

## **GCSE**

### **Classical Civilisation**

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

General Certificate of Secondary Education

### **Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

| Annotation  | Meaning          |
|---|------------------|
|    | Unclear          |
|    | Benefit of doubt |
|    | Cross credit     |
|    | Cross            |
| N/A   | Highlight        |
|    |                  |
|    |                  |
|   | Off page comment |
|    | Repetition       |
|    | Tick             |
|    | AO1              |
|  | AO2              |
|  | AO3              |
|  | Omission mark    |

**Subject-specific Marking Instructions**

Examiners are reminded that all answers should be marked with reference to the levels of response marking grid in Appendix 1 of this Mark Scheme. The suggested answers given in the Mark Scheme are indicative only and examiners are reminded that they should credit any accurate points that address the question.

- If a candidate answers too many questions please mark all parts and award marks of the best answer. eg if all three context passages are done, all questions are marked and the best two questions are to count
- In answers to section A, part (a), material must be related to the printed passage. Direct quotations are not necessary for marks, but answers should contain clear references to the text.

Assessors are advised to use the 'On-screen mark confirmation' feature available in the tool menu under options to ensure that the mark entered for the scripts is the one intended by the marker.

Assessors are advised to use number key pad to enter marks instead of the drop down menu to reduce the possibility of entering NR by mistake.

## Section A

| Question |     | Answer   | Marks | Guidance  |   |
|----------|-----|--|-------|---|---|
|          |     |  |       | Content   | Levels of response  |
| 1        | (a) | Poseidon (1 mark)<br>Plus any four points from: <ul style="list-style-type: none"> <li>• Trident</li> <li>• Fish (-tails), dolphins</li> <li>• Horse</li> <li>• Chariot</li> <li>• Beard, muscular</li> <li>• Allow Crown</li> <li>• God of the sea</li> <li>• God of earthquakes</li> <li>• God of horses</li> </ul>  | 5     | Use marking grid  | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | Accept any reasonable understanding based on any of the following: <ul style="list-style-type: none"> <li>• To ask a favour</li> <li>• To honour the god(s)</li> <li>• Protect their city</li> <li>• Fear of the god(s)</li> <li>• To look after/protect their family</li> <li>• To give thanks</li> <li>• Cure for illness</li> <li>• Any other appropriate response</li> </ul> | 5     | Use marking grid  | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (c) | Accept any reasonable answer based on any of the following:<br>Architecture/decoration<br>Cult statue<br>Offerings/gifts in the temple<br>Rituals: including sacrifice<br>Any other appropriate details and/or reasonable 'other functions'  | 5     | A list of features with no focus on the question should not be credited above the 'sound' band.<br>A L4 or L5 answer should provide an answer (with detail) to the question as set. | <b>AO3 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer   | Marks | Guidance                              |  |
|----------|-----|--|-------|---------------------------------------|--|
|          |     |  |       | Content                               | Levels of response   |
| 2        | (a) | <p>Any five points from:</p> <ul style="list-style-type: none"> <li>• Masks</li> <li>• Short tunics</li> <li>• Colourful clothes</li> <li>• Padding on stomach and rear</li> <li>• phallus</li> <li>• leggings/tights</li> </ul> <p>The q includes the chorus, so credit if referred to.</p> <p>'Stick' is shown in the picture but is not an item specific to comedy costume.</p>   | 5     | Credit in line with AO1 grid.         | <p><b>AO1 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |
|          | (b) | <p>Accept any reasonable explanation based on any of the following:</p> <ul style="list-style-type: none"> <li>• To identify a character</li> <li>• Long robes for tragedy (dignity)</li> <li>• Short padded (funny) costumes for comedy</li> <li>• To disguise male actors as female characters</li> <li>• To add to the spectacle</li> <li>• Adds to the kudos of the sponsor</li> <li>• To project voice</li> <li>• To allow actor to switch roles</li> <li>• So audience can see from a distance</li> <li>• Form of worship</li> </ul> <p>Any other appropriate response</p> | 5     | Credit in line with the marking grids | <p><b>AO2 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |

| Question |     | Answer   | Marks | Guidance   |  |
|----------|-----|--|-------|--|--|
|          |     |  |       | Content  | Levels of response   |
|          | (c) | <p>Accept any reasonable answer based on any of the following:</p> <p>2<sup>nd</sup> most important festival</p> <p>Roles of <i>archon</i> and <i>choregos</i></p> <p>Torchlight procession</p> <p>Sacrifice</p> <p>Cart with phallus and/or statue of Dionysos</p> <p>Opening ceremony</p> <p><i>Pompe</i></p> <p><i>kommos</i></p> <p>Plays: tragedies, comedies and satyr plays</p> <p>judging</p> <p>Any other appropriate details</p>   | 5     | <p>A list of features with no focus on the question should not be credited above the 'sound' band.</p> <p>A L4 or L5 answer should provide an answer (with detail) to the question as set.</p> | <p><b>AO3 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |
| 3        | (a) | <ul style="list-style-type: none"> <li>• <i>grammatistes</i> – reading, writing, basic arithmetic;</li> <li>• <i>kitharistes</i> – music, singing, reciting Homer;</li> <li>• <i>paidotribes</i> – physical education;</li> <li>• sophists/philosophers;</li> <li>• allow: father – duties of the head of the household. ... and how these link to: <ul style="list-style-type: none"> <li>• Symposium</li> <li>• Politics</li> <li>• lawcourts</li> </ul> </li> </ul> <p>Any other appropriate response</p> <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     | <p>This is an AO2 question so answers should link education to adult life. Answers that only describe education cannot get above L3.</p>   | <p><b>AO2 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |

| Question |     | Answer  | Marks | Guidance  |  |
|----------|-----|---|-------|---|--|
|          |     |   |       | Content   | Levels of response   |
|          | (b) | <p>Accept any reasonable explanation based on any of the following:</p> <ul style="list-style-type: none"> <li>• escort boy to/from school</li> <li>• monitor boy in lessons</li> <li>• assist in lessons</li> <li>• help with homework</li> <li>• punish boy</li> <li>• report back to <i>kyrios</i></li> </ul>  | 5     | AO1. Credit in line with the marking grids  | <p><b>AO1 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |
|          | (c) | <p>Accept any reasonable answer based on any of the following:</p> <ul style="list-style-type: none"> <li>• Subjects and skills learnt by boys (inc. Music, poetry, sport, etc)</li> <li>• Skills learnt by girls (inc. Household tasks – weaving, cooking, food management, organising slaves, childcare)</li> <li>• How these skills prepared them for adult life:</li> <li>• Boys: politics, business, <i>symposium</i> etc.</li> <li>• Girls: marriage, running the household etc</li> </ul> <p>Any other appropriate details</p> | 5     | <p>A list of features with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.</p> | <p><b>AO3 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> |

| Question |  | Answer   | Marks | Guidance  |   |
|----------|--|--|-------|---|---|
|          |  |  |       | Content   | Levels of response  |
| 4        |  | <p>Positive aspects:</p> <p>House slaves – ‘part of family’ and/or <i>oikos</i><br/> Fed, clothed and housed ‘for free’<br/> Security – protected by law<br/> Some slaves had easier jobs as slaves than they would have done when free.<br/> Access to court if mistreated</p> <p>Negative aspects:</p> <p>Lack of freedom<br/> Loss of family and home<br/> Potentially mistreated<br/> Sexual mistreatment of slaves<br/> Could be sold/separated from friends/family<br/> Hard work<br/> Poor conditions<br/> Threat of being sent to the mines</p> <p>Jobs slaves could do include:</p> <p>Spin, weave, cook, fetch water, shopping, supervise children, working on family farm, used as police in Athens</p> <p>Treatment depended on value/skills of slaves</p> <p>Skilled/valued slaves include:<br/> <i>Hetairai</i> – entertainers for symposia<br/> <i>Paidagogos</i><br/> Leatherwork, cobbling, metal work, accounting etc.</p> | 30    | <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A response that does not engage with both sides of the question is unlikely to achieve above a Level 3.</p> <p>Do not credit factors specific to Rome, eg slaves earning money to buy freedom, commonly/easily freed, not unusual to marry master/mistress etc.</p> | <p><b>AO1 = 11</b></p> <p>Level 5 9 – 11<br/> Level 4 7 – 8<br/> Level 3 5 – 6<br/> Level 2 3 – 4<br/> Level 1 0 – 2</p> <p><b>AO2 = 5</b></p> <p>Level 5 7 – 8<br/> Level 4 5 – 6<br/> Level 3 3 – 4<br/> Level 2 2<br/> Level 1 0 – 1</p> <p><b>AO3 = 5</b></p> <p>Level 5 9 – 11<br/> Level 4 7 – 8<br/> Level 3 5 – 6<br/> Level 2 3 – 4<br/> Level 1 0 – 2</p> |

| Question |  | Answer  | Marks | Guidance  |   |
|----------|--|---|-------|---|---|
|          |  |   |       | Content   | Levels of response  |
| 5        |  | <p>Answers should include information about the planning and hosting of a symposium including some or all of:</p> <ul style="list-style-type: none"> <li>• Reasons for holding a symposium</li> <li>• organisation;</li> <li>• preparation of food;</li> <li>• invitations;</li> <li>• preparation of <i>andron</i>;</li> <li>• drinking;</li> <li>• games;</li> <li>• entertainers</li> <li>• <i>hetarai</i> / prostitutes</li> <li>• discussion (philosophy, arranging marriage of children, business, politics &amp; etc.)</li> </ul> <p>Areas for consideration might be:<br/> Reason for planning a symposium: 'business or pleasure'?<br/> Different roles and/or expectations of <i>kyrios</i> and <i>kyria</i><br/> Behaviour of (male) guests and their topics of conversation<br/> Roles of slaves</p> <p>Answers should evaluate the statement referring to the roles/experiences of both men and women, for example the stress and worry that men would experience in the planning and execution of a symposium as they were judged by their peers.</p> | 30    | The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. | <p><b>AO1 = 11</b></p> <p>Level 5 9 – 11<br/> Level 4 7 – 8<br/> Level 3 5 – 6<br/> Level 2 3 – 4<br/> Level 1 0 – 2</p> <p><b>AO2 = 5</b></p> <p>Level 5 7 – 8<br/> Level 4 5 – 6<br/> Level 3 3 – 4<br/> Level 2 2<br/> Level 1 0 – 1</p> <p><b>AO3 = 5</b></p> <p>Level 5 9 – 11<br/> Level 4 7 – 8<br/> Level 3 5 – 6<br/> Level 2 3 – 4<br/> Level 1 0 – 2</p> |

## Section B

| Question |     | Answer  | Marks | Guidance  |   |
|----------|-----|---|-------|---|---|
|          |     |   |       | Content   | Levels of response  |
| 6        | (a) | Neptune (1 mark) <ul style="list-style-type: none"> <li>• Trident</li> <li>• Fish (-tails), dolphins</li> <li>• Horse</li> <li>• Chariot</li> <li>• Beard, muscular</li> <li>• Sea</li> <li>• Allow crown</li> <li>• God of the sea</li> <li>• God of earthquakes</li> </ul>  | 5     | Credit in line with the marking grids.<br><br>Do not credit 'Poseidon'.   | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | Accept any reasonable understanding based on any of the following: <ul style="list-style-type: none"> <li>• To ask a favour</li> <li>• To honour the god(s)</li> <li>• Protect their city</li> <li>• Fear of the god(s)</li> <li>• To look after/protect their family</li> <li>• To give thanks</li> <li>• Cure for illness</li> </ul> Any other appropriate response | 5     | Credit in line with the marking grids   | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (c) | Accept any reasonable answer based on any of the following:<br>Architecture/decoration<br>Cult statue<br>Offerings/gifts in the temple<br>Rituals: including sacrifice<br>Any other appropriate details and/or reasonable 'other functions'   | 5     | A list of features with no focus on the question should not be credited above the 'sound' band.<br>A L4 or L5 answer should provide an answer (with detail) to the question as set. | <b>AO3 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer   | Marks | Guidance   |   |
|----------|-----|--|-------|--|---|
|          |     |  |       | Content  | Levels of response  |
| 7        | (a) | <p>Litterator taught: reading, writing, arithmetic<br/>           Grammaticus taught: literature, poetry, history, geography.<br/>           Studied works by Homer, Virgil and etc.<br/>           Rhetor: public speaking, argument/debating skills, facial expressions, body movements and gestures</p> <p>Lessons taught in hired rooms, typically back of a shop, divided by a curtain.<br/>           Rich children taught at home by tutor<br/>           Credit any other reasonable/relevant location.</p>                                      | 5     | Credit in line with AO1 grid   | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) | <p>Accept any reasonable understanding based on any of the following:</p> <ul style="list-style-type: none"> <li>• To prepare him for work/business</li> <li>• To reflect the prestige of the family</li> <li>• To increase chances of a favourable marriage</li> <li>• To prepare him for politics</li> <li>• To teach him 'good manners'</li> <li>• So he'd be 'cultured'</li> <li>• Linked to the roles of the various teachers and the subjects they taught.</li> </ul> <p>Any other appropriate response</p>  | 5     | Allow aspects of home education  | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (c) | <p>Accept any reasonable answer based on any of the following:</p> <p><i>Litterator:</i></p> <ul style="list-style-type: none"> <li>• Reading and writing useful for range of reasons, inc girls running household etc.</li> <li>• Ditto arithmetic</li> <li>• Inc basis for skills taught by grammaticus and rhetor</li> </ul> <p><i>Grammaticus:</i></p> <ul style="list-style-type: none"> <li>• Academic subjects useful for various skilled jobs (eg Maths/engineer)</li> <li>• Demonstrated status</li> </ul> <p>Any other appropriate details</p> | 5     | <p>A list of features with no focus on the question should not be credited above the 'sound' band.</p> <p>A L4 or L5 answer should provide an answer (with detail) to the question as set.</p> | <b>AO3 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     |  | Answer  | Marks | Guidance  |   |
|----------|-----|--|---|-------|---|---|
|          |     |  |   |       | Content   | Levels of response  |
|          |     |  |   |       | Details of skills/jobs must be linked to Classical world, do not credit generic statements which could apply to any society in any historical period. |   |
| 8        | (a) |  | Colosseum: staged hunts, parade, animals fights, performing animals, execution of criminals/Christians, <i>bestiarus</i><br><i>Circus maximus</i> : parade, staged hunts, foxes with burning torches on tails [ <i>Cerealia</i> ], chariot racing   | 5     | Credit in line with the marking grids   | <b>AO1 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |
|          | (b) |  | Accept any reasonable understanding based on any of the following: <ul style="list-style-type: none"> <li>demonstrated geographical reach of empire</li> <li>showed power of emperor/patron</li> <li>organisation/power of Rome/patron to capture and import animals</li> <li>punishment of criminals/Christians</li> <li>power/control over nature</li> <li>demonstrated technical excellence of the building – lifts, scenery etc</li> <li>interesting because chance for Romans to see exotic animals,</li> </ul> Any other appropriate response | 5     | Credit in line with the marking grids   | <b>AO2 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |     | Answer   | Marks | Guidance   |   |
|----------|-----|--|-------|--|---|
|          |     |  |       | Content  | Levels of response  |
|          | (c) | Accept any reasonable points based on:<br>Animal shows:<br><i>Bestiarius</i> , hunting<br>Exotic beasts<br>Trap doors, scenery<br>Other events:<br>Gladiators<br>Parade<br>Music<br>Executions<br>Flooding the Colosseum | 5     | A list of features with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set. | <b>AO3 = 5</b><br>Level 5 5<br>Level 4 4<br>Level 3 3<br>Level 2 2<br>Level 1 0 – 1 |

| Question |  | Answer   | Marks | Guidance   |   |
|----------|--|--|-------|--|---|
|          |  |  |       | Content  | Levels of response  |
| 9        |  | <p>Answers should include information about the duties of the <i>paterfamilias</i>. This might include:</p> <ul style="list-style-type: none"> <li>• bringing in an income through the family business;</li> <li>• looking after the family religion;</li> <li>• being a successful patron;</li> <li>• promoting the family image in public;</li> <li>• purchasing slaves;</li> <li>• having full responsibility for his family and owning all the property;</li> <li>• arranging the marriage of his daughter.</li> </ul> <p>Answers should evaluate how and why the <i>paterfamilias</i> was involved in these aspects of a Roman household.</p> <p>Credit any valid points as long as conclusions are backed up by relevant references to the importance of the responsibilities to the successful running of a Roman household.</p> <p>Stronger answers should also consider the importance of the wife:</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> <p>...and slaves:</p> <ul style="list-style-type: none"> <li>• running the family farm</li> <li>• doing housework</li> <li>• accompanying <i>paterfamilias</i> to forum</li> <li>• behaving appropriately</li> </ul> | 30    | <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> | <p><b>AO1 = 11</b></p> <p>Level 5 9 – 11<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 3 – 4<br/>Level 1 0 – 2</p> <p><b>AO2 = 5</b></p> <p>Level 5 7 – 8<br/>Level 4 5 – 6<br/>Level 3 3 – 4<br/>Level 2 2<br/>Level 1 0 – 1</p> <p><b>AO3 = 5</b></p> <p>Level 5 9 – 11<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 3 – 4<br/>Level 1 0 – 2</p> |

| Question |  | Answer  | Marks | Guidance   |   |
|----------|--|---|-------|--|---|
|          |  |   |       | Content  | Levels of response  |
| 10       |  | <p>Candidates might discuss these 'boring' aspects:<br/>           7 laps per race<br/>           24 races per day<br/>           Always same four teams<br/>           [allow for extra detail on all the points above as sources vary on these details – eg a stronger candidate may mention Domitian's new teams: purple and gold]<br/>           And any other reasonable reason if supported with evidence.</p> <p>However they should also discuss aspects that were not 'boring':</p> <ul style="list-style-type: none"> <li>• speed and danger;</li> <li>• crashes ('shipwrecks');</li> <li>• team sport;</li> <li>• gambling;</li> <li>• audience participation;</li> <li>• idolisation of charioteers;</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 - esp meeting opposite sex;</li> <li>• shops;</li> <li>• snacks;</li> <li>• souvenirs;</li> <li>• other events: beast hunts, parade</li> <li>• holiday.</li> <li>• ...and any other reasonable reason if supported with evidence.</li> </ul> <p>Answers should evaluate extent to which it was or was not exciting or 'boring'. This may be done throughout the essay.</p> | 30    | <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> | <p><b>AO1 = 11</b><br/>           Level 5 9 – 11<br/>           Level 4 7 – 8<br/>           Level 3 5 – 6<br/>           Level 2 3 – 4<br/>           Level 1 0 – 2</p> <p><b>AO2 = 5</b><br/>           Level 5 7 – 8<br/>           Level 4 5 – 6<br/>           Level 3 3 – 4<br/>           Level 2 2<br/>           Level 1 0 – 1</p> <p><b>AO3 = 5</b><br/>           Level 5 9 – 11<br/>           Level 4 7 – 8<br/>           Level 3 5 – 6<br/>           Level 2 3 – 4<br/>           Level 1 0 – 2</p> |

## APPENDIX 1 - Section A Marking grid

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

## Section B Marking Grid

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

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