

# **Classical Civilisation**

General Certificate of Secondary Education

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

## **Mark Scheme for June 2011**

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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
	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	AO1
	Tick 3	AO1
	^	Omission mark

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
1	(a) <b>Which goddess is shown in the picture? How can you tell? Answer in detail.</b>  The goddess shown is Athene. (If the goddess is not identified as Athene answer should not be credited above the 'sound' band).  Responses should identify features from the picture that show us that this is Athene and interpret why the chosen features tell us this. Do not credit features that are not shown.  Identifying features: <ul style="list-style-type: none"> <li>• shield</li> <li>• helmet</li> <li>• spear</li> <li>• aegis</li> <li>• Gorgon's head.</li> </ul> Candidates may give a wide range of identifying features or may discuss several features in more detail. They may explain that the armour/spear show the goddess is Athene because they represent that she is goddess of strategy in warfare. They may discuss the medusa story as explanation of why the gorgon's head shows that the goddess is Athene. Credit sensible analysis and award marks according to the marking grids. (A list of features with no detail should not be credited above the 'sound' band).  Credit sensible analysis and award marks according to the marking grids. (A list of features with no detail should not be credited above the 'sound' band).	<b>[5]</b> <b>AO3</b>

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	<p><b>(b) What were the responsibilities of this goddess?</b></p> <p>Accept any reasonable responsibilities based on any of the following:</p> <ul style="list-style-type: none"> <li>• founder of Athens</li> <li>• tactical warfare</li> <li>• weaving</li> <li>• handicrafts</li> <li>• wisdom.</li> </ul> <p>Candidates may present a range of responsibilities or may give greater detail about several responsibilities. Either approach is valid. Credit in line with the marking grid.</p>	<p><b>[5]</b> <b>AO1</b></p>
	<p><b>(c) Explain how the Athenians worshipped this goddess at the Panathenaia.</b></p> <p>Detailed explanation based on the following aspects of the Panathenaia.</p> <ul style="list-style-type: none"> <li>• grand procession through Athens towards the Acropolis and temple Athene</li> <li>• at the end of this, a new peplos was presented to the statue of Athene on the Acropolis</li> <li>• inter-deme competitions</li> <li>• sacrifice of the animals to Athene which had been part of the procession</li> <li>• great feast of sacrificial meat.</li> </ul> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	<p><b>[5]</b> <b>AO2</b></p>
2	<p><b>(a) What did tragic actors, such as the ones in the picture, wear?</b></p> <p>Items that tragic actors wore:</p> <ul style="list-style-type: none"> <li>• flowing robes</li> <li>• patterned robes</li> <li>• special boots</li> <li>• heavy/stiff robes</li> <li>• masks.</li> </ul> <p>Answers may list the range of different items that they wore or may go into more detail on several of the items.</p>	<p><b>[5]</b> <b>AO1</b></p>

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
(b)	<p><b>Explain how their costumes and masks contributed to their performance on stage.</b></p> <p>Answers should explain how costumes and masks contributed to performance. They did this in several ways:</p> <p>Masks</p> <ul style="list-style-type: none"> <li>• identification of character at a distance as facial features and expressions exaggerated</li> <li>• ability to disguise men as women</li> <li>• explanation based on enhanced acoustics with protruding mouth used to amplify voice should be credited, (though this theory has been largely discredited).</li> <li>• credit ways in which mask might inhibit performance, e.g. by impeding movement, by covering face and so preventing facial expression showing emotion.</li> </ul> <p>Costume</p> <ul style="list-style-type: none"> <li>• identification of character through set clothing and bold patterns and colours where appropriate</li> <li>• movement enhanced by flowing robes, or inhibited by stiff ones</li> <li>• ability to disguise men as women</li> <li>• realism of plot</li> <li>• credit explanation based on comic effect as candidates may have taken question (b) to include comic as well as tragic actors.</li> </ul> <p>Accept reasonable explanation based on aspects of costumes and/or masks. If an answer discusses only costumes or masks, it should not be credited above the 'sound' level.</p>	<p><b>[5]</b> <b>AO2</b></p>

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	<p><b>(c) Imagine you are an Athenian. Would you rather have watched a tragedy or a comedy? Explain your choice.</b></p> <p>Candidates might approach this question in a variety of ways. They might consider:</p> <ul style="list-style-type: none"> <li>• scenery</li> <li>• costumes</li> <li>• acting styles</li> <li>• song and dance</li> <li>• use of the chorus</li> <li>• political aspects</li> </ul> <p>Alternatively they might consider the differences in plotline between the comic/sexual plots of comedy with the content of a typical tragedy. Accept any reasonable argument based on aspects of drama. Some candidates may consider both sides and compare tragedy and comedy while others may explain their preference for one only. Either approach is acceptable, mark in line with the marking grids.</p> <p>Answers must be based on an Athenian perspective – where candidates merely give a personal response that is not rooted in the ancient world they should not be credited above the ‘some’ level.</p>	<b>[5] AO3</b>
<b>3</b>	<p><b>(a) What happened to an animal throughout a sacrifice?</b></p> <p>Description of the following: Preparations</p> <ul style="list-style-type: none"> <li>• The animal was taken from market and led through the streets.</li> <li>• Ribbons were put on the head and the horns were painted</li> <li>• Water was poured on the animal’s head, causing it to nod</li> </ul> <p>Killing</p> <ul style="list-style-type: none"> <li>• The animal was then hit to stun it</li> <li>• The animal’s throat was cut to kill it</li> </ul> <p>Treatment of animal after death</p> <ul style="list-style-type: none"> <li>• The thigh bones were burnt</li> <li>• The entrails were examined</li> <li>• The rest of the meat was shared out among all the participants.</li> </ul>	<b>[5] AO1</b>

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	Candidates may list a range of different things that happened to the animal or go into more detail on several aspects. For 'thorough' the response should include some aspect of preparations, the process of killing and what happened after the animal was dead.	
(b)	<p><b>Explain the role of the participants at a sacrifice.</b></p> <p>Responses may mention some of the following participants and roles.</p> <ul style="list-style-type: none"> <li>• priest – poured water on animal's head, prayed and cut the animal's throat</li> <li>• maiden – carried basket full of barley grain</li> <li>• flute player – played throughout the ceremony</li> <li>• attendant – to stun the animal</li> <li>• the mantis – to read the entrails</li> <li>• spectators – shared in the meat</li> <li>• all participants – scattering barley.</li> </ul> <p>Candidates may explain the role of a range of participants more briefly or may discuss several in more detail. Either approach is valid, but there must be explanation and not just a list. Where candidates discuss participants in general and do not explain the roles of specific participants do not award marks above the 'limited' level. Credit answers in line with the marking grids.</p>	[5] AO2
(c)	<p><b>Explain why sacrifices were important to the Athenians.</b></p> <p>Accept any reasonable opinion about why sacrifices were important to the Athenians based on any of the following:</p> <ul style="list-style-type: none"> <li>• Means of ensuring the goodwill of the gods</li> <li>• Opportunity to ask for a favour or blessing from the gods</li> <li>• Chance to divine the will of the gods</li> <li>• Unified the state</li> <li>• Provided an opportunity to eat meat in a society where it was not regularly available.</li> </ul>	[5] AO3
	<b>Total:</b>	<b>[30]</b>

Option 1: Athens		
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>'Just an excuse to eat, drink and be merry.' To what extent do you think that this is an adequate description of a symposium?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> <li>• what happened before and during a symposium</li> <li>• reasons for holding a symposium</li> <li>• anything else that you think is significant</li> </ul> <p>Answers should include information about all areas of the symposium:</p> <ul style="list-style-type: none"> <li>• organisation;</li> <li>• preparation of food;</li> <li>• invitations;</li> <li>• preparation of andron;</li> <li>• drinking;</li> <li>• games;</li> <li>• entertainers;</li> </ul>	[30]

Option 1: Athens		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• discussion;</li> <li>• prostitutes etc.</li> </ul> <p>Answers should demonstrate understanding of the significance of these areas of the symposium.</p> <p>Answers should evaluate why a symposium is more than an excuse to eat, drink and be merry. Some may argue that it was not more than this.</p> <p>Areas for consideration might be:</p> <ul style="list-style-type: none"> <li>• serious opportunity for philosophical discussion;</li> <li>• opportunity to foster new or profitable relationships in both commercial, political and family aspects of life;</li> <li>• as a way to promote the family's image.</li> </ul>	
5	<p><b>Why was the City Dionysia an important event for an Athenian?</b></p> <p><b>In your answer you might want to discuss:</b></p> <ul style="list-style-type: none"> <li>• <b>the different activities which took place during the city Dionysia;</b></li> <li>• <b>the importance of each event;</b></li> <li>• <b>anything else that you think is significant;</b></li> </ul> <p>Answers should include information about what took place during the Dionysia.</p> <p>This might include:</p> <ul style="list-style-type: none"> <li>• preparations for the festival, especially for the plays;</li> <li>• processions;</li> <li>• competitions between the demes;</li> <li>• sacrifice and distribution of meat;</li> <li>• display of tribute money;</li> <li>• parade of orphaned boys;</li> <li>• drama;</li> <li>• judging of drama.</li> </ul>	[30]

Option 1: Athens		
Section B		
Question Number	Answer	Max Mark
	<p>Answers should evaluate why and how each of these elements was important for an Athenian. Areas for consideration might be:</p> <ul style="list-style-type: none"> <li>• worship of Dionysos to ensure continuing favour of the god for fertility;</li> <li>• parade of tribute is symbolic of the city's continuing success;</li> <li>• competition between demes important because demes were central to citizenship, promotion of pride in demes also promoted civic pride;</li> <li>• emphasised difference of non-Athenians (because they could not take part in all aspects of the festival) and emphasised the superiority of the citizens;</li> <li>• honours Athens' leading citizens;</li> <li>• the meat for city's poor;</li> <li>• raises the significance of drama;</li> <li>• the act of communal worship;</li> <li>• the enjoyment of civic pageantry.</li> </ul>	
	<b>Total:</b>	<b>[60]</b>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
6	<p>(a) <b>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</b></p> <p><b>Which goddess is shown in the picture? How can you tell? Answer in detail.</b></p> <p>The goddess shown is Minerva. (If the goddess is not identified as Minerva answer should not be credited above the 'sound' band. Do not credit identification as Athene, but if candidate says Minerva (Athene) Athene/Minerva or similar this is acceptable).</p> <p>Responses should identify features from the picture that show us that this is Minerva and interpret why the chosen features tell us this. Do not credit features that are not shown.</p> <p>Identifying features:</p> <ul style="list-style-type: none"> <li>• helmet</li> <li>• owl</li> <li>• aegis</li> <li>• Gorgon's head.</li> </ul> <p>Candidates may give a wide range of identifying features or may discuss several features in more detail. They may explain that the helmet shows the goddess is Minerva because the helmet represents that she is goddess of strategy in warfare. Do not credit the explanation that she is shown with the owl because she is the goddess of wisdom – the owl should be credited as an identifying feature but is associated with wisdom because of its association with Athene and Minerva, not vice versa). Candidates may discuss that symbols associated with Athene became associated with Minerva.</p> <p>Credit sensible analysis and award marks according to the marking grids. (A list of features with no detail should not be credited above the 'sound' band).</p>	<p>[5] AO3</p>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
	<p><b>(b) What were the responsibilities of this goddess?</b></p> <ul style="list-style-type: none"> <li>• Warfare – helping people in battle, watching over battlefields, tactics in a battle, campaign or war.</li> <li>• Wisdom – learning and ideas,</li> <li>• Domestic crafts such as working wool, weaving, spinning, making clothes for the family.</li> </ul> <p>Candidates may present a range of responsibilities or may give greater detail about several responsibilities. Either approach is valid. Credit in line with the marking grid.</p>	[5] AO1
	<p><b>(c) Explain how the gods and goddesses were worshipped within a Roman household.</b></p> <p>Answers should include detailed explanation based on the roles and duties of the paterfamilias as the religious head of the family. These included:</p> <ul style="list-style-type: none"> <li>• gathering the family each morning at the family shrine</li> <li>• worship of the spirits of the family's ancestors, the Lares</li> <li>• worship of the Penates before a meal</li> <li>• making offerings to the correct gods at important rites of passage.</li> </ul> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	[5] AO2
7	<p><b>(a) What jobs did slaves, such as the ones in the picture, do in a Roman household?</b></p> <ul style="list-style-type: none"> <li>• Shopping</li> <li>• Serving during a dinner</li> <li>• Weaving</li> <li>• Fetch Water</li> <li>• Accompany the master</li> <li>• Gratifying sexual needs of their owners</li> <li>• Supervise the children's education</li> <li>• Farm</li> <li>• Cooking</li> </ul>	[5] AO1

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Hairdressing</li> <li>• Working in the master's business.</li> </ul> <p>Candidates may list a range of jobs or may give a more detailed account of several jobs.</p>	
(b)	<p><b>Explain how people became slaves in Roman society.</b></p> <p>Responses should explain whichever ways of becoming a slave they choose to discuss. Candidates may explain that people were:</p> <ul style="list-style-type: none"> <li>• Born in to slavery and so legally a slave and property of parents' owner.</li> <li>• Captured in war and passed into ownership of captor</li> <li>• Captured and sold by pirates or brigands.</li> </ul> <p>Accept debt as a means by which people might fall into slavery. Accept the explanation that some criminals might be sentenced to work as slaves as gladiators or in the mines. Credit any other reasonable explanation based on a correct way in which people became slaves. Where responses consist only of a list with no explanation do not credit above 'some' level.</p>	[5] AO2
(c)	<p><b>Why do you think slaves were important for the Romans?</b></p> <p>Candidates may approach this question in a number of ways.</p> <p>Answers will probably comment on the range of duties a slave might be expected to perform but should discuss the importance of these to the Romans and not simply list tasks. A list of tasks should not be credited above 'limited'. Better answers will consider the wider importance of slavery such as:</p> <ul style="list-style-type: none"> <li>• Slaves might enhance the household's image and status</li> <li>• Might offer a degree of self-sufficiency and provide more free time</li> <li>• Slaves might have special skills.</li> </ul> <p>Some responses may interpret the question as meaning 'the Roman people' or 'Rome' and so discuss state slaves or the contribution of slavery to the success/wealth of Rome. This is an acceptable interpretation and answers that take this approach should be credited in line with the marking grids.</p>	[5] AO3

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
8	<p><b>(a) What equipment, such as that in the picture, was used for reading and writing in a Roman school?</b></p> <p>Tabulae - wooden tablets with wax on them, several of these could be bound together into a booklet.            Stilus – thin stick of metal of bone with one pointy end one flat end            Inkwell            Ink – this was usually made of soot            Pen for using with ink            Scroll - roll of papyrus</p> <p>Candidates may give list a range of equipment or may give more detail about several pieces of equipment.</p> <p>Latin names are not required for full marks</p>	<p><b>[5]</b> <b>AO1</b></p>
	<p><b>(b) Explain how this equipment was used in a Roman school.</b></p> <p>Tabulae and stilus were used for writing – the wooden tablets covered with a thin film of wax, this was written on by pressing into the wax with the pointy end of the stylus to inscribe letters. These could be erased by scraping the flat end of the stilus over the wax to flatten it out again, meaning the tablets could be used again.            The inkwell, ink and pen were used for writing, with the pen being dipped into the ink and then letters written on the papyrus. Unlike the letters written on the wax tabulae these letters could not be erased so students would not be likely to use these to practice letters.            Written papyri would also be used to practise reading.</p> <p>If a candidate has included explanation of how equipment was used in (a) and not in (b) please credit under (b). Please indicate this by using 'C' symbol (see list of annotations) and marking section to be cross credited with this symbol.</p>	<p><b>[5]</b> <b>AO2</b></p>

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
(c)	<p><b>Imagine that you are a Roman boy. Do you enjoy your lessons with the <i>grammaticus</i>? Give reasons for your answer.</b></p> <p>Answers might consider what was taught and how it was taught. The <i>Grammaticus</i> covered:</p> <ul style="list-style-type: none"> <li>• learning of Latin and Greek literature</li> <li>• reciting passages</li> <li>• comment on grammar, figures of speech, use of mythology</li> </ul> <p>As for enjoyment, look for some understanding of the following:</p> <ul style="list-style-type: none"> <li>• classroom environment</li> <li>• teaching methods</li> <li>• content of lessons</li> <li>• relevance for later life.</li> </ul> <p>Candidates may argue that they did not enjoy the lessons, which is an acceptable approach if based on what was taught by the <i>grammaticus</i>. They may also approach this question by comparing a boy's education with a girl's (arguing for example that they enjoy/ don't enjoy their lessons as they go out to school unlike girls who stay home).</p> <p>If candidates discuss other stages of education than that provided by the <i>grammaticus</i> these should not be credited unless these are used to make a comparison with the <i>grammaticus</i> .</p> <p>Answers must be based on a Roman perspective – where candidates merely give a personal response that is not rooted in the ancient world they should not be credited above the 'some' level.</p>	<p><b>[5]</b> <b>AO3</b></p>
<b>Total:</b>		<b>[30]</b>

Option 2: Rome		
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 marks for 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>'Romans watched chariot-racing only because it was dangerous'. To what extent do you think that this statement is accurate? In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> <li>• what happened during a day at the races;</li> <li>• the different reasons for the audience enjoying the day;</li> <li>• anything else that you think is significant.</li> </ul> <p>Candidates might discuss the following parts of chariot racing which were associated with danger.</p> <p>These will include:</p> <ul style="list-style-type: none"> <li>• speeds the chariots reached and the dangers this brought;</li> <li>• possibilities of collisions with other chariots or with the spina;</li> <li>• dangers of cornering and hitting the meta;</li> <li>• becoming entangled in reins;</li> <li>• crashing and falling out and being run over by the other chariots.</li> </ul>	[30]

Option 2: Rome		
Section B		
Question Number	Answer	Max Mark
	<p>Answers should demonstrate understanding of how and why the above might increase the enjoyment levels of the crowd.</p> <p>However, there are other areas of chariot racing which would have appealed and were not really connected with danger. Possible areas for discussion might be:</p> <ul style="list-style-type: none"> <li>• team sport;</li> <li>• gambling;</li> <li>• audience participation;</li> <li>• idolisation;</li> <li>• visual spectacle;</li> <li>• thrill of the race;</li> <li>• atmosphere;</li> <li>• magnificence of surroundings;</li> <li>• charioteers' skill;</li> <li>• socialising;</li> <li>• holiday.</li> </ul> <p>Answers should evaluate extent to which it was or was not just about the danger. This may be done throughout the essay.</p>	
10	<p><b>To what extent do you think that a Roman wife led a fulfilling life?</b></p> <p><b>In your answer, you might want to discuss</b></p> <ul style="list-style-type: none"> <li>• <b>the various duties a roman wife was expected to carry out;</b></li> <li>• <b>her status in Roman society;</b></li> <li>• <b>anything else that you think is significant.</b></li> </ul> <p>Candidates might discuss the duties were expected to perform. These could include:</p> <ul style="list-style-type: none"> <li>• managing the household</li> <li>• assigning the various duties to the slaves and to check they were being carried out properly</li> <li>• managing the spinning and weaving</li> <li>• produce and bring up the children</li> </ul>	[30]

Option 2: Rome		
Section B		
Question Number	Answer	Max Mark
	<p>Answers should demonstrate understanding of the importance of women and the way they were viewed by society. Areas for consideration might be: no say in the political system, was under the control of her paterfamilias, was regarded as a minor in Roman law.</p> <p>However answers might note that the position of women was also dependent on wealth, that she gained more freedom over time and largely depended on what her husband was like, answers might also note that successfully carrying out her duties would add to her status and the status of her household in society's eyes. Marriage itself brought status and a wife might increase the status of her husband's family, which could be viewed as being fulfilling in Roman society.</p> <p>Responses might also consider some of the freedoms women enjoyed such as having their own friends and attending the theatre, amphitheatre, baths and dinner-parties, and could own property and businesses.</p>	
<b>Total:</b>		<b>[60]</b>

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

## Source based (Section B in Foundation, 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.
<b>Thorough</b>	<b>5</b>	<b>5</b>	<b>5</b>
	Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	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>4</b>	<b>4</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.	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>3</b>	<b>3</b>	<b>3</b>
	Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	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>2</b>	<b>2</b>	<b>2</b>
	Demonstrates <b>limited</b> relevant knowledge and information.	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.	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.

## Essays (Section B in Higher)

	<b>A01</b> <b>Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.</b>	<b>A02</b> <b>Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.</b>	<b>A03</b> <b>Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.</b>
<b>Thorough</b>	<b>9-11</b> Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	<b>7-8</b> Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>9-11</b> <b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</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>	<b>5-6</b> Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>7-8</b> <b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>5-6</b> Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	<b>3-4</b> Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>5-6</b> <b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
<b>Limited</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>	<b>2</b> Demonstrates <b>limited</b> understanding of evidence.	<b>3-4</b> <b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.
<b>Minimal/None</b>	<b>0-2</b> Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	<b>0-1</b> Demonstrates <b>minimal or no</b> understanding of evidence.	<b>0-2</b> <b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

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