

# **Classical Civilisation**

General Certificate of Secondary Education

Unit **A353/02** Community 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.

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## Annotations

Annotation	Meaning
	Unclear
	Benefit of Doubt
	Subordinate Clause/Consequential error
	Cross
	Extendable horizontal wavy line
	Repetition
	Tick
	Tick 1
	Tick 2
	Tick 3
	Omission Mark

## Subject-specific Marking Instructions

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.

## Option 1: Sparta – Section A

Question		Answer	Marks	Content	Guidance
					Levels of response
1	(a)	Sparta is in the area called Laconia in the south east of the Peloponnese. Messenia is to the west. Laconia has a long coastline but Sparta is not very near the coast. Sparta is in the deep valley of the river Eurotas and is bounded by Mt Parnon and Mt Taygetus on both sides. The land to the south was marshy. It is a long way from Athens.	5	Candidates should show knowledge beyond what is on the map. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	They were physically isolated by being far from other cities and cut off by the mountains and rugged, marshy coast. They did not use money like other states and did not trade with them. Although other states had slaves, Spartans were the only ones who enslaved other Greeks. Foreigners were not encouraged to travel to Sparta nor were Spartans allowed to travel beyond their own borders. Other Greeks disapproved of Spartan lack of education, treatment of boys and women and government. The <i>Periokoi</i> acted as a buffer zone.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question		Answer	Marks	Content	Guidance
					Levels of response
	(c)	Over time, the Spartans took control of Laconia and Messenia. They made the other Dorian inhabitants into <i>Perioikoi</i> and allowed them to govern themselves to a degree but expected them to make goods for them and do any trading that was needed. The Spartans captured the Achaean Greeks and enslaved them making them work on the farms to produce food for them and do domestic chores.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
2	(a)	Non-Spartans often criticized the Spartans. Spartans were famous for not having personal wealth so the second part could be considered typical or non typical. Non-Spartans usually commented on the Spartan women and their behaviour and also on Sparta's military distinction or the harshness of the upbringing of the boys. Women were important and could own land. Method of electing parts of the government was silly. There was a lack of attractive buildings. They disapproved of enslaving other Greeks.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Aspects of Spartan society might have made the city poor and citizens greedy in that currency was outlawed. The selling of land was not technically allowed but it happened anyway. Spartans were not encouraged to create lavish buildings. Everyone was supposed to be equal but this did not encourage wealth. Some Spartans became corrupted when they went abroad. They didn't have much time to amass wealth.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question		Answer	Marks	Content	Guidance
					Levels of response
	(c)	Spartans were a very closed, isolated society so the information we have comes from outsiders who may have been badly informed and also biased against the Spartans. Spartans did not have any literature except for the poems of Tyrtaios so we can not use this to form opinions of them as we do with other cultures. They did not build elaborate buildings or make works of art so we have few physical remains to look at. Some sources (e.g. Plutarch) were not contemporary or were from comedy.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
3	(a)	A typical Spartan woman would have had well developed muscles. She would have had tanned skin. Spartan women wore no make up or jewellery. She would have worn a short dress. Bare feet may be mentioned and lack of veil over her head.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

## Option 1: Sparta – Section B

Question		Answer	Marks	Content	Guidance
					Levels of response
	(b)	She had to produce healthy children. Women exercised to enable them to produce healthy sons for the army. The population was small so they all needed to contribute and only pure bred Spartans would do. She had to supervise the running of the farm because the men were away training or fighting and the people had to be fed so the women had to make sure the helots produced enough food for their husbands' dining group and the household itself. Also discouraging cowardice/promotion of the Spartan ethos so the cowardly soldiers did not dare to return to Sparta and boys behaved bravely.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	Yes because she would have been very busy all the time. First exercising, then looking after the children and supervising the helots and the household. She might have enjoyed the sexual freedom and been encouraged to share her opinions. She would have felt very proud to be a Spartan woman who helped the state. No because she was expected to exercise and have babies. She might be made to have sex with her husband's friend. She only got to do household management and that might have been boring. She did not get to have nice clothes or jewellery so that was no fun. Her sons were taken away when they were seven years old. She never got to spend time with her husband.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1

Question		Answer	Marks	Content	Guidance
					Levels of response
4		<p>Men were professional soldiers who were defending the city or training to do so. Spartiates were equal (homoioi). Kings had special privileges. Women oversaw the helots to make sure they produced enough food for everyone. Women produced and raised children until age 7. Girls helped their mothers and prepared to follow in their footsteps. Helots worked on the land to provide food for themselves and everyone else. Perioikoi made the goods required by the others and traded if necessary. Boys aged above 7 were training to become soldiers. After graduating, they then became <i>Eirenes</i>, overseeing the younger boys or were selected for the <i>Krypteia</i> which helped Sparta by keeping the helots in check.</p> <p>Opinions that could be included in their discussion as to the fairness and efficiency might include:</p> <ul style="list-style-type: none"> <li>- everyone has a defined role so all jobs are covered and everyone knows what they have to do.</li> <li>- the purpose of the state was to produce a highly effective army, but this led to a shortage of men, evidenced by the declining number of Spartiates.</li> <li>- workload is shared, everybody has a defined role and nobody is unemployed.</li> <li>- there is no room for individuality and no family life as we know it.</li> <li>- oppressed helots do all the hard work.</li> <li>- It could be seen as very unfair on the boys since the education was so harsh and on the mothers who had the children taken from them.</li> </ul>	30	<p>Candidates should include factual information about the Spartan social structure and how the workload was shared between the population of Sparta and discuss the extent to which it was a fair and efficient distribution. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO1 = 11</b></p> <p>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></p> <p>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></p> <p>Level 5 9–11 Level 4 7–8 Level 3 5–6 Level 2 3–4 Level 1 0–2</p>



Question		Answer	Marks	Content	Guidance
					Levels of response
5		<p>Boys were sent to join the <i>agoge</i> at age 7. They lived in communal barracks and were divided into packs led by prefects called <i>eirenes</i> who were 19–20 year old Spartans who had graduated from the <i>Agoge</i>. This was overseen by the <i>Paidonomos</i>. <i>Eirenes</i> supervised the boys and could punish them with whips for any offence. The boys learnt basic literacy but no literature or philosophy. They developed physical strength and obedience. They learnt to compete in choral competitions. Aged 14–18, the boys went barefoot and were only allowed one cloak a year. Hair was cut short and bathing restricted as was food. Stealing food carelessly was punished. Aged 18–19 some boys became <i>eirenes</i> and some joined the <i>Krypteia</i>.</p> <p>The education system prepared the boys for the adult life they were expected to have which was as members of the Spartan army. Life in communal barracks prepared them for living with the members of their <i>syssition</i> in terms of bonding and teamwork. The tough treatment prepared them for the harsh reality of war. They could survive on limited food as they were used to food being rationed. They were used to being away from home and family. Musical training taught them to move in time so they could keep in formation in battle and respond to musical command signals.</p> <p>Choral competitions encouraged competitiveness. It could be argued that the system did not make them into well-rounded adults but brain-washed them and turned them into robots.</p>	30	<p>Candidates should include factual information about the Spartan education system and discuss the extent to which it prepared boys for adult life. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO1 = 11</b></p> <p>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></p> <p>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></p> <p>Level 5 9–11 Level 4 7–8 Level 3 5–6 Level 2 3–4 Level 1 0–2</p>

## Option 2: Pompeii – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	Normally a house had one atrium but the House of the Faun has two. The House of the Faun also has two front entrances and a back entrance. Two peristyle gardens while a typical town house would have had just one. Unlike a typical house, the House of the Faun has a bathing suite. Four dining rooms is a greater number than was typical.	5	Candidates should show knowledge beyond what is on the plan. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	They enjoyed entertaining which is indicated by the second atrium and the four dining rooms. They were very rich which is suggested by the size of the house and lavish decoration. Educated or wished to appear so suggested by the historical depiction on the Alexander mosaic. Need to demonstrate specific knowledge about the house layout and /or decoration.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	The system was used to heat the bathing suite. The floors were on pillars and there might be flues up the walls. There was a furnace, stoked by a slave, in which wood was burnt and the heat travelled under the floors and was drawn up inside the walls to heat the room. Water could be heated this way too.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 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)	There was a long counter with jars sunk into it so they could stand behind the counter to serve customers and keep food in the jars. There was often a serving hatch which went straight onto the street so customers could just get served and carry on walking. Sometimes there was a room with chairs and tables so the customers could buy food and drink and then sit at the tables to consume it and maybe play dice there too. Sometimes there were rooms upstairs for travellers. Larger inns had stables.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Snacks such as bread, walnuts, almonds, dates, figs and olives. Meat and fish were also served. Wine was drunk. Also gambling, fighting and 'kissing' went on. Specific examples of foods which were actually found in Pompeii required.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(c)	Pompeii was a trading town so there would have been lots of sailors and merchants who needed to eat and drink when they arrived in the town. There were lots of ordinary/poor people who would be busy working and would want to get quick meals and snacks during or after work. Poor people did not usually have cooking facilities at home so they went there to get hot food.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<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
8	(a)	There was an open area which the buildings were situated around creating a focal point. All the town's important buildings were together in this area so that people could access them conveniently. There was a colonnade around the edge which provided shade for the traders who set up stalls in the pedestrian area in the middle. Statues of prominent Romans were located here to celebrate them, informative notices were read.	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0–1
	(b)	Commercial buildings were the macellum, Eumachia building and granary. Administrative buildings were the basilica, curia, public records office, office of magistrates and the comitium. Also credit weights and measures table/office.	5	Candidates must mention both commercial and political to get full marks. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 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
	(c)	<p>If people wanted to know what was going on in the town they would look at the signs painted around the forum to see news and advertisements for future events. School took place in the colonnade. Place to meet friends/socialise. It was very important for socio-religious reasons because the main temples were there. For example, a very important temple was that of Jupiter. The Temple of the Emperor was also there and all Romans were expected to pay their respects to the emperor. Processions and sacrifice would have taken place in the forum, at which people socialise and come together as a community. They could also support the well-being of Pompeii at the Temple of the Public Lares. Important figures had statues to emphasise their social status and inspire civic duty. Credit references to the Forum Baths.</p>	5	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO3 = 5</b></p> <p>Level 5 5  Level 4 4  Level 3 3  Level 2 2  Level 1 0–1</p>

## Option 2: Pompeii – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>Pompeii was built on the slopes of Mount Vesuvius which is a volcano. The volcanic soil is very fertile and good for growing crops which made the town prosperous but obviously the volcano was also the reason the town was destroyed.</p> <p>Pompeii was built on a lava spur created by an earlier eruption of the volcano. This gave the south side of the city an excellent natural defence but volcanic activity was a problem as we see from the earthquake in 62 AD.</p> <p>Pompeii was next to the River Sarno which was navigable so provided transport for trade with nearby places. It also provided water to irrigate the nearby fields to help the crops to grow. Its climate was pleasant as it was coastal.</p> <p>The natural harbour on the Bay of Naples provided an easy stopping point for traders on the north-south trade route between Rome and other parts of the Mediterranean which meant Pompeii had a thriving trade economy. When the volcano erupted, Pliny tried to rescue people via the sea route.</p>	30	<p>Candidates should include factual information about the natural geography of Pompeii and discuss the extent to which it was a great benefit and a terrible curse for the inhabitants. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO1 = 11</b></p> <p>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></p> <p>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></p> <p>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
10		<p>The town had a forum which contained the temples of the gods, the market, polling station and court house. Making sacrifices to the gods, shopping, voting and making use of the legal system are all things that Pompeians would see as integral to leading a civilised life. There was a water supply which went directly to rich people's houses and provided a fountain at most street corners so this would help the Romans to live comfortably in their homes. Housing conditions in the <i>insulae</i> were not so good so poor people would have perhaps not been comfortable. The water supply also supplied the bath houses which were another thing the Romans saw as integral to a civilized life. In Pompeii there were various Bath houses such as the Stabian Baths which the Romans could visit every day for a small fee. There was an amphitheatre where the Romans could go to be entertained in a way that we would not find civilised but they would have seen this as a typical form of entertainment. There was the theatre where the Romans could go to watch plays which they thought of as civilised entertainment. There were snack bars and inns to go for a drink and laundries to get their clothes washed, bakeries to get bread, brothels... Slaves helped the rich to be comfortable but this is not what we would call civilised and the slaves themselves may not have been very comfortable.</p>	30	<p>Candidates should include factual information about the amenities in Pompeii and discuss the extent to which the Romans could lead a civilised and comfortable life there.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO1 = 11</b></p> <p>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></p> <p>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></p> <p>Level 5 9–11 Level 4 7–8 Level 3 5–6 Level 2 3–4 Level 1 0–2</p>

## APPENDIX 1

Source based (Section B in Foundation, Section A in Higher)

	<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. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	<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. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	<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. <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> 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>	<b>2</b>	<b>2</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>	Demonstrates <b>limited</b> understanding of evidence.	<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>	<b>0–1</b>	<b>0–1</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>	Demonstrates <b>minimal or no</b> understanding of evidence.	<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

## APPENDIX 2

## Essays (Section B in Higher)

	<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>9–11</b>	<b>7–8</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>	Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>7–8</b>	<b>5–6</b>	<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>	Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>5–6</b>	<b>3–4</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>	Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<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>3–4</b>	<b>2</b>	<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>	Demonstrates <b>limited</b> understanding of evidence.	<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>	<b>0–1</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>	Demonstrates <b>minimal or no</b> understanding of evidence.	<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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