

# **Classical Civilisation**

General Certificate of Secondary Education

Unit **A351/02** City Life in the Classical World (Higher Tier)

## **Mark Scheme for June 2013**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Unclear
	Benefit of Doubt
	Cross Credit
	Cross
N/A	Highlight
	Dynamic, Horizontal Wavy line that can be expanded
	Dynamic, Vertical Wavy line that can be expanded
	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.

## Section A – Athens

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<ul style="list-style-type: none"> <li>• acrobats;</li> <li>• dancers;</li> <li>• drinking watered wine;</li> <li>• <i>hetairai</i>/prostitutes;</li> <li>• intellectual debate;</li> <li>• jugglers;</li> <li>• <i>kottabos</i>;</li> <li>• mimes;</li> <li>• music.</li> </ul>	5	AO1	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Indicative content: <ul style="list-style-type: none"> <li>• sending out of smart invitations;</li> <li>• procurement of fine wine and food;</li> <li>• securing the services of different entertainers;</li> <li>• decoration and setting up of the <i>andron</i>;</li> <li>• welcoming of guests;</li> <li>• food;</li> <li>• drinking;</li> <li>• entertainment.</li> </ul> Some candidates will take "organised" to mean how the room was arranged, others will take it to refer to the events leading up to the symposium.	5	<b>AO2</b> Owing to the wording of the question credit should be awarded to candidates who base their answer on description. However, this question targets AO2, so there should be some explanation for the highest level.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	The symposium promoted the <i>oikos</i> in the following areas: <ul style="list-style-type: none"> <li>• finance;</li> <li>• arranging marriage;</li> <li>• education of sons;</li> <li>• politics;</li> <li>• business;</li> </ul>	5	AO3	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"><li>• male bonding.</li></ul> It also gave the opportunity for relaxation and comradeship.			

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<ul style="list-style-type: none"> <li>• cart;</li> <li>• satyrs;</li> <li>• vines/ivy leaves.</li> </ul> <p>For thorough, candidates will need to offer some sort of explanation to each of their points.</p>	5	<b>AO3</b> Do not credit above 'sound' if answer is purely descriptive.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Accept any reasonable answer based on any of the following: <ul style="list-style-type: none"> <li>• wine;</li> <li>• theatre;</li> <li>• wild partying;</li> <li>• germination;</li> <li>• growth;</li> <li>• fertility;</li> <li>• death;</li> <li>• god of confusion.</li> </ul>	5	<b>AO1</b>	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	Accept any reasonable explanation based on any of the following: <ul style="list-style-type: none"> <li>• procession of the statue on a ship cart;</li> <li>• statue taken to the temple;</li> <li>• priest had pride of place;</li> <li>• singing of hymns;</li> <li>• animals were paraded and sacrificed.</li> <li>• theatrical competitions;</li> <li>• any other relevant detail.</li> </ul>	5	<b>AO2</b>	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<ul style="list-style-type: none"> <li>• short tunics;</li> <li>• lots of padding;</li> <li>• strap-on <i>phalloi</i>;</li> <li>• flat slippers;</li> <li>• masks;</li> <li>• leggings.</li> </ul>	5	<b>AO1</b>	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Accept any reasonable opinion based on any of the following: <ul style="list-style-type: none"> <li>• masks were oversized with exaggerated expressions to create a ridiculous and comic effect;</li> <li>• costumes were thickly padded to allow actors to roll around in a slapstick fashion;</li> <li>• large leather <i>phalloi</i> could be used to simulate an erection;</li> <li>• tunic allowed freedom of movement allowing physical comic routines and slapstick.</li> </ul>	5	<b>AO2</b> To reach 'thorough' candidate must include reference to the chorus, as demanded by the question.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	Candidates may refer to the realism or lack of it achieved by any of the following: <ul style="list-style-type: none"> <li>• <i>ekkeklemma</i> – change of scenes;</li> <li>• sound effects;</li> <li>• scenery rather simple and unimpressive;</li> <li>• cranes – flying characters.</li> </ul> Look for explanations which reflect understanding of an ancient audience's perception rather than a twenty first century viewpoint.	5	<b>AO3</b> Some evaluation is needed to reach top level(s).	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>Answers should include information about the way people became slaves and the jobs that they were expected to do. When recounting this information, there should be some sort of assessment of whether this made a slave's life miserable or not and consideration of the question from an ancient Athenian perspective.</p> <p>Responses should also consider a range of duties both male and female slaves were expected to perform – teacher, female entertainer, domestic chores, skilled labourer – and consider such factors as the way they were viewed and treated by the Athenians, the demands put upon them by the tasks and the conditions in which they worked.</p> <p>Candidates might also consider the rights they possessed or lack of them and the opportunities for freedom.</p> <p>Answers might consider the various ways of becoming a slave – born into slavery, made captive in war or by pirates, sold into slavery – and consider whether all the ways of becoming a slave are as bad as each other.</p>	30		<p><b>AO1 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p> <p><b>AO2 = 8</b>  Level 5 7–8  Level 4 5–6  Level 3 3–4  Level 2 2  Level 1 0–1</p> <p><b>AO3 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>Answers should include information about:</p> <ul style="list-style-type: none"> <li>the temples, including the cult statue, altar and offerings by the worshippers;</li> <li>sacrifice, including the procedure and how the gods benefitted from it;</li> <li>Festivals.</li> </ul> <p>Answers should show understanding of why the Athenians worshipped their gods in some of the following areas:</p> <ul style="list-style-type: none"> <li>the gods' power to affect natural but inexplicable occurrences;</li> <li>the gods' range of responsibilities;</li> <li>their huge powers in comparison to mortals;</li> <li>the quid pro quo relationship between humans and gods;</li> <li>the fear of offending the gods.</li> </ul>	30	<p>The question asks "How and why..."</p> <p>To be awarded higher marks in AO3 the answer must address "why" as well as "how".</p>	<p><b>AO1 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p> <p><b>AO2 = 8</b>  Level 5 7–8  Level 4 5–6  Level 3 3–4  Level 2 2  Level 1 0–1</p> <p><b>AO3 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p>

## Option 2 – Rome

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	<ul style="list-style-type: none"> <li>• conversation;</li> <li>• debate;</li> <li>• recitations;</li> <li>• dancing girls and men;</li> <li>• acrobats;</li> <li>• plays;</li> <li>• <i>Commissatio</i> (drinking competition).</li> <li>• music;</li> <li>• any other reasonable comment</li> </ul>	5	AO1	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Accept any reasonable opinion based on the following: <ul style="list-style-type: none"> <li>• invites;</li> <li>• arrangement of the <i>triclinium</i>;</li> <li>• three or more different courses;</li> <li>• drinking competition;</li> <li>• entertainment.</li> </ul> Some candidates will interpret this to refer to the events leading up to a <i>cena</i> , or the layout of the room. All should be considered as appropriate responses.	5	<b>AO2</b>  Answers tend to be descriptive, but this is an AO2 question; owing to wording of the question benefit of the doubt should be given.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	Accept any reasonable opinion based on any of the following: <ul style="list-style-type: none"> <li>• business opportunities;</li> <li>• promote ties with other leading families;</li> <li>• bringing together the whole family;</li> <li>• enhance family's reputation;</li> <li>• patron-client obligation;</li> <li>• showing off of wealth;</li> <li>• religious observance.</li> </ul>	5	AO3	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	(a)	<p>Candidates should demonstrate knowledge of the following aspects of a slave auction, which could include:</p> <ul style="list-style-type: none"> <li>• auction at market;</li> <li>• placard around the slave's neck;</li> <li>• giving details of their abilities;</li> <li>• whitened feet;</li> <li>• standing on a (revolving) platform;</li> <li>• and any other relevant points.</li> </ul>	5	AO1	<p><b>AO1 = 5</b>            Level 5 5            Level 4 4            Level 3 3            Level 2 2            Level 1 0–1</p>
	(b)	<p>Answers might include discussion of any of the following areas of the duties a male slave carried out:</p> <ul style="list-style-type: none"> <li>• accountant;</li> <li>• accompanying master to the forum or baths;</li> <li>• running errands;</li> <li>• gardening;</li> <li>• tutoring the children.</li> </ul> <p>and also a female slave:</p> <ul style="list-style-type: none"> <li>• childcare;</li> <li>• wetnurse;</li> <li>• cooking;</li> <li>• weaving;</li> <li>• hairdressing;</li> <li>• looking after clothes;</li> <li>• shopping.</li> </ul> <p>However there must be an element of comparison between the two.</p>	5	<p>AO3</p> <p>Answers must evaluate relative importance of male/female roles for top level(s).</p>	<p><b>AO3 = 5</b>            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
	(c)	<p>Answers will probably comment on the some of the following areas:</p> <ul style="list-style-type: none"> <li>• saved someone's life or another outstanding act;</li> <li>• saved up money and bought their freedom;</li> <li>• freed in their master's will;</li> <li>• served their master well over a long duration of time</li> <li>• become too old;</li> <li>• to marry him/her;</li> <li>• to save/make money for their masters;</li> <li>• to provide a larger client base;</li> <li>• gladiator.</li> </ul>	5	<p><b>AO2</b></p> <p>Note question asks "why" and not "how". Answers that describe how, but do not explain why should not be awarded higher than 'sound'.</p>	<p><b>AO2 = 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>
8	(a)	<ul style="list-style-type: none"> <li>• giraffes;</li> <li>• elephants;</li> <li>• hippopotami;</li> <li>• tigers;</li> <li>• lions;</li> <li>• hares;</li> <li>• dogs;</li> <li>• deer;</li> <li>• panthers;</li> <li>• boar;</li> <li>• bears;</li> <li>• ostriches.</li> </ul>	5	<b>AO1</b>	<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>
	(b)	<p>Answers might include discussion of any of the following areas:</p> <ul style="list-style-type: none"> <li>• performing tricks;</li> <li>• fighting each other;</li> <li>• fighting <i>bestiarii</i>;</li> <li>• executing criminals;</li> <li>• staged hunts.</li> </ul>	5	<b>AO2</b>	<p><b>AO2 = 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
	(c)	<p>Answers might consider some of the following reasons:</p> <ul style="list-style-type: none"> <li>• appealed to the pride of the Roman people;</li> <li>• bring in the outside world to those who could not travel and be a form of education for them;</li> <li>• gain popularity for the sponsor;</li> <li>• show off Roman power to visitors;</li> <li>• satisfy the Roman bloodlust</li> <li>• admire the skill of the <i>bestiarius</i>.</li> </ul>	5	AO3	<p><b>AO3 = 5</b>  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
9		<p>Romans would certainly have been impressed by the Colosseum which was one of the great buildings of the ancient world. Candidates should demonstrate knowledge and understanding of some of the following:</p> <ul style="list-style-type: none"> <li>• the capacity to hold 50,000 spectators;</li> <li>• 80 separate entrances for easy entrance and egress;</li> <li>• an enormous awning;</li> <li>• the strict hierarchy of who sat where</li> <li>• royal box for the emperor;</li> <li>• front rows reserved for senators;</li> <li>• excellent visibility.</li> </ul> <p>That is not to say the Circus Maximus was unimpressive and was perhaps the greatest stadium:</p> <ul style="list-style-type: none"> <li>• a capacity to hold five times that of the Colosseum;</li> <li>• a far less structured seating plan;</li> <li>• royal box and seats for important citizens;</li> <li>• excellent visibility;</li> <li>• more to see – <i>carceres, meta, spina</i>.</li> </ul> <p>Answers should demonstrate understanding of how and why the above might impress the crowd and there should be a comparison between the two buildings and an attempt to decide which was the more impressive.</p>	30		<p><b>AO1 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p> <p><b>AO2 = 8</b>  Level 5 7–8  Level 4 5–6  Level 3 3–4  Level 2 2  Level 1 0–1</p> <p><b>AO3 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Candidates might also profitably consider what an audience would have seen in the respective venues and how this might have impressed them. These might include:</p> <ul style="list-style-type: none"> <li>• skills of the respective participants;</li> <li>• bloodshed of gladiatorial contests;</li> <li>• speed and dangers involved in chariot racing;</li> <li>• patriotic aspects.</li> </ul>			

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>Answers should include information about:</p> <ul style="list-style-type: none"> <li>the temples, including the cult statue, altar and offerings by the worshippers;</li> <li>sacrifice, including the procedure and how the gods benefitted from it;</li> <li>worship of the penates.</li> </ul> <p>Answers should show understanding of why the Romans worshipped their gods in some of the following areas:</p> <ul style="list-style-type: none"> <li>the gods' power to affect natural but inexplicable occurrences;</li> <li>the gods' range of responsibilities;</li> <li>their huge powers in comparison to mortals;</li> <li>the quid pro quo relationship between humans and gods;</li> <li>the fear of offending the gods.</li> </ul> <p>Credit other relevant/accurate information.</p>	30		<p><b>AO1 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p> <p><b>AO2 = 8</b>  Level 5 7–8  Level 4 5–6  Level 3 3–4  Level 2 2  Level 1 0–1</p> <p><b>AO3 = 11</b>  Level 5 9–11  Level 4 7–8  Level 3 5–6  Level 2 3–4  Level 1 0–2</p>

## APPENDIX 1 – Section A Marking Grid

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

## Section B Marking Grid

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

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