside;</li> <li>• reserved seats for officials;</li> <li>• circular orchestra in front of the <i>proskene</i>;</li> <li>• raised stage (<i>proskene</i>);</li> <li>• <i>skene</i> at the back of the raised stage;</li> <li>• altar present in the orchestra;</li> <li>• 2 <i>parodoi</i> to allow for the entry of the Chorus.</li> </ul> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p> | 5     | Do not credit reference to masks, <i>mechane</i> and sound effects.              | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer   | Marks | Guidance   |  |
|----------|-----|--|-------|--|--|
|          |     |  |       | Content  | Levels of response   |
|          | (b) | <p>Accept any reasonable opinion based on any of the following:</p> <p>Building features:</p> <ul style="list-style-type: none"> <li>• tiered seating enabled everyone to see;</li> <li>• the <i>skene</i>, <i>proskene</i> and orchestra allowed for a drama to operate visually at three different levels;</li> <li>• the shape of the theatre offered the best acoustics; The orchestra provided an open, visible space for dancing and processions;</li> <li>• the elevated <i>proskene</i> separated actors from the chorus and enhanced their visibility;</li> <li>• the <i>skene</i> provided a backdrop, changing area, extra platform for acting and also accommodation for props.</li> </ul> <p>Performance features:</p> <ul style="list-style-type: none"> <li>• scenery;</li> <li>• masks;</li> <li>• costumes;</li> <li>• machinery.</li> </ul> <p>Credit both physical features and performance features.<br/>Candidates do not need to produce material from both areas.</p> | 5     | <p>Candidates should explain how these features help the audience enjoy a play. A list of features without explanation should not get above a sound.</p> <p>Responses should cover a range of features. An answer with fewer than 3 explanations is unlikely to score a mark in the thorough band.</p> | <p><b>AO2 = 5</b></p> <p>Level 5 5<br/>Level 4 4<br/>Level 3 3<br/>Level 2 2<br/>Level 1 0 – 1</p> |
|          | (c) | <p>The Chorus contributed in the following areas:</p> <ul style="list-style-type: none"> <li>• visual spectacle of their costumes;</li> <li>• choreographed dancing;</li> <li>• singing;</li> <li>• help to build up a mood of tension or suspense;</li> <li>• impart vital background information;</li> <li>• reflecting the ordinary man's opinion;</li> <li>• scene changing.</li> </ul> <p>It could also be argued that they interrupted the flow of the plot.</p>   | 5     | <p>Answers should be focused on the question. Responses which do not analyse how these features add to the excitement or contribute to the play should not be awarded above a sound band.</p>  | <p><b>AO3 = 5</b></p> <p>Level 5 5<br/>Level 4 4<br/>Level 3 3<br/>Level 2 2<br/>Level 1 0 – 1</p> |

| Question |     | Answer   | Marks | Guidance  |   |
|----------|-----|--|-------|---|---|
|          |     |  |       | Content   | Levels of response  |
| 9        | (a) | <ul style="list-style-type: none"> <li>• <i>grammatistes</i> – reading, writing, basic arithmetic;</li> <li>• <i>kitharistes</i> – music, singing, reciting Homer;</li> <li>• <i>paidotribes</i> – physical education;</li> </ul> Also credit: <ul style="list-style-type: none"> <li>• sophists/philosophers;</li> <li>• father – duties of the head of the household.</li> </ul> <p>Some candidates may focus on one or two of the above and should be credited in line with the marking grid.</p> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p> | 5     | Do not credit the <i>paidagogos</i> as this is covered in 3b.   | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | <p>The <i>paidagogos</i> escorted the boy to school, sat in lessons, punished the boy himself, reported to the boy's father. Teachers were also strict.</p> <p>Responses should include some explanation of the <i>paidagogos</i> role.</p>  | 5     | Candidates should explain both what the <i>paidagogos</i> did and why. A list of features without explanation should not get above a sound. | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer   | Marks | Guidance |  |
|----------|-----|--|-------|----------|--|
|          |     |  |       | Content  | Levels of response   |
|          | (c) | <p>Accept any reasonable opinion based on any of the following:</p> <p>the contribution of the <i>grammatistes</i> would have been essential in life, especially in political careers;</p> <p>the <i>kitharistes</i> would teach boys how to play the lyre and to sing poems of Homer. With music being central to Athenian life, this was undoubtedly another important area for boys to learn and could be important in symposia;</p> <p>the <i>paedotribes</i> would teach running, wrestling, jumping. These areas would be invaluable in warfare, competition, socialising and health.</p> <p>Candidates might also comment on the status of teachers in society.</p> <p>Credit the argument that this type of education was only available to the sons of higher status citizens and that these skills would not be as useful for lower status citizens, farmers and tradesmen.</p> <p>Candidates might also comment on the strict discipline, the repetitive and unimaginative teaching methods and the relatively basic classroom environment.</p> <p>Candidates who answer this question using different criteria should be credited in line with the marking grid.</p> | 5     |          | <p><b>AO3 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |

## Option 2: Rome – Section A

| Question |     | Answer   | Marks | Guidance   |
|----------|-----|--|-------|--|
| 10       | (a) | Neptune  | 1     | Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same response in all boxes. Where candidates do this they should be given 0.   |
|          | (b) | Diana  | 1     |  |
|          | (c) | Apollo   | 1     |  |
|          | (d) | Mercury  | 1     |  |
|          | (e) | Minerva  | 1     |  |
| 11       | (a) | D  | 1     | One mark for each response correctly identified. If a candidate has chosen more than one response per question, they should be given 0.  |
|          | (b) | C  | 1     |  |
|          | (c) | B  | 1     |  |
|          | (d) | C  | 1     |  |
|          | (e) | B  | 1     |  |
| 12       |     | Accountant<br>Gladiator<br>Messenger<br>Miner<br>Weaver  | 5     | One mark for each response correctly identified.   |
| 13       |     | <ul style="list-style-type: none"> <li>• The animal is led to the temple</li> <li>• The animal is sprinkled with wine</li> <li>• The animal is struck with a hammer</li> <li>• The animal's throat is cut</li> <li>• The animal's entrails are inspected for omens</li> <li>• The meat is eaten</li> </ul> | 5     | One mark for each stage in the correct place. Five marks for 5-6 correctly identified stages. Where none of the stages is in the correct place, award one mark for each instance in which a stage, though not in the correct place, is immediately followed by the next correct stage in the sequence. |

| Question |  | Answer  | Marks | Guidance   |
|----------|--|---|-------|--|
| 14       |  | intellectual discussion<br>music<br>poetry readings<br>storytelling<br>watching dancers   | 5     | One mark for each response correctly identified. |
| 15       |  | arranged the marriage of his daughter<br>brought in an income for the household<br>greeted his clients in the morning<br>led the family in prayers and offerings<br>organised the education of his children | 5     | One mark for each response correctly identified. |

## Option 2: Rome – Section B

| Question |     | Answer  | Marks | Guidance  |   |
|----------|-----|---|-------|---|---|
|          |     |   |       | Content   | Levels of response  |
| 16       | (a) | <ul style="list-style-type: none"> <li>seen as the 'home' for the god and goddess;</li> <li>cult statue of the divinity was housed in the main room of the temple;</li> <li>worship took place outside the temple;</li> <li>focal point was the altar where the sacrifices took place.</li> </ul> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p> | 5     |   | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | <ul style="list-style-type: none"> <li>king of the gods;</li> <li>most powerful of the gods;</li> <li>weather god who controlled the skies;</li> <li>any other relevant comment.</li> </ul> <p>Answer should be based on explanation.</p> <p>Candidates may present a range of responsibilities or may give greater detail about several responsibilities. Either approach is valid. Credit in line with the marking grid.</p>  | 5     | Candidates must show some understanding of why these features made him important to the Romans. | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (c) | <ul style="list-style-type: none"> <li>home of gods;</li> <li>celebration of the nation's skill;</li> <li>reverence for the gods;</li> <li>a temple should be superior to the dwellings of mortals;</li> <li>propaganda purposes.</li> </ul> <p>Credit sensible analysis and award marks according to the marking grids.</p>  | 5     | A list of features with no detail should not be credited above the 'sound' band.                | <b>AO3 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of response  |
| 17       | (a) | <p>Candidates should demonstrate knowledge of the following aspects of the design of the Circus Maximus:</p> <ul style="list-style-type: none"> <li>• <i>spina</i>;</li> <li>• <i>carceres</i>;</li> <li>• <i>metae</i>;</li> <li>• tiered seating;</li> <li>• track.</li> </ul> <p>Credit dimensions of the Circus Maximus if in the right ball park.</p> <p>Responses based on the passage may not cover so many aspects but should still be credited.</p> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>                      | 5     | Accept factual information based solely on the passage.  | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | <p>Answers might include discussion of any of the following areas:</p> <p>Features of the Circus Maximus</p> <ul style="list-style-type: none"> <li>• size of track allowed for the racing of multiple chariots;</li> <li>• the tiered seating afforded an excellent view;</li> <li>• people were packed closely together which would have created an atmosphere.</li> </ul> <p>Features of the races</p> <ul style="list-style-type: none"> <li>• the <i>carceres</i> ensured there was a fast and dramatic start;</li> <li>• the long straights meant the chariots raced at considerable speeds;</li> <li>• the tight corners created danger and the possibility of crashes.</li> </ul> | 5     | <p>Candidates should explain how these features help the audience enjoy a day at the races. A list of features without explanation should not get above a sound.</p> <p>Responses should cover a range of features. An answer with fewer than 3 explanations is unlikely to score a mark in the thorough band.</p> | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer  | Marks | Guidance |  |
|----------|-----|---|-------|----------|--|
|          |     |   |       | Content  | Levels of response   |
|          | (c) | <p>Answers will probably comment on the some of the following areas about a charioteer:</p> <ul style="list-style-type: none"> <li>• admiration in the face of danger;</li> <li>• skills involved in racing a chariot;</li> <li>• excitement created by a chariot race;</li> <li>• readiness to put their life in danger;</li> <li>• opportunity to gamble;</li> <li>• belonging to a supporter's favourite colour.</li> </ul> <p>Credit sensible analysis and award marks according to the marking grids.</p>  | 5     |          | <p><b>AO3 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |
| 18       | (a) | <p>Not all details of the following Gladiators needed for full marks.</p> <ul style="list-style-type: none"> <li>• <i>samnite</i> – crested helmet, visor, breastplate, large shield and short sword;</li> <li>• <i>myrmillo</i> – greave on left leg, arm guard on the right arm, curved rectangular shield, slashing sword and a helmet decorated with fish;</li> <li>• <i>secutor</i> - greave on left leg, arm guard on the right arm, curved rectangular shield, slashing sword and a plain helmet;</li> <li>• <i>retiarius</i> – trident, net, dagger and shoulder piece on the left shoulder.</li> <li>• <i>bestiarius</i> –</li> </ul> <p>Descriptions of the gladiators do not need to be based solely on the mosaic, credit sensible reference to any plausible gladiator types use professional judgement!</p> | 5     |          | <p><b>AO1 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |

| Question |     | Answer   | Marks | Guidance |  |
|----------|-----|--|-------|----------|--|
|          |     |  |       | Content  | Levels of response   |
|          | (b) | <p>Answers might include discussion of any of the following areas:</p> <ul style="list-style-type: none"> <li>• different types of armour and ways of fighting;</li> <li>• execution of criminals;</li> <li>• animal fights;</li> <li>• animal hunts;</li> <li>• possibly mock sea battles;</li> <li>• chance to see the emperor.</li> </ul> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p> | 5     |          | <p><b>AO2 = 5</b></p> <p>Level 5 5<br/> Level 4 4<br/> Level 3 3<br/> Level 2 2<br/> Level 1 0 – 1</p> |
|          | (c) | <p>Answers might consider some of the following reasons about why an emperor might wish to put on a gladiatorial contest:</p> <ul style="list-style-type: none"> <li>• court popularity and loyalty of the populace;</li> <li>• show off Roman power to visitors;</li> <li>• educate about the empire;</li> <li>• intimidate enemies;</li> <li>• executions could be a deterrent to law breakers;</li> <li>• patriotic pride.</li> </ul> <p>Credit sensible analysis and award marks according to the marking grids.</p>                             | 5     |          | <p><b>AO3 = 5</b></p> <p>Level 5 5<br/> Level 4 4<br/> Level 3 3<br/> Level 2 2<br/> Level 1 0 – 1</p> |

## APPENDIX 1

|                          | <b>AO1</b><br><b>Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.</b>   | <b>AO2</b><br><b>Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.</b> | <b>AO3</b><br><b>Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.</b>       |
|--------------------------|---|---|--|
| <b>Thorough</b>          | <b>5</b><br>Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence.<br>Gives a detailed overview.<br><i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>                                 | <b>5</b><br>Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.                               | <b>5</b><br><b>Thorough</b> evaluation with detailed analysis of evidence.<br>Answers construct an informed personal response to the question. |
| <b>Sound</b>             | <b>4</b><br>Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence.<br>Gives a <b>sound</b> overview.<br><i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>                              | <b>4</b><br>Demonstrates <b>sound</b> understanding of evidence with explanation.   | <b>4</b><br><b>Sound</b> evaluation with analysis of evidence.<br>Answers offer a personal response to the question.                           |
| <b>Some</b>              | <b>3</b><br>Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence.<br>Gives a partial overview.<br><i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i> | <b>3</b><br>Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.  | <b>3</b><br><b>Some</b> evaluation with <b>some</b> analysis of evidence.<br>Answers offer a personal response to <b>some</b> of the question. |
| <b>Limited</b>           | <b>2</b><br>Demonstrates <b>limited</b> relevant knowledge and information.<br><i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>  | <b>2</b><br>Demonstrates <b>limited</b> understanding of evidence.  | <b>2</b><br><b>Limited</b> evaluation and analysis of the evidence.<br>Answers offer a personal response at a <b>limited</b> level.            |
| <b>Minimal/<br/>None</b> | <b>0-1</b><br>Demonstrates <b>minimal or no</b> relevant knowledge.<br><i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>  | <b>0-1</b><br>Demonstrates <b>minimal or no</b> understanding of evidence.  | <b>0-1</b><br><b>Minimal or no</b> evaluation of the evidence.<br>Answers offer a <b>minimal</b> personal response, or <b>no</b> response.     |

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