

Classical Civilisation

General Certificate of Secondary Education

Unit **A353/02** Community Life in the Classical World (Higher Tier)

Mark Scheme for June 2012

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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 used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross
N/A	Highlight
	
	
	Off page comment
	Repetition
	Tick
	AO1
	AO2
	AO3
	Omission mark

Examiners are reminded that all answers should be marked with reference to the levels of response marking grids 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 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: Sparta – Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	Two kings <i>Gerousia</i> – the two kings and 28 men over 60 <i>Ecclesia (Apella)</i> – all Spartan males over 30 5 <i>Ephors</i> newly elected each year.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. A thorough answer must refer to all four parts of the government giving a short description.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	Supervised the kings and made sure they ruled properly. Presided over the <i>Ecclesia</i> – gave people a say in what went on. Judged some law cases – made sure the law was upheld. Dealt with foreign ambassadors – kept Sparta isolated. Declared war on the helots every year – helped to control the slaves. Chose the members of the <i>krypteia</i> – keeping <i>helots</i> in check. Chose the <i>paidonomos</i> and ran the education system. Elected each year – limited term of power. Any Spartan could stand for election as an <i>ephor</i> but they could only do it once in a lifetime.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. A sound or thorough answer must include explanation of the contribution. A list of duties can not be credited above some.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>The different parts had different roles and kept the other parts in check.</p> <p>Each king prevented the other from becoming too powerful.</p> <p>One king would go to war while the other stayed in Sparta to run the city.</p> <p><i>Ephors</i> were very powerful but only stayed in office a year so they did not have long term power.</p> <p><i>Gerousia</i> prepared bills for the <i>Ecclesia</i> to vote on but they could reject the decision.</p>	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2	(a)	<p>Tyrtaios' poetry was about war. It encouraged soldiers to fight bravely and to die for their country. The boys learnt his poetry in the <i>agoge</i> and as soldiers sang his songs and poems around the campfires so it made them braver in battle and less afraid of dying and it kept morale up. Singing his poems after dinner encouraged bonding and competition between the men.</p> <p>Poetry was helpful in that it earned the man/soldier extra food/meat.</p>	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	<p>All Spartiatai were members of a <i>syssition</i>. They each had to provide a share of the food from their farm. They ate together every night. They shared a tent when they were away at war. There were about 15 members. Members were voted in using bread. They could hunt extra food and share it.</p> <p>They entertained themselves together after dinner.</p>	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>The men lived together in barracks until they were 30. This was so that they bonded and worked better as a team. The boys lived in barracks too, in the <i>agoge</i>, in preparation for being soldiers.</p> <p>Men could get married before they were 30 but could not live with the wife, although they were encouraged to sneak out and have sex with their wives. The wives lived at home with the daughters and ran the home and farm to provide food and had babies. This saved the men worrying about domestic issues and food supplies while they were at war/training.</p>	5	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A sound or thorough answer must include explanation of why they lived apart. A list of examples can not be credited above some.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	Lykourgos was supposed to have overseen the changes that made Sparta so unique and was viewed as a founding father by the Spartans. Lykourgos is said to have gone to Delphi. He sought advice from the gods on how Sparta should be run. Lykourgos is credited with the establishment of the professional army made up of every Spartan male, the setting up of the <i>agoge</i> and the government, the <i>krypteia</i> , and the establishment of equality among all Spartans including land ownership money and messes.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. Credit references to the verbal agreements to be learnt off by heart.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	After the Second Messenian war, Sparta needed to change its social system in order to keep control over the helots. The Spartans were vastly outnumbered by the people they had conquered so they had to have means to control them. The professional army was needed to control the <i>helots</i> but the <i>helots</i> were needed to feed the professional army. The professional army was also to defend Sparta from enemies. The <i>krypteia</i> also controlled the helots and kept the kings safe. The government was designed to keep itself in check. Lykourgos saw great inequality of wealth among the Spartans so he shared out the land more fairly and banned money. He was obeying the gods as he got the advice from Delphi.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	He shared out the land equally and removed temptation/pressure of acquiring wealth but 'equality' was only among the <i>Spartiatai</i> so it was really unfair on the <i>helots</i> and <i>perioikoi</i> and women. He created an excellent fighting force to keep the city safe but he took away their freedom of thought and independence and stopped art/culture from progressing. He made an efficient system to feed everyone and get the jobs done but destroyed family life. The <i>krypteia</i> was efficient in keeping the <i>helots</i> in fear but could be seen as morally wrong as trained killers were attacking unarmed civilians.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Option 1: Sparta – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>Being isolated meant that the Spartan way of life was protected.</p> <p>The Spartans did not question their roles as that was all they knew.</p> <p>They needed the <i>helots</i> and <i>perioikoi</i> so they could not be isolated from them but the <i>helots</i> were also a weakness as they feared them.</p> <p>Social structure played a role, also lack of education, brainwashing etc.</p> <p>The geography of Sparta meant that it was physically isolated.</p> <p>Lykourgos set out the rules for society/soldiers which taught them to behave in this way – die for country, never surrender, work as a team etc.</p> <p>Isolationism gave Sparta military strength but the society did not encourage families to thrive or people to form normal communities.</p> <p>The Spartans would be more prone to corruption if they did come into contact with others.</p> <p>The <i>agoge</i> helped to make them strong as the weak would not survive it.</p> <p>Living in Sparta generally included no luxuries and hard work and exercise so that made people strong.</p> <p>Lack of education/very basic education could be seen as a strength or a weakness.</p> <p>Elimination of free choice could be seen as a strength or a weakness.</p>	30	<p>Candidates should include factual content about what made the Spartans strong and discuss the extent to which it was due to isolationism.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p> <p>AO2 = 8</p> <p>Level 5 7 – 8</p> <p>Level 4 5 – 6</p> <p>Level 3 3 – 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>They fought bravely to the death and none went home because they had been brought up to believe that death in battle was the most glorious achievement, according to the laws of Lykourgos. If they had gone home they would have been rejected anyway since society taught Spartans to mock cowards.</p> <p>They kept formation which blocked the narrow pass and delayed the Persians. They had been trained how to keep formation from an early age in the <i>agoge</i> so they could hold out for such a long time. They showed good teamwork which had developed because of living in the barracks and <i>syssitia</i> so they supported one another because they believed in equality.</p> <p>They groomed themselves before the battle which improved morale and emphasised the pride and glory with which they embarked on the battle and it perturbed the enemy.</p> <p>They sent the other armies away and determined to hold the pass themselves even though they were hopelessly outnumbered they still fought bravely.</p> <p>The Spartans were all killed once they had been betrayed which shows them behaving nobly and the others being treacherous.</p>	30	<p>Candidates should give factual detail of what happened and discuss how it reflects the value system.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p> <p>AO2 = 8</p> <p>Level 5 7 – 8</p> <p>Level 4 5 – 6</p> <p>Level 3 3 – 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p>

Option 2: Pompeii – Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	Changing rooms Hot room Warm room Cold room Swimming pool Exercise area Shops Toilets Places to buy snacks.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	There was a furnace which was tended by slaves. The floors were built raised up on pillars with a space underneath and there were flues up the inside of the walls. Once the furnace was lit the hot air circulated under the floors which heated them and because hot air rises the air was drawn through the system and heated the walls. The hotter rooms were nearer the furnace. Water was heated in big tanks/pools by the same system.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. A well annotated diagram could be credited (up to full marks depending on the annotation, credit in line with the marking grids).	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>As it was hot in summer in Pompeii people would have felt the need to bathe. Few had private baths/washing facilities. If they were going to do business they needed to be presentable. They went to work in the morning then bathed in the afternoon in preparation for dinner. They could meet clients at the baths or do business deals. They could network and gain support for an election. They did not have baths at home. The men and women went separately so they could spend time with peers.</p> <p>People wanted to look smart to improve social status so used hair pluckers etc.</p> <p>They could get a snack in the afternoon after work as dinner was later on. They could keep fit by doing exercise as they would eat a big dinner in the evening.</p>	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7	(a)	<p>High stage at front with backdrop so the audience could see it and the actors could go back stage and change etc. Scenery to provide a backdrop to the play. Three doors for actors to enter/exit. Tiered seating so everyone could see, corridors to get in and out. Awning to shade the people from the sun. Orchestra for musicians. Areas for important people. Aisles for easy access to seats. Shaped so that people could hear.</p>	5	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A well annotated diagram could be credited (up to full marks depending on the annotation, credit in line with the marking grids).</p>	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	The young master is in love with a beautiful but unsuitable girl. The clever slave helps him to see her and gets him out of trouble with his strict father. The girl turns out to be suitable after all and the lovers can get married.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(c)	Plots were always very similar. There were stock characters which would usually be the same. Presumably people did find the comedy funny because there is evidence of its popularity (eg large audiences, figurines, paintings of comic actors masks etc.) It employed various types of humour. Slapstick – people falling over, pretend fighting, chase scenes. Making fun of everyday situations the audience can relate to but would never happen. Rude jokes which appealed to the adult sense of humour. Local topical jokes. Masks and costumes.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	(a)	He invented the Fiorelli process in which archaeologists found a hollow part and poured plaster/resin into it then when it was set they chipped the ash away from the outside to reveal the shape of what had left the cavity. This means that we can see what people were wearing and the looks on their faces. We can see where they tried to escape to and the positions of their bodies eg clinging to each other. Also casts of tree roots tell us what grew where and casts of wooden things like shutters tell us what things looked like. Fiorelli also numbered the regions, blocks and buildings. He kept detailed records and banned people from putting artefacts in private collections. If items were removed they were taken to Naples Museum and replicas put in their places. He had roofs built to protect the site and removed piles of debris.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	The earth shook. A cloud appeared over mount Vesuvius. Volcanic material fell from the sky. Toxic fumes were released. It went dark in the day time. The column collapsed creating a pyroclastic flow.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. Credit correct details of pyroclastic flow even if technical term is not used.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	Pliny was an eye witness. He tells us about the cloud and it going dark and the ash/pumice falling from the sky and the earth tremors and how people reacted. He talks about the fires and the fumes and what the sea was like. He gives the approximate timings of events. He did not know about the pyroclastic flow. It could be argued that artefacts found in Pompeii tell us more.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. Credit demonstration of appreciation of the circumstances by which Pliny came to be an eye witness.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Option 2: Pompeii – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>People voted the government in but as only free men could vote it was not really fair especially on the slaves and women.</p> <p>Presumably the government was effective since the town was in a good state when it was destroyed.</p> <p>There were various elected officials to do the jobs that were needed.</p> <p>The <i>duovirs</i> made legal decisions, managed public funds and oversaw the meetings of the town council.</p> <p>The <i>aediles</i> were administrators in charge of road maintenance, the supervision of markets and the upkeep of temples. There was a town council with about 100 members called the <i>decurions</i>.</p> <p>The government could have been effective because they had offices to do their jobs – the <i>Curia</i> and <i>Basilica</i> and there was the <i>Comitium</i> where people went to vote.</p> <p>Discussion of whether the voting system was fair due to who could stand and vote and how votes could be won.</p>	30	<p>Candidates should give factual information and assess whether it was a 'fair and effective' system.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p> <p>AO2 = 8</p> <p>Level 5 7 – 8</p> <p>Level 4 5 – 6</p> <p>Level 3 3 – 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>Large elaborate reception rooms and small private rooms show ostentation.</p> <p>Numbers of dining rooms show that entertaining is a priority.</p> <p>Art reflects desire to be seen as educated/desire to show off education.</p> <p>Showing off generally reflected by lavish decor.</p> <p>Wealth is flaunted and praised as shown by the Priapus painting.</p> <p>Privacy within the house was valued as shown by the enclosed houses and gardens.</p> <p><i>Lararia</i> reveal the importance of religion.</p> <p>The <i>tablinum</i> shows that people worked from home.</p> <p>The grand <i>atrium</i> could be seen as the power base for a patron.</p> <p>Shops at the front provided a useful source of income.</p> <p>The <i>peristylia</i> could reflect a need/desire to relax after working hard.</p> <p>Graffiti show opinions.</p>	30	<p>Candidates should give factual information and assess the extent to which the houses reflect the values and priorities of the citizens.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p> <p>AO2 = 8</p> <p>Level 5 7 – 8</p> <p>Level 4 5 – 6</p> <p>Level 3 3 – 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 – 11</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 3 – 4</p> <p>Level 1 0 – 2</p>

APPENDIX 1

Section A Marking Grid

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	5 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	5 Demonstrates thorough understanding of evidence with clear and detailed explanation.	5 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	4 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	4 Demonstrates sound understanding of evidence with explanation.	4 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	3 Demonstrates some understanding of evidence with some explanation.	3 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	2 Demonstrates limited relevant knowledge and information.	2 Demonstrates limited understanding of evidence.	2 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-1 Demonstrates minimal or no relevant knowledge.	0-1 Demonstrates minimal or no understanding of evidence.	0-1 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Section B Marking Grid

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	9-11 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation.	9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	7-8 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	5-6 Demonstrates sound understanding of evidence with explanation.	7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	3-4 Demonstrates some understanding of evidence with some explanation.	5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	3-4 Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	2 Demonstrates limited understanding of evidence.	3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-2 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	0-1 Demonstrates minimal or no understanding of evidence.	0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

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