

**GCE**

**Classics: Classical Greek**

Unit **F374**: Classical Greek Prose

Advanced GCE

**Mark Scheme for June 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2015

## 1. Annotations

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

**Subject specific – insert details in table making sure that the annotation matches the image that appears on scoris. Your Qualifications Manager or Qualifications Leader will be able to help.**

Annotation	Meaning
	Blank page: This annotation must be used on all blank pages within an answer booklet (structured and unstructured), and on each page of an additional object where there is no candidate response.
	Slash
	Consequential Error
	Extendable horizontal line – Major error
	Extendable horizontal wavy line – minor error/mistranslation
	Omission Mark

## 2. Subject-specific Marking Instructions

that apply across the whole question paper to be included here.

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	The Athenians were thought to be/seemed good/capable/skilled at (1) siege warfare/fighting on walls/conducting a siege (1); and the siege has been going on a long time (2)./and a long siege (1) has been established (1)	4		
1	(b)	The Spartans fear (1) the Athenians' daring and revolutionary tendency(1), and that, if they remain (1) they will be persuaded (1) by the rebels/those on Ithome (1) to do something revolutionary/ /take some revolutionary step(1).	5	Any five points	
1	(c)	Send away (1) them alone (of the allies)(1); Claim/say (1) they no longer need them (1).	2+2		
1	(d) (i)	genitive absolute, or suitably explanatory translation	1		
1	(d) (ii)	subjunctive (1) in fearing clause (1)	2		
1	(e) (i)	imperfect	1		
1	(e) (ii)	present	1		
1	(f) (i)	ἐπικαλέομαι	1	accept ἐπικαλεῶ	
1	(f) (ii)	καθίστημι	1		

Question			Answer	Marks	Guidance	
					Content	Levels of response
1	(g)	i	οί δ' Ἀθηναῖοι, δεινὸν ποιησάμενοι καὶ οὐκ ἀξιώσαντες ὑπὸ Λακεδαιμονίων τοῦτο παθεῖν, εὐθύς ἐπειδὴ ἀπεχώρησαν, (But) the Athenians, being indignant and not thinking it right that they should suffer this at the hands of the Spartans, as soon as they had retreated	4		Marks for each section should be awarded as follows:  [4] All or almost all of the meaning conveyed (as agreed at Standardisation). [3] Most of the meaning conveyed. [2] Half the meaning conveyed; the rest seriously flawed. [1] Very little meaning conveyed, or isolated words known. [0] No elements of meaning conveyed; no relation to the Greek at all.  N.B.: Consequential errors should not be penalised.
		ii	ἀφέντες τὴν γενομένην ἐπὶ τοὺς Μηδούς ξυμμαχίαν, Ἀργείοις τοῖς ἐκείνων πολεμίοις ξύμμαχοι ἐγένοντο. having abandoned the alliance which they had had/had been made against the Persians, (or abandoned .... and) became allies with the Argives, the Spartans' enemies/the enemies of those men.	4		Marks for fluency of English should be awarded as follows:  [2] Expressed fluently and stylishly. Consistently successful improvements on a literal translation. [1] Occasional improvements on a literal translation. [0] No or very little improvement on a literal translation.
		iii	οἱ δ' ἐν Ἰθώμῃ δεκάτῳ ἔτει, ὡς οὐκέτι ἐδύναντο ἀντέχειν, ξυνέβησαν πρὸς τοὺς Λακεδαιμονίους And those in Ithome, in the tenth year, as they were no longer able to hold out, made an agreement/came to terms with the Spartans,	4		
		iv	ἐφ' ᾧ τε ἐξίασιν ἐκ Πελοποννήσου ὑπόσπονδοι καὶ μηδέποτε ἐπιβήσονται αὐτῆς. on the condition that they should leave the Peloponnese under truce and never come back/return/set foot in it again	4		

Question		Answer	Marks	Guidance	
				Content	Levels of response
	v	ἐξῆλθον δὲ αὐτοὶ καὶ παῖδες καὶ γυναῖκες, καὶ αὐτοὺς οἱ Ἀθηναῖοι δεξάμενοι ἐς Ναύπακτον κατῴκισαν. (And)They (themselves) went away together with their children and wives, and the Athenians, having received them (received them and), settled them in Naupactus.	4		
	vi	προσεχώρησαν δὲ καὶ Μεγαρεῖς Ἀθηναίοις ἐς Ξυμμαχίαν, And the Megarians also came into an alliance with the Athenians,	4		
	vii	καὶ Ἀθηναῖοι τὰ μακρὰ τεῖχη ὠικοδόμησαν τοῖς Μεγαρεῦσι τὰ ἀπὸ τῆς πόλεως ἐς Νισαίαν καὶ ἐφύλασσον αὐτοί. and the Athenians built the long walls for the Megarians,the ones/which led from the city to Nisaea and guarded them themselves.	4		

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	i	At that time, Dareios was encamped on the plain.  του Δαρειου τοτε στρατοπεδευσαμενου εν τω πεδιω	5	<p><i>Please note that any Greek vocabulary/syntax which adequately translates the English is acceptable: if in doubt, examiners should check Liddell and Scott, and/or a good grammar (such as Smyth: not ‘beginners’ Greek text books); specific points will in any case be discussed at standardisation.</i></p> <p><i>The version given in the mark scheme is for guidance only: there will be many equally valid different ways of translating the passage into Greek.</i></p>	<p><b>[5]</b> All or almost all correct (as agreed at Standardisation)  <b>[4]</b> Minor error(s) in accident or syntax  <b>[3]</b> More serious errors in accident or syntax  <b>[2]</b> Accident/syntax seriously faulty, but not without sense  <b>[1]</b> A very small proportion of correct accident/syntax  <b>[0]</b> No recognisable relation to the English.</p> <p>NB Consequential errors should not be penalised.</p>
	ii	Many of his generals wanted to advance into the mountains and attack Alexander immediately.  πολλοι των στρατηγων εβουλοντο εις τα ορη αναβαντες/προχωρησαντες τω Αλεξανδρω ευθως προσβαλειν.	5		
	iii	But a Macedonian exile, Amyntas, whom Dareios greatly honoured, thought this would be very foolish.  φυγας δε τις Μακεδων, Αμυντας ονοματι, ον ο Δαρειος σφοδρα ετιμα, τουτο μωροτατον εσεσθαι νομιζων,	5	<p>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.</p>	
	iv	He told Dareios that Alexander’s army was very small, and that he would easily defeat it if they fought on the plain.  τω Δαρειω ειπεν οτι την του Αλεξανδρου στρατιαν μικροτατην οντα ραδιως νικησει εαν εν τω πεδιω μαχωνται /ει εν τω πεδιω μαχοιντο.	5	<p>Award marks for style to a maximum of 7.</p> <p>Style marks may be awarded for such features as:</p> <p>particularly imaginative, creative or felicitous choice of vocabulary;  thoughtful use of word-order;  employment of apt particles beyond the obvious;  subordination of main verbs into participles;</p>	
	v	Dareios said that Alexander would not dare to come down from the mountains.  ο μεν Δαρειος ειπεν οτι ο Αλεξανδρος ου τολμησει καταβαινειν εκ των ορων.	5		

Question		Answer	Marks	Guidance	
				Content	Levels of response
	vi	But Amyntas, who knew the character of Alexander, said to him, ὁ δε Ἀμυντας, εὐ εἰδως ὅποιος ὁ Ἀλεξανδρος ἐστιν, ταυτα εἶπεν :	5		
	vii	'This, your majesty, you need not fear: attack him and he will wait for you; οὐδαμως, ὦ βασιλευ, χρη σε φοβεισθαι. ἐκεινος γαρ προσβαλοντα σε ὑπομενει	5		
	viii	wait and he will attack you, and sooner indeed than you wish.' προσβαλει δε σοι μενοντι, και δη και θασσον ἢ βουλη.	5		
		Total for Section A	50		

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>The passage is showing a continuing very tense verbal conflict between the Greek generals, which is characterised by words with aggressive meaning, threats, and insulting language, with nationalistic undertones.</p> <p>Adeimantus interrupts Themistocles (ταῦτα λέγοντος Θεμιστοκλέος) and verbally attacks him, taking advantage of the fact that Athens has been occupied (eg note the violence and emphatic quality of ἐπεφέρετο; κελεύων; οὐκ ἔων; and the repetitious and insulting quality of τῶ μὴ ἐστὶ πατρις, ἀπόλι ἀνδρί and the clause beginning πόλιν γὰρ...).</p> <p>Themistocles responds on similarly nationalistic lines, directing the insults back at Adeimantus personally, and the Corinthians as a body. (κεῖνόν τε καὶ τοὺς Κορινθίους; πολλά τε καὶ κακὰ; fact that the Athenians have greater city and fleet than the Corinthians; contrast between ἑωυτοῖσι and ἐκείνοισι; he spells it out to Adeimantus: ἐδήλου λόγῳ).</p> <p>Themistocles then turns his attention to Eurybiades (διέβαινε suggests dealing with them systematically in turn). Different approach: not just πολλά τε καὶ κακὰ: less insulting and more reasonable.</p> <p>Direct speech: σὺ and second person verbs place responsibility personally upon Eurybiades.</p> <p>Expressed through alternatives: εἰ ... εἰ δὲ μή</p> <p>Outcome of E making the wrong decision strongly emphasised through rather repetitious/pleonastic expression.</p> <p>Generally, H uses balance and contrast throughout: contrasts ἡμεῖς μὲν/ὕμεις δὲ</p> <p>Threat that the Greeks will leave for Siris, made more real by the oracle's prophecy.</p> <p>Ominous last sentence ...μεμνήσεσθε τῶν ἐμῶν λόγων.</p>		<p><i>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.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>AO1</b> Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b> Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<p>Interest is maintained firstly by the ethnographic information about the Persian 'pony express' system, and then by the contrasting descriptions of the scenes at Sousa when the two messengers arrived, the first with good and the second with bad news. H stresses the amazing speed with which the messenger system transports news (οὐδὲν ὅ τι θᾶσσον παραγίνεται θνητὸν ἐόν) and the incredibly organisation and discipline of the system. Repetitious and pleonastic vocabulary helps convey this: ὀσέων ... τοσοῦτοι; κατὰ ἡμερησίην ὁδὸν ἐκάστην; ἵπποι τε καὶ ἄνδρες ... ἵππος τε καὶ ἀνήρ.</p> <p>Emphasis on how nothing can stop it (οὔτε νιφετός, οὐκ ὄμβρος, οὐ καῦμα, οὐ νύξ)</p> <p>Delay and therefore emphasis of τὴν ταχίστην.</p> <p>Machine-like working of the system: ὁ ... πρῶτος ... τῷ δευτέρῳ, ὁ δὲ δεύτερος τῷ τρίτῳ/ κατ' ἄλλον καὶ ἄλλον</p> <p>Likening of it to the torch race for cultural familiarity.</p> <p>Mention of the Persian word adds ethnographic interest</p> <p>The second half of the passage moves from the efficiency of the Persians to their exoticism.</p> <p>Contrast between ἡ μὲν δὴ πρώτη / ἡ δὲ δευτέρα</p> <p>ἔτερεψε οὕτω / συνέχεε οὕτω</p> <p>τάς ὁδοὺς .. ἐστόρεσαν / τοὺς κιθῶνας κατερορήξαντο</p> <p>θυσίῃσι τε καὶ εὐπαθειῇσι / βοῇ τε καὶ οἰμωγῇ</p> <p>ἀπλέτω: emphatic position</p> <p>The rejoicing and bewailing are both non-Greek in their extravagance.</p> <p>περὶ αὐτῷ Ξέρξη: brings out cultural contrast with the Persian personality cult of the ruler.</p>		<p><i>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.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>AO1</b> Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b> Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)	<p>ἦν γὰρ ποτε χρόνος: mythopoesis: storytelling opening, setting the story in a mythical past: reinforced by θεοὶ μὲν ἦσαν, θνητὰ δὲ γένη οὐκ ἦν: the story is set at the very dawn of mankind.</p> <p>Fairytale-like: the gods are portrayed as like craftsmen physically manufacturing mankind:</p> <p>emphasis on the mixing and moulding process: τυποῦσιν, μείξαντες, κεράννυται</p> <p>repetition: γῆς ἔνδον .. ἐκ γῆς καὶ πυρὸς ...πυρὶ καὶ γῆ : deliberately using the elements</p> <p>γῆς ἔνδον / ἄγειν αὐτὰ πρὸς φῶς: visual description of bringing the new creation into existence</p> <p>Prometheus and Epimetheus: ‘talking names’</p> <p>semantic doublet: κοσμησαί τε καὶ νεῖμαι and polyptoton of νέμω</p> <p>Direct speech</p> <p>Artistic description of distribution of attributes with contrasts and variation;</p> <p>τοῖς μὲν / τοὺς δ' / τοὺς δὲ / τοῖς δ'</p> <p>balance and contrast of attributes:</p> <p>ἰσχὺν ἄνευ τάχους / ἀσθενεστέρους τάχει, plus many other examples.</p> <p>Movement from guarding against means of mutual destruction to guarding against weather.</p> <p>Repetition of ἐμηχανᾶτο: creates cohesion within variation.</p> <p>πυκναῖς τε θριξίν καὶ στερεοῖς δέρμασιν ἱκανοῖς/δυνατοῖς, χειμῶνα/καύματα</p> <p>Epimetheus' careful and methodical approach emphasised (οὕτως ἐπανισῶν; ταῦτα δὲ ἐμηχανᾶτο εὐλάβειαν): makes the eventual realisation that he has forgotten mankind all the more striking.</p>		<p><i>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.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>AO1</b> Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b> Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(b)	<p>Protagoras is arguing that: the Athenians are right in thinking that one can accept advice on matters of excellence (arete: skills of statesmanship) from anybody, because they believe that anybody has a share in it; they do not think that it is innate but is something taught and acquired; nobody is angry with people who suffer because of nature or fortune; they are angry with those lacking good qualities that can be learned and displaying the opposite evils, for example injustice and impiety; arete is to be acquired by application and learning.</p> <p>The language clarifies and reinforces the argument as follows: makes a distinction: ὅτι μὲν (referring back to what he has previously said) ... ὅτι δὲ (introduces the new point) contrasting language οὐ φύσει ... οὐδ' ἀπὸ τοῦ αὐτομάτου / ἀλλὰ διδακτόν τε καὶ ἐξ ἐπιμελείας : this will be reinforced in the different parts of his argument Prot announces his intentions clearly: τοῦτο πειράσομαι ἀποδειῖξαι φύσει ἢ τύχη anaphora: οὐδεις ... οὐδὲ οὐδὲ οὐδὲ / ἀλλ' ἐλεοῦσιν: pithy powerful closure to the sentence with the very short clause at the end after the lengthy preceding one rhetorical question τίς οὕτως ἀνόητος...; list of (3) things that it would be wrong to criticise: αἰσχροὺς ἢ μικροὺς ἢ ἀσθενεῖς ταῦτα μὲν γὰρ οἶμαι: summarising; temporary conclusion to make sure the audience is on track with the argument similar syntax in ὅσα δὲ ἐξ ἐπιμελείας καὶ ἀσκήσεως καὶ διδαχῆς: triad referring back to original distinction</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>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</p>	<p><b>AO1</b> Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b> Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>που οί τε θυμοὶ γίγνονται καὶ αἱ κολάσεις καὶ αἱ νοθετήσεις:  echoes and reinforces the negative effects of transgressing the  different virtues/excellences of society  ὧν ἔστιν ἐν καὶ ἡ ἀδικία καὶ ἡ ἀσέβεια καὶ συλλήβδην πᾶν τὸ  ἐναντίον τῆς πολιτικῆς ἀρετῆς  : clarifies and explains what he meant by ἀγαθὰ earlier on  θυμοῦται καὶ νοθετεῖ / ἐπιμελείας καὶ μαθήσεως: sums up the  argument with the repetition of similar words again.</p>			
<b>Total for Section B</b>				<b>50</b>		

**APPENDIX 1**

Candidates are expected to demonstrate the following (in the context of the content described).

**AO1 Demonstrate Knowledge and Understanding**

- recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts.

**AO2 Analysis, Evaluation and Presentation**

- (a) analyse, evaluate and respond to classical sources (literary, cultural, material or linguistic) as appropriate;
- (b) select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AO2a and AO2b but, in assigning a mark for AO2, examiners should focus first on 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.

Marking Grid: 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
	10	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding of sources and evidence;</li> <li>Awareness of context.</li> </ul>
Level 5	9–10	<ul style="list-style-type: none"> <li>Specific factual knowledge, selected with care;</li> <li>Fully relevant to the question;</li> <li>Well supported with evidence and reference where required;</li> <li>Strong awareness of context as appropriate.</li> </ul>
Level 4	6–8	<ul style="list-style-type: none"> <li>Generally well chosen factual knowledge;</li> <li>Relevant to the question;</li> <li>Usually supported with evidence and reference where required;</li> <li>Awareness of context as appropriate.</li> </ul>
Level 3	4–5	<ul style="list-style-type: none"> <li>Some factual knowledge, not always well chosen;</li> <li>At least partially relevant to the question;</li> <li>Some supporting evidence and reference where required;</li> <li>Limited awareness of context.</li> </ul>
Level 2	2–3	<ul style="list-style-type: none"> <li>Restricted selection of factual knowledge, possibly including some inaccurate detail;</li> <li>Little evidence of relevance to the question;</li> <li>Occasional use of appropriate supporting evidence;</li> <li>Context occasionally or very superficially indicated.</li> </ul>
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.

<b>Marking Grid: AO2 (a and b)</b>		
(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
	15	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and use of technical vocabulary;</li> <li>• Control of appropriate form and style;</li> <li>• Accuracy of writing.</li> </ul>
Level 5	13–15	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
Level 4	9–12	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or underdeveloped; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
Level 1	0–2	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.

**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)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2015

