

Classical Civilisation

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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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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The **Abbreviations, annotations and conventions** used in the detailed Mark Scheme are:

Mark	Description	Possible Use
	?	Relevance? Where something is accurate but is of limited or no relevance to the question.
	BOD	Benefit of the doubt
	C	Cross credit
HIL	Highlight	Highlight – use this where the candidate has written additional material in another part of script. Highlight where additional material is to go in main answer and also highlight additional material to show that you have seen and marked it.
	Tick 1	AO1
	Tick 2	AO2
	Tick 3	AO3
	^	Omission mark

Rubric errors: Where a candidate has answered additional option/questions you must mark all of the work. SCORIS will then calculate which questions/option will give the candidate the best mark without infringing the rubric and will calculate that mark total.

You **must** check the additional pages at the end of each script for any additional material linking with an earlier response. Where there is additional material mark it as part of the response to the question or sub-question that it relates to. You can link the two responses together by using the ‘handcuff’ annotation.

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
1 (a)	<p>How did the Spartan education system (<i>agoge</i>) prepare boys for life in the army? Use the quotation to help you explain your answer.</p> <p>Candidates need to offer some sort of evaluation of how the education system prepared boys for life in the army.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include several points from the following:</p> <p>Evaluation based on physical hardship as a preparation for fighting:</p> <ul style="list-style-type: none"> • barefoot at all times; • played naked; • food rationed; • had to steal but punished if caught • good survival skills. <p>Evaluation based on development of loyalty to other Spartans and Spartan state:</p> <ul style="list-style-type: none"> • obedience; • love of Sparta; • loved each other; • team work. <p>Credit sensible analysis and award marks according to the marking grids. Do not credit only one cloak with no explanation.</p>	[5] [A03]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
(b)	<p>Describe the duties of the <i>krypteia</i> ('secret police').</p> <p>Answers might include points from the following:</p> <ul style="list-style-type: none"> • to go out in the countryside with minimal rations and live off the land; • hide in the day and patrol the countryside at night; • kill any helot they see as a threat to Sparta; • terrorise helots as an incentive for the others to behave; • become efficient killers. <p>Candidates may explain several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.)</p> <p>Either approach is acceptable and should be credited in line with the marking grids.</p>	[5] [A01]
(c)	<p>Explain why the Spartans treated the Helots harshly.</p> <p>Candidates need to offer some sort of explanation of why the Spartans treated the Helots harshly.</p> <p>Answers might include the following explanations:</p> <p>They had to keep them in a state of fear and oppression to stop them from rebelling because they outnumbered the Spartans;</p> <p>They had rebelled before and the Spartans were fearful of further uprisings;</p> <p>They were slaves in their own land.</p> <p>The Spartans needed more land so they took over the fertile soil in Messenia.</p> <p>The Spartans needed the Helots to work the land to support the Spartans so that they could concentrate on the military.</p> <p>The women (unlike other Greek women) were not considered inferior to men and not given menial tasks so the helots had to do them.</p> <p>Also the Spartan population was small so they needed the extra labour.</p>	[5] [A02]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
2 (a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>How did Spartan mothers bring up their sons? Use the quotation to help you to explain your answer.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include points from the following:</p> <p>The quotation may be used to explain that Spartan mothers brought their sons up to be good soldiers, brave and loyal to Sparta and never to give up in battle.</p> <p>Other analysis of what Spartan mothers did may include some of the following:</p> <p>Handed them over to see if they were worthy of being raised. Raised boys until they were 7 then sent them off to be educated. Did not pamper the children in any way. Boys would be encouraged to do physical exercise. Let children cry to make them tough. Taught them Spartan values.</p>	[5] [A03]
(b)	<p>What other things did Spartan women do to help Sparta?</p> <p>Answers might include points from the following:</p> <p>Produced healthy sons for the army or daughters to breed more sons. Ran the household and land while the men were away. Supervised the helots and made sure they made the clothes and produced the food. Jeered at men if they were cowards to encourage bravery.</p> <p>Credit any other valid point which a candidate raises.</p>	[5] [A01]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	<p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.)</p> <p>Either approach is acceptable and should be credited in line with the marking grids.</p> <p>As the question is an A01 question, there is no need for candidates to explain how each chosen thing helped Sparta but credit will be given for a developed point which includes explanation.</p>	
(c)	<p>Explain what other Greeks thought about Spartan women.</p> <p>Answers might explain some of the points from the following:</p> <p>They were strong and muscular and sun tanned because they did exercise and went outside and other Greek women did not do things like that.</p> <p>They were seen as outspoken or bossy because they criticised their husbands.</p> <p>They were seen to be sexy as they flashed their thighs while other Greek women were covered up.</p> <p>They got involved with horse training while other Greek women stayed at home.</p> <p>They were unfeminine as they did not weave the clothes which was the job of women in other Greek states.</p> <p>They possessed too much freedom as they did not live in women's quarters like other Greek women.</p> <p>They were seen to be bad mothers as they sent their sons away.</p> <p>They were promiscuous as they slept with men other than their husbands.</p>	[5] [A02]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
3 (a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>Use the passage to help you explain Spartan fighting methods.</p> <p>Answers might explain some of the points from the following:</p> <p>Phalanx formation with each man's shield protecting half of the man next to him. Took the places of fallen comrades in the front line.</p> <p>Used spears and swords - stabbed with spears then used swords to fight at close quarters.</p> <p>Wore red cloaks to maintain morale and intimidate the enemy.</p> <p>Sometimes pretended to retreat so as to trick the enemy.</p> <p>Were trained to die rather than surrender so as to be victorious in battle</p> <p>Used music to give instructions in battle for efficient communication</p> <p>Allowed the enemy to flee instead of fighting</p> <p>A list of details with no explicit explanation should not be credited above the some band.</p>	[5] [A02]
(b)	<p>Briefly outline what happened at Thermopylae.</p> <p>Most of the information will come from Herodotus.</p> <p>King Leonidas and only 300 men held back the massive Persian army of Xerxes at the narrow pass of Thermopylae which gave the rest of the Greek allies time to prepare the defences elsewhere.</p> <p>Used phalanx formation.</p> <p>Were betrayed by Ephialtes who told the Persians about another path.</p> <p>All the Spartans fought to the death.</p>	[5] [A01]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
(c)	<p>Explain why the army was important to the survival of Sparta.</p> <p>Candidates need to offer some sort of analysis of why the army was important to the survival of Sparta.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include points from the following:</p> <p>Their reputation was a deterrent and prevented invasion. Maintained their way of life and isolation so that they were not influenced by other cultures. Made sure they had enough food/wealth to live because they did not trade. Kept Helots in check/fear to prevent rebellion. The army was the society's only protection because the Spartans did not have walls.</p>	<p>[5] [A03]</p>

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
4	<p>The essay marking grid should be used to mark section B. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A mark should be awarded for each Assessment Objective in line with the marking grid (A01 = maximum 11, A02 = maximum 8, A03 = maximum 11). The off-page comment function should be used to indicate the mark for each AO, as follows: A01 = .../11 A02 =.../8 A03=.../11</p> <p>The total out of 30 should be entered as the item level mark for the question. To access the off page comment, go to toggle comment. There will be the option of item level comment. Add the AO's (as shown above) in the space at the bottom of the screen. No further comment is necessary as the mark awarded for each AO will indicate the level that it is in and therefore the extent to which it has met the criteria for that level.</p> <p>'A perfect balance of power.' To what extent is this a fair assessment of the Spartan government?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • the different parts of the government; • the power the different parts had over each another; • anything else you think is significant. <p>Answers may include factual details about Spartan government: Kings:</p> <ul style="list-style-type: none"> • two kings from hereditary families • acted as judges or priests in city but main duties as commanders in war. <p><i>Ephors:</i></p> <ul style="list-style-type: none"> • there were five each year and it appears no one was <i>ephor</i> more than once • the <i>ephors</i> could influence the king and summon the assembly and the <i>gerousia</i> • they had judicial and punitive powers and could bring other officials to trial and sentence non-Spartiates to death 	[30]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> they supervised military life and received booty. <p><i>Gerousia:</i></p> <ul style="list-style-type: none"> the <i>Gerousia</i> was a body of old men from noble families who were appointed by the <i>Apella</i> for life this council was composed of the two kings plus 28 Spartiates past 60 the <i>Gerousia</i> presented matters to the <i>Apella</i> gave advice and tried criminals. <p><i>Apella (Ecclesia):</i></p> <ul style="list-style-type: none"> the Spartan Assembly or <i>Ecclesia</i> was restricted to Spartiate men over 30 who met when summoned by the <i>ephors</i> or <i>Gerousia</i> speeches were made by kings, the elders, and <i>ephors</i> they could only vote yes or no if "crooked" their vote could be vetoed by the <i>Gerousia</i>. <p>Answers should demonstrate understanding of the different responsibilities (as shown above) and evaluate the system of counterbalance:</p> <ul style="list-style-type: none"> each part of the system provided a check on other parts – the kings were members of the <i>Gerousia</i>, the <i>ephors</i> supervise the kings on campaigns, the <i>ephors</i> and <i>Gerousia</i> could depose the king, each king checked up on the other king, the <i>Gerousia</i> prepared business for the <i>ecclesia</i> and could veto their decision, the assembly chose the <i>Gerousia</i>, the <i>ephors</i> were only in their post for a year. judicial functions were divided between the different parts of the government no one part was above the control of at least one other part all the parts of the system had a different role and worked together as one whole. <p>This explanation is likely to be included with the description of the roles of the different parts.</p>	

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
5	<p>‘Spartan society was so unnatural that it was never likely to have long-term success.’ To what extent is this a fair assessment of Spartan society?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • the unusual features of the way the Spartans lived; • how easy it would be to carry on like that for a long period of time; • anything else you think is significant. <p>Answers might include factual details about the different elements of Spartan society such as the women, Spartiates, perioikoi and helots.</p> <p>Failure to trade with other Greeks Did not think for themselves Built a city without walls Making everyone be a soldier Harshness of upbringing and warfare leads to continual depletion of population Constant pursuit of the policy of isolationism Lack of family unit Enslaved the majority of the indigenous population Relied too much on slaves who were too numerous and could overthrow them Lack of education/brainwashing Concept of <i>eunomia</i> Creativity and curiosity was discouraged</p> <p>Answers should demonstrate understanding of some of these ‘unnatural’ points about Spartan society (as shown above) and evaluate their possible impact, both positive and negative, on long term success. ‘Unnatural’ may be considered from an ancient or modern perspective.</p>	[30]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
6 (a)	<p>Describe the layout of a typical town house (<i>domus</i>).</p> <p>Answers might include points from the following:</p> <p>Shops at the front Atrium with impluvium and compluvium Peristyle garden inside Small bedrooms Study Dining rooms</p> <p>Allow small high windows</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids. Candidates who only offer a list of rooms without any indication of their position in a domus should not be awarded more than some. Credit a candidate who labels the diagram. Give credit according to the grid.</p>	[5] [A01]
(b)	<p>Explain the advantages this type of layout gave a Pompeian family.</p> <p>Answers might include explanation of some of the following:</p> <p>Garden in middle away from noisy streets Colonnade (in peristyle garden) provided shade from hot sun Open atrium provided light and air Impluvium provided a supply of water</p>	[5] [A03]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	Dining rooms important as entertaining at home is usual evening activity Public areas flashy as the Romans like to demonstrate wealth Small kitchen (as slaves did the cooking) so that space that could be used by the family wasn't wasted. Small high windows to keep cool in summer and warmer in winter.	
(c)	Explain how a typical Pompeian town house (domus) might have been decorated Candidates might validly approach this question in several ways. They might discuss furnishing and decoration such as wall paintings including architectural designs or wall panels with scenes from mythology or still life type pictures or mosaic floors with designs such as a battle design, minimal furniture including couches, tables and chests, lararium, statues in the garden. Credit candidates who have considered the image the owners wanted to promote of themselves and/or how frescoes and mosaics were executed. A list of details with no explicit explanation should not be credited above the some band.	[5] [A02]
7 (a)	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question. Explain how candidates tried to get people to vote for them. Use the text to help you. To advertise themselves: They could have slogans painted on the walls Patrons get clients to campaign for them Made speeches in the forum Pay for public buildings To gain popularity: Put on games Pay for plays at the theatre Pay for people to go to the baths to win popularity	[5] [A03]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	<p>Give out free bread.</p> <p>Pay people to act as agents and bribe people.</p> <p>A list of details with no explicit explanation should not be credited above the some band.</p>	
(b)	<p>For what other purposes did people write on the walls in Pompeii.</p> <p>Answers might explain some of the points from the following:</p> <p>Personal: To say they love someone To leave a message Supplication</p> <p>Business: To advertise their business e.g. bakery</p> <p>Public: To advertise a gladiator show To advertise a play To make a public announcement in the forum</p> <p>Do not credit canvassing for votes as this is in the previous question.</p>	[5] [A02]
(c)	<p>Outline the duties and responsibilities of the aediles (magistrates).</p> <p>Candidates might discuss the following:</p> <p>Supervised public markets Supervised 'police force'</p>	[5] [A01]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	<p>Took care of public baths In charge of theatre and amphitheatre In charge of water supply In charge of sewers which is vital for a town Responsible for road maintenance Made sure taxes spent wisely Upkeep of public temples</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids.</p>	
8 (a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>Describe the main features of the amphitheatre in Pompeii. Use the picture to help you.</p> <p>Circular/oval shape Tiered seating for 15-20,000 people Better seats at the front for important people Awning Sand in the arena No roof Stone seats Two entrances/exits from the arena via tunnels Triangular stairways outside</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids. Do not credit references to the Colosseum.</p>	[5] [A01]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
(b)	<p>Explain the different ways in which the amphitheatre was used</p> <p>Candidates need to offer some sort of explanation of the different uses of the amphitheatre.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include points from the following:</p> <p>Used by candidates to please people with shows so they would vote for them Socialise with friends and family. Attracting visitors and money The shows that took place there – gladiator and animal</p> <p>Allow executions</p> <p>Do not credit flooding of the amphitheatre.</p>	[5] [A02]
(c)	<p>Explain why the riot broke out in the Pompeian amphitheatre.</p> <p>Candidates might comment on the different stages of the riot breaking out as told by Tacitus:</p> <p>There was local rivalry between the Pompeians and the town of Nuceria This escalated at the gladiatorial show put on by Livineius Regulus in AD59. This rivalry led to the two factions hurling verbal insults. This led to fighting with stones and then swords which spilled out into the streets.</p> <p>Also credit candidates who comment on consequences; that shows were banned for 10 years and Livineius was sent into exile.</p>	[5] [A03]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<p>The essay marking grid should be used to mark section B. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A mark should be awarded for each Assessment Objective in line with the marking grid (A01 = maximum 11, A02 = maximum 8, A03 = maximum 11). The off-page comment function should be used to indicate the mark for each AO, as follows: A01 = ../11 A02 = ../8 A03 = ../11</p> <p>The total out of 30 should be entered as the item level mark for the question. To access the off page comment, go to toggle comment. There will be the option of item level comment. Add the AO's (as shown above) in the space at the bottom of the screen. No further comment is necessary as the mark awarded for each AO will indicate the level that it is in and therefore the extent to which it has met the criteria for that level.</p>	
9	<p>To what extent does the Forum in Pompeii reflect the values and priorities of the citizens?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • the buildings and other features in the Forum; • what these tell us about the people who used the Forum; • anything else you think is significant. <p>Values and priorities might include:</p> <ul style="list-style-type: none"> • law and order; • trade and prosperity; • religion; • relaxation; • socialising; • entertainment; • education; 	[30]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • prestige; • family. <p>Factual content may relate to the following: Commercial buildings; Macellum, Eumachia, Weights and Measures, Granaries, Graffiti testifies that traders' stalls were set up in the open area. Political Buildings; Offices, Aediles/Duovirs, Basilica, Comitium. Election posters and graffiti/statues of leading Pompeians. Religious buildings; Temples of Jupiter/Apollo/Emperor (Lares).</p> <p>Candidates should address to what extent the forum does and does not reflect the values and priorities of the citizens. Allow credit for candidates to discuss life outside the forum such as the theatre, homes, brothels, thermopolia, which also reflect the values and priorities of the Pompeians.</p>	
10	<p>'Watching a comedy was an enjoyable experience for a Pompeian.' To what extent do you agree with this statement?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • the experience of being in the theatre; • what happened on stage; • anything else you think is significant. <p>Factual content may include:</p> <ul style="list-style-type: none"> • day out for the family, • attractive surroundings, • awning for shade, • you could bring a picnic or buy a snack. • the size of the theatre was perfect for a big crowd • big stage at front for actors with backdrop of usually three houses. 	[30]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> lots of space for musicians and dancing about and slapstick audience could join in by shouting <p>Candidates may write about the typical plots and why the Romans enjoyed them.</p> <p>Young man leading wild life is often in love with an unsuitable girl. His father the grumpy old man disapproves and the cheeky slave gets the young man in and out of trouble. The unsuitable girl turns out to be a long lost respectable girl so the young man can marry her after all so they all live happily ever after.</p> <p>Lower class people liked to see the slave get the better of the master.</p> <p>Slapstick entertained the audience</p> <p>Grotesque masks provided comedy as did funny padded costumes</p> <p>Liked shouting out and joining in</p> <p>Dirty jokes</p> <p>Escape from reality of hard lives</p> <p>Answers should evaluate based on the question, assessing whether people would have been comfortable on the stone seats, what they would have found funny, whether they would have found the play too predictable.</p>	

Marking grids for GCSE Classical Civilisation, Unit A351, A352 and A353

Source based (Section A in Higher)

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

Essays (Section B in Higher)

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

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