

GCE

Classics: Classical Greek

Unit **F374**: Classical Greek Prose

Advanced GCE

Mark Scheme for June 2014

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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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MARK SCHEME FORMAT 1

Section A

Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
1	a	Translate lines 1-9 from Passage 1 (<i>οἱ δὲ Ἀθηναῖοι ... συλλέξονται</i>) into English.	30	<p>The passage has been divided into 7 sections each worth 4 marks. Award up to 4 marks per translated section according to the 4-mark marking grid.</p> <p>Also award a mark out of 2 for fluency of English according to the 2-mark grid.</p>	<p>[4] All or almost all of the meaning conveyed (as agreed at standardisation)</p> <p>[3] Most of the meaning conveyed</p> <p>[2] Half of the meaning conveyed; the rest seriously flawed</p> <p>[1] Very little meaning conveyed, or isolated words known</p> <p>[0] No elements of meaning conveyed; no relation to Greek at all</p> <p>N.B. Consequential errors should not be penalised.</p> <p>Marks for fluency of English should be awarded as follows:</p> <p>[2] Expressed fluently and stylishly. Consistently successful improvements on a literal translation</p> <p>[1] Occasional improvements on a literal translation</p> <p>[0] No or very little improvement on a literal translation</p>

	i	<p>Lines 1-2 οἱ δὲ Ἀθηναῖοι πρὸς μὲν τὸ ἱερόν οὐκ ἦλθον, ξυνκομίσαντες δὲ τοὺς ἑαυτῶν νεκροὺς καὶ ἐπὶ πυρὰν ἐπιθέντες, ἠύλισαντο αὐτοῦ.</p> <p>Τηε Ατηενιανσ διδ γο το τηε τεμπλε, βυτ χολλεχτεδ τηε βοδιεσ οφ τηειρ δεαδ ανδ πυτ τηεμ ον α πυρε, ανδ ενχαμπεδ τηερε.</p>	4		
	ii	<p>Lines 2-3 τῇ δ' ὑστεραία τοῖς μὲν Συρακοσίοις ἀπέδοσαν ὑποσπόνδους τοὺς νεκρούς</p> <p>Τηε νεζτ δαψ τηεψ γαόε βαχκ το τηε Συραχυσανσ τηειρ δεαδ, υνδερ α τρυχε,</p>	4		
	iii	<p>Lines 3-4 (ἀπέθανον δὲ αὐτῶν καὶ τῶν συμμάχων περὶ ἑξήκοντα καὶ διακοσίους),</p> <p>(about 260 of them and their allies had been killed),</p>	4		
	iv	<p>Lines 4-5 τῶν δὲ σφετέρων τὰ ὄσῃα ξυνέλεξαν, καὶ τὰ τῶν πολεμίων σκῦλα ἔχοντες ἀπέπλευσαν ἐς Κατάνην.</p>	4		

		And collected the bones of their own men and sailed away to Katane with the spoils of the enemy.			
	v	Lines 6-7 <i>χειμών τε γὰρ ἦν, καὶ τὸν πόλεμον αὐτόθεν ποιῆσθαι οὕτω ἐδόκει δυνατὸν εἶναι</i> Φορ ιτ ωασ ωιντερ, ανδ ιτ διδ νοτ ψετ σεεμ το βε ποσσιβλε το χονδυχι τηε ωαρ φρομ τηερε	4		
	vi	Lines 7-8 <i>πρὶν ἂν ἰππέας μεταπέμψωσιν ἐκ τῶν Ἀθηνῶν καὶ ἐκ τῶν αὐτόθεν συμμάχων,</i> until they had sent for cavalry from Athens and from their allies there	4		
	vii	Lines 8-9 <i>ὅπως μὴ παντάπασιν ἵπποκρατῶνται, καὶ χρήματα αὐτόθεν συλλέξωνται.</i> so that they would not be wholly inferior with regard to cavalry, and obtain money from there.	4		
	b	Bury their dead (1); hold an assembly (1).	2		
	c	Any valid points acceptable: for each point, 1 mark for quotation of Greek, 1 for sensible comment. Points might include: parallel clauses <i>καὶ ἐς ... καὶ κατά ...</i> ; similar within <i>κατά</i>	4		[

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		clause, with <i>ἐμπειρία τε ἰκανός ... ἀνδρεία ἐπιφανής</i> ; chiasmic structure here surrounding <i>γενόμενος</i> ; <i>ἀνδρεία ἐπιφανής</i> emphatic because it is added on to the apparently complete <i>καὶ ἐς τᾶλλα ... λειπόμενος</i> and <i>καὶ κατὰ τὸν πόλεμον ... γενόμενος</i> .			
	d	Encourages them (1); tells them/will not allow them (1) to give in (1) to what has happened (1).	4		
	e	Vote/decide to do (1) everything (1) [as] he has ordered (1); elect (1) him [and some others] as generals (1).	5		
	f	i	Future (1) participle (1).	2	
		ii	Indicating purpose.	1	
	g	i	<i>ἀποπλέω</i>	1	
		ii	<i>αἰρέομαι</i>	8	

2	i	The philosopher Thales once went out at night to look at the sky, and while doing this, fell into a well. <i>ἐξῆλθέ ποτε νυκτὸς Θαλῆς ὁ φιλόσοφος σκεψόμενος τὸν οὐρανὸν καὶ τοῦτο ποιῶν εἰς φρέαρ ἐνέπεσεν.</i>	5	The passage has been divided into 8 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid. Award marks for style to a maximum of 7. Of the remaining 3 marks, 2 are to be awarded for breathings:	[5] All or almost all correct (as agreed at standardisation) [4] Minor errors in accident or syntax [3] More serious errors in accident or syntax
	ii	He could not get out, and was afraid that he might die, so he shouted loudly for a long time. <i>ὡς δ' ἐκβῆναι οὐ δυνάμενος, φοβούμενος μὴ ἀποθάνοι, μέγα καὶ μακρὸν χρόνον ἐβόα.</i>	5	2 All correct, or one error 2 or 3 errors 0 More than 3 errors;	[2] Accident/syntax seriously faulty, but not without sense [1] A very small proportion of correct accident/syntax
	iii	Eventually a female slave heard him shouting, and went to see what was happening. <i>βοῶντος δὲ τούτου ἀκούσασα τέλος δουλή τις προσῆλθεν ὀψομένη τὰ γινόμενα.</i>	5	The other mark is for connecting particles:	[0] No recognisable relation to the English
	iv	She found Thales in the well, and asked him what he was doing. <i>Θαλῆν ἐν τῷ φρέατι εὐρούσα, τί δὴ ποιοίη ἤρετο</i>	5	There are many acceptable ways of translating the English sentences into correct Greek. One example for each sentence is given. Acceptable alternatives will be agreed at Standardisation, but examiners should be ready to accept other versions that accurately render the meaning into Greek.	
	v	He told her, and she said that although he was a philosopher, he was very stupid. <i>καί, εἰπόντος, τούτου εἶπεν ὅτι μωρότατος εἶη, φιλόσοφος καίπερ ὢν.</i>	5		
	vi	"You are a man", she said, "and you ought to look at the things on the earth.	5		

			<i>“ἄνθρωπον γὰρ ὄντα”, ἔφη, “τὰ μὲν ἐν τῇ γῆ δεῖ σκοπεῖν.</i>		
		vii	The gods, who are wiser than you, will look after what is in the heavens.” <i>τὰ δ' ἐν οὐρανῶ πράξουσιν οἱ θεοί, σοφώτεροι ὄντες ἢ σύ.”</i>	5	
		viii	Saying this, she left Thales in the well and went away laughing. <i>ταῦτα δ' εἰπούσα καὶ Θαλήν ἐν τῷ φρέατι καταλιπούσα, ἀπῆλθε γελάσα.</i>	5	

Section B

Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
3	a	<p>How does Herodotus in this passage bring out the intelligence and persuasiveness of Themistocles?</p> <p><i>Possible points:</i></p> <p>Adeimantos's jibe about <i>ἐν τοῖσι ἀγῶσι οἱ προεξανιστάμενοι</i>; Themistokles's reply to it: <i>Οἱ δέ γε ἐγκαταλειπόμενοι οὐ στεφανοῦνται</i>. Note use of direct speech, here and later.</p> <p>Themistokles still cagey: <i>τότε μὲν ἠπίως ... ἀμείψατο, πρὸς δὲ τὸν Εὐρυβιάδην ἔλεγε ἐκείνων μὲν οὐκέτι οὐδὲν τῶν προτέρων λεχθέντων ... παρεόντων γὰρ τῶν συμμαχῶν οὐκ ἔφερε οἱ κόσμον οὐδένα κατηγορεῖν.</i></p> <p>So aims his speech directly at Adeimantos: <i>ἐν σοὶ νῦν ἔστι σῶσαι τὴν Ἑλλάδα</i>; direct and evocative, appealing both to Adeimantos's vanity as well as to his patriotism.</p> <p><i>ἦν ἐμοὶ πείθη ... μηδὲ πειθόμενος τούτων τοῖσι λόγοισι ...</i> repeated verb underlining what Adeimantos should and should not do; then imperative in concise phrase: <i>ἀντίθες γὰρ ἐκάτερον ἀκούσας</i>.</p> <p>Themistokles's strategy ... fighting where they are <i>τὸ ἥκιστα ἡμῖν σύμφερόν ἐστι νέας ἔξουσι βαρυτέρας καὶ ἀριθμὸν ἐλάσσονας</i>; if they do and lose <i>τοῦτο δὲ ἀπολέεις Σαλαμῖνά τε καὶ Μέγαρα καὶ Αἴγιναν</i>,</p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Not every point made in the mark scheme need be covered, and credit should be given to valid points that aren't; but the passage should receive reasonable coverage overall.</p>	<p>AO1 = 10</p> <p>Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15</p> <p>Level 5 13-15 Level 4 9-12 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

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			<p>whatever else happens ἢν περ καὶ τὰ ἄλλα εὐτυχήσωμεν.</p> <p>The most drastic result, if they lose here, will be ἅμα δὲ τῶ ναυτικῶ αὐτῶν ἔψεται καὶ ὁ πεζὸς στρατός (reinforced by the hyperbaton and the καί); and it will be Adeimantos's fault: καὶ οὕτω σφέας αὐτὸς ἄξεις ἐπὶ τὴν Πελοπόννησον, κινδυνεύσεις τε ἀπάση τῇ Ἑλλάδι (strongly placed).</p>			

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b		<p>How does Herodotus make his account of the adventures of Artemisia interesting and entertaining?</p> <p>We already know that Artemisia has got out of trouble by sinking an allied ship, so we want to see what she does next: <i>εὐτυχίῃ χρησαμένη διπλᾶ ἑωυτὴν ἀγαθὰ ἐργάσατο</i> with <i>διπλᾶ</i> separated from <i>ἀγαθὰ</i>.</p> <p>Since the Attic captain thinks she's either Greek or a deserter because of what she's done, <i>ἀποστρέψας πρὸς ἄλλας ἐτράπετο</i>.</p> <p>Parallellism and <i>variatio</i> in the description of what she does:</p> <p><i>τοῦτο μὲν τοιοῦτον αὐτῇ συνήνεικε γενέσθαι διαφυγεῖν τε καὶ μὴ ἀπολέσθαι, τοῦτο δὲ συνέβη ὥστε κακὸν ἐργασαμένην ἀπὸ τούτων αὐτὴν μάλιστα εὐδοκμήσαι παρὰ Ξέρξῃ.</i></p> <p><i>λέγεται</i> (and similar distancing devices used in rest of story ...</p> <p>The King is watching on <i>καὶ δὴ τινα εἰπεῖν τῶν παρεόντων</i>; Direct speech <i>Δέσποτα, ὄρᾳς Ἀρτεμισίην</i> (perhaps stressed a little by position) <i>ὡς εὖ ἀγωνίζεται καὶ νέα τῶν πολεμίων κατέδυσε</i>;</p> <p>Xerxes' incredulity <i>εἰ ἀληθέως ἐσὶ Ἀρτεμισίης τὸ ἔργον</i>: they're sure it is <i>σαφέως τὸ ἐπίσημον τῆς νεὸς</i></p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Not every point made in the mark scheme need be covered, and credit should be given to valid points that aren't; but the passage should receive reasonable coverage overall.</p>	<p>AO1 = 10</p> <p>Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15</p> <p>Level 5 13-15 Level 4 9-12 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

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		<p><i>ἐπισταμένους· τὴν δὲ διαφθαρεῖσαν ἠπιστέατο εἶναι πολεμίην.</i></p> <p>Another stroke of luck: <i>τὰ μὲν γὰρ ἄλλα, ὡς εἴρηται, αὐτῇ συνήγεικε ἐς εὐτυχίην γεγόμενα καὶ τὸ τῶν ἐκ τῆς Καλυδικῆς νεὸς μηδένα ἀποσωθέντα κατήγορον γενέσθαι.</i></p> <p>Xerxes's famous <i>bon mot</i>: <i>Οἱ μὲν ἄνδρες γεγόνασί μοι γυναῖκες, αἱ δὲ γυναῖκες ἄνδρες</i>, suitably provided with 'balance and contrast'.</p> <p><i>ταῦτα μὲν Ξέρξην φασὶ</i> (Herodotus still not convinced, perhaps?) <i>εἰπεῖν</i></p>			

Question		Answer/Indicative content	Mark	Guidance	
				Content	Levels of response
4	a	<p>How does Plato make what Protagoras is saying here interesting and lively?</p> <p>Zeus is worried that mankind may perish (which is quite a dramatic scenario) <i>πάν</i> (strong position). Sends <i>Ἑρμῆν</i> (first word: <i>Hermes</i>, no less?) <i>ἄγοντα εἰς ἀνθρώπους αἰδῶ τε καὶ δίκην</i> (the key terms in this passage, constantly repeated), <i>ἵν' εἶεν πόλεων κόσμοι τε καὶ δεσμοὶ φιλίας συναγωγοί</i> (a graphic and memorable phrase).</p> <p><i>ἔρωτᾶ οὖν Ἑρμῆς Δία τίνα οὖν τρόπον δοίη δίκην καὶ αἰδῶ</i> (key terms again, with 'giving' verb, again reiterated: also direct speech, with parts of <i>νέμω</i> repeated...)</p> <p><i>“Πότερον ὡς αἱ τέχναι νενέμηνται, οὕτω (balance) καὶ ταύτας νείμω; νενέμηνται δὲ ὧδε:</i> (presumably Zeus knows this anyway, but P has Hermes spell it out anyway).</p> <p><i>εἷς ἔχων ἰατρικὴν πολλοῖς ἰκανὸς ἰδιώταις, καὶ οἱ ἄλλοι ... καὶ δίκην δὴ καὶ αἰδῶ οὕτω θῶ ἐν τοῖς ἀνθρώποις, ἢ ἐπὶ πάντας νείμω.”</i></p> <p><i>Ἐπι πάντας</i> (taken up from <i>Hermes</i>) ... <i>καὶ πάντες μετεχόντων</i> (which now becomes a key word): <i>οὐ γὰρ ἂν γένοιτο πόλεις, εἰ ὀλίγοι αὐτῶν μετέχοιεν ὥσπερ ἄλλων τεχνῶν καὶ νόμον γε θεὸς</i> and not only a law, but one <i>παρ' ἐμοῦ τὸν μὴ δυνάμενον αἰδοῦς καὶ δίκης μετέχειν κτείνειν ὡς νόσον πόλεως</i> (very strongly</p>		<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Not every point made in the mark scheme need be covered, and credit should be given to valid points that aren't; but the passage should receive reasonable coverage overall.</p>	<p>AO1 = 10</p> <p>Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15</p> <p>Level 5 13-15 Level 4 9-12 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer/Indicative content	Mark	Guidance	
	<p>expressed).</p> <p><i>οὕτω δὴ</i> (to sum up): the Athenians' practice is sensible when they think <i>ὀλίγοις</i> (position) <i>οἴονται μετεῖναι συμβουλῆς</i> (recurrent term now), <i>καὶ ἐάν τις ἐκτὸς ὧν τῶν ὀλίγων συμβουλεύη, οὐκ ἀνέχονται</i> (contrasted with below) <i>ὅταν δὲ εἰς συμβουλὴν πολιτικῆς ἀρετῆς ἴωσιν, ἣν δεῖ διὰ δικαιοσύνης πᾶσαν ἰέναι καὶ σωφροσύνης, εἰκότως ἅπαντος ἀνδρὸς ἀνέχονται, ὡς παντὶ προσήκον ταύτης γε μετέχειν τῆς ἀρετῆς ἢ μὴ εἶναι πόλεις</i> (very forceful and epigrammatic conclusion...)</p> <p><i>αὕτη, ὦ Σώκρατες, τούτου αἰτία.</i></p>			

Question	Answer/Indicative content	Mark	Guidance	
b	<p>What is Protagoras arguing here, and how does Plato's presentation help to clarify what he says?</p> <p><i>Candidates may well combine following through the argument with commenting on how it is reinforced, or do the two things separately.</i></p> <p>Protagoras and Sokrates are discussing whether ἀρετή is teachable or not. Protagoras says that the practice of punishing wrongdoers shows that it is: we don't punish people because they have done wrong, but so that they won't do the same thing again, and to put others off doing it; so it is a deterrent (and if it works, by implication people can be taught ἀρετή, since they can be taught what sort of things not to do); so the Athenians, and others who do the same, are right to admit everyone to debates on matters where ἀρετή is needed, as opposed to some specialist demiurgic skill: and in doing so they show that they believe it is teachable.</p> <p><i>Some significant points below: candidates need not refer to all, and may well use other ones.</i></p> <p><i>τὸ κολάζειν, ὃ Σώκρατες, τοὺς ἀδικοῦντας τί ποτε δύναται, αὐτό σε διδάξει ὅτι οἱ γε ἄνθρωποι ἡγοῦνται παρασκευαστὸν εἶναι ἀρετήν.</i></p> <p><i>οὐδεὶς γὰρ κολάζει τοὺς ἀδικοῦντας πρὸς τούτῳ τὸν νοῦν ἔχων καὶ τούτου ἕνεκα, ὅτι ἠδίκησεν, ὅστις μὴ ὥσπερ θηρίον ἀλογίστως τιμωρεῖται.</i></p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates may well combine following through the argument with commenting on how it is reinforced, or do the two things separately.</p>	<p>AO1 = 10</p> <p>Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15</p> <p>Level 5 13-15 Level 4 9-12 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

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	<p>ὁ δὲ μετὰ λόγου ἐπιχειρῶν κολάζειν οὐ τοῦ παρεληλυθότος ἔνεκα ἀδικήματος τιμωρεῖται - οὐ γὰρ ἂν τό γε πραχθὲν ἀγέννητον θείη - ἀλλὰ τοῦ μέλλοντος χάριν, ἵνα μὴ αὐθις ἀδικήσῃ μήτε αὐτὸς οὗτος μήτε ἄλλος ὁ τοῦτον ἰδὼν κολασθέντα.</p> <p>καὶ τοιαύτην διάνοιαν ἔχων διανοεῖται παιδευτὴν εἶναι ἀρετὴν ἀποτροπῆς γοῦν ἔνεκα κολάζει.</p> <p>ταύτην οὖν τὴν δόξαν πάντες ἔχουσιν ὅσοι περ τιμωροῦνται καὶ ἰδία καὶ δημοσία.</p> <p>τιμωροῦνται δὲ καὶ κολάζονται οἳ τε ἄλλοι ἄνθρωποι οὓς ἂν οἴωνται ἀδικεῖν, καὶ οὐχ ἥκιστα Ἀθηναῖοι οἱ σοὶ πολῖται·</p> <p>ὥστε κατὰ τοῦτον τὸν λόγον καὶ Ἀθηναῖοί εἰσι τῶν ἡγουμένων παρασκευαστὸν εἶναι καὶ διδακτὸν ἀρετὴν.</p> <p>ὥς μὲν οὖν εἰκότως ἀποδέχονται οἱ σοὶ πολῖται καὶ χαλκέως καὶ σκυτοτόμου συμβουλευόντος τὰ πολιτικά, καὶ ὅτι διδακτὸν καὶ παρασκευαστὸν ἡγοῦνται ἀρετὴν, ἀποδέδεικταί σοι, ὦ Σώκρατες, ἱκανῶς, ὥς γέ μοι φαίνεται.</p>			

Marking grid for AO1 (10 marks)

AO1:		
Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	Max mark and mark ranges	Characteristics of performance
		Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9 – 10	Specific factual knowledge, selected with care; Fully relevant to the question; Well supported with evidence and reference where required; Strong awareness of context as appropriate
Level 4	6 – 8	Generally well chosen factual knowledge; Relevant to the question; Usually supported with evidence and reference where required; Awareness of context as appropriate
Level 3	4 – 5	Some factual knowledge, not always well chosen; At least partially relevant to the question; Some supporting evidence and reference where required; Limited awareness of context.
Level 2	2 – 3	Restricted selection of factual knowledge, possibly including some inaccurate detail; Little evidence of relevance to the question; Occasional use of appropriate supporting evidence; Context occasionally or very superficially indicated.
Level 1	0 – 1	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

Marking grid for AO2 (15 marks)

AO2:		
(a) Analyse, evaluate and respond to classical sources (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max mark and mark ranges	Characteristics of performance
Level 5	13 – 15	<p>Analysis; Evaluation and response; Organisation and use of technical vocabulary; Control of appropriate form and style; Accuracy of writing.</p> <p>Perceptive, well supported analysis leading to convincing conclusions; Very well balanced evaluation based on clear engagement with sources/task; Argument incisive, very well structured and developed; technical terms accurately and effectively used; Sustained control of appropriate form and register; Legible, fluent and technically very accurate writing.</p>
Level 4	9 – 12	<p>Careful and thorough analysis leading to generally sound conclusions; Balanced evaluation based on clear engagement with sources/task; Argument well structured and developed; technical terms accurately and effectively used; Good control of appropriate form and register; Legible and technically accurate writing, conveying meaning well.</p>
Level 3	6 – 8	<p>Attempts at analysis leading to some tenable conclusions; Limited evaluation but some evidence of engagement with sources/task; Argument coherent if cumbersome or underdeveloped; some technical terms accurately used; Limited control of appropriate form and register; Legible and generally accurate writing, conveying meaning clearly.</p>
Level 2	3 – 5	<p>Occasional evidence of analysis gesturing towards acceptable conclusions; Very limited evaluation or evidence of engagement with topic/task; Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately; Very limited control of appropriate form and register; Legible and generally accurate writing, clarity not obscured.</p>
Level 1	0 – 2	<p>Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.</p>

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There are no separate weightings for AOs 2a and 2b but, in assigning a mark to AO2, examiners should focus first of AO2a – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where within the Level it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

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