

GCSE

Classical Greek

Unit **B405** Sources for Classical Greek

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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Here is the mark scheme for this question paper.

Question	Answer	Marks	Guidance
1(a)	<ul style="list-style-type: none"> • (Central) market place in Athens • Civic centre • Commercial centre of the city 	[1]	
1(b)	<ul style="list-style-type: none"> • Noisy, crowded, bustling area: <i>'free from the bother of the agora'</i> • Busy <i>'...have to queue...'</i> • Market stalls selling overpriced, poor-quality goods: <i>'have to queue in the agora for very expensive fish...'</i> fish that is <i>'three days old and well-thumbed...'</i> • Hint of crime / corruption <i>'well-thumbed by the rascally fishmonger...'</i> 	[2]	Any two points
2(a)	<ul style="list-style-type: none"> • Pick the grapes from the vines (the satyr in the centre of the image is climbing the vine) • Load grapes into large wicker baskets • Carry baskets to wide, low containers • Climb into the containers • Trample the grapes bare-footed • Juice pours into a large vat (to the left of the image) from the trampled grapes 	[3]	Any three points. The points must focus only on the information provided by the source
2(b)	<ul style="list-style-type: none"> • Dionysus • Bacchus 	[1]	
2(c)	<ul style="list-style-type: none"> • Wine was a drink enjoyed by Greeks • The satyrs are comic figures doing humorous things: climbing on the grapevines, eating the grapes as well as working • The vase on which the image was painted was a wine cup • Wine was a crucial product in the Greek economy – signifies wealth, plenty and divine approval (by having satyrs & maenads performing the winemaking) • Drinking wine was a way of honouring Dionysus • The process of making wine was a lengthy but interesting one 	[2]	Any two sensible points including at least one from Source B.

Question	Answer	Marks	Guidance
2(d)	<ul style="list-style-type: none"> • Hesiod’s audience may have appreciated the poet’s reference to when to perform certain tasks: the change of seasons from the scorching heat of summer to the moderate temperatures of autumn is easily identifiable • The sense of seasons passing and the farmer being advised to perform certain tasks at the right time in the year: there is something reassuring / comforting about <i>‘a task in due season’</i>, suggesting man is at one with nature • Hesiod gives reasons for the suggestions he makes <i>‘their strength is not feeble when they are at their prime...’</i> • Particularly visual poetry – it is possible to picture the cooling seasons, the oxen working, the reliable middle-aged farmer and the younger, more hot-headed type of man • The poet offers practical advice: the man <i>‘who has had a good meal from a big loaf’</i> or <i>‘timber chopped by iron is least subject to woodworm’</i>; <i>‘chop wood in due season’</i>; <i>‘use two nine year-old bulls’</i>; aim to use an experienced <i>‘vigorous man of forty’</i>; ploughman should have <i>‘a good meal from a big loaf’</i>; <i>‘avoid double sowing’</i>; use a younger man to do the easier task of sowing as he may <i>‘get excited amongst his peers’</i> 	[2]	One detailed point, with accurate reference to the text
3(a)	<ul style="list-style-type: none"> • Wash the sheep’s fleece in a bath • Pound the fleece with a stick • Pick out any thistles • Card (comb) the wool • Mix the skeins of wool in a basket • Gather a handful of wool together and make a ball • Use the wool to weave into clothing 	[2]	Any two sensible responses Do not accept ‘spinning’
3(b)	<ul style="list-style-type: none"> • Athens was like any other city and had its share of unsavoury characters (<i>‘crooks’</i>, <i>‘those who cling together & compress themselves to get hold of positions of power’</i>, <i>‘anyone who owes something to the treasury’</i>) • Athens was a city that attracted visitors from other cities and countries: <i>‘immigrants and friendly foreigners’</i> • She was a city large enough to have a number of long-established colonies : <i>‘all the cities which are colonies of Athens surround us like bits of wool, each one separate’</i> • Athens welcomed foreigners and colonists and had an inclusive approach: <i>‘you should take the bit of wool from all of them and ... gather them into one and make a big ball of wool and weave an overcoat for the people...’</i> 	[4]	Any two points, well supported by reference to the source.

Question	Answer	Marks	Guidance
4	<p>Source A:</p> <ul style="list-style-type: none"> • Life is made to look easy: <i>'a life of ease on your smallholding'</i> • Calm and peaceful away from the bustle of the city: <i>'free from the bother of the agora'; 'you can hear the sound of bleating flocks'</i> • Sense of well-being & prosperity: <i>'you have your very own pair of oxen'</i> (help with farming and heavy labour) <i>'bleating flocks'</i> (sufficient wool, meat, dairy products) • Sense that all is done at the correct time, in keeping with a farmer's calendar: <i>'the grape juice is pressed into the vat...'</i> • Self-sufficiency: farmer can eat <i>'finches and thrushes'</i>, without having to pay extortionate prices for old fish in the city • Farmer does not get ripped off as he would in the city <i>'very expensive fish, three days old and well-thumbed by the rascally fishmonger'</i> <p>Source B</p> <ul style="list-style-type: none"> • The maenads and satyrs are (mostly) hard at work, and doing very physical labour – climbing (vines or vats), carrying heavy baskets, loading the grapes into the vats, stamping on the grapes • The rewards will be worth the effort, both financially and in terms of the pleasure of drinking wine or grape juice • There is a clear sense of wealth and plenty, and the scene is a lively, communal one – the figures are all working together for a common goal <p>Source C</p> <ul style="list-style-type: none"> • The extreme temperatures and conditions could be harsh: <i>'the strength of the intense sun ... the sweaty heat... autumn rains...leaves fall to the ground and stop growing...'</i> • The sense that man is relatively helpless in the face of divine or astral powers: <i>autumn rains come from mighty Zeus...; the star Sirius moves by day for a short time over the heads of men born to die...'</i> • Hard, physical work: chopping timber, driving teams of mature oxen, ploughing, driving furrows, sowing seeds for the spring • The reader gets the sense of work to be completed in its allotted time, and although this is comforting, the need to do it promptly could be relentless 	[6]	<p>Mark according to established levels (see separate sheet for 6-mark questions)</p> <p>Level 4: 5-6 Level 3: 3-4 Level 2: 1-2 Level 1: 0</p> <p>Candidates who do not mention each of the specified sources cannot access Level 4</p>

Question	Answer	Marks	Guidance
	<p>Source D</p> <ul style="list-style-type: none"> • Hard physical work on the wool: carding, washing heavy fleeces in water, beating them with sticks • Complicated, skilled work required for making balls of wool from the fleeces and weaving it into ‘an overcoat’ • Positive, productive work with a clear, definable goal at the end of it, but if the work is not done properly, the family would have poor-quality clothing & go cold in winter 		
5(a)	<p>Chariot races : Chariots were used in early battles: a soldier would have a charioteer who would manoeuvre the vehicle while he fired arrows</p> <p>Horse racing: Cavalry forces were used in ancient warfare and grew in importance</p> <p>Pankration: Like wrestling or boxing, Pankration was a violent contact sport where two competitors fought hand-to-hand with very few rules</p> <p>Javelin: spears were commonly used in battles, although they tended to be heavier than their athletic counterparts, and were thrust rather than thrown</p> <p>Race-in-Armour (hoplitodromos): the competitors ran wearing helmet and greaves, and carried a round shield; in some races, the competitors wore full sets of armour</p> <p>All events required the athletes to be in the peak of physical fitness, and this was also the case for soldiers training for warfare.</p>	[2]	One mark for the event, plus one mark for the connection between the event and an aspect of military practice
5(b)	<ul style="list-style-type: none"> • The trainer stands on the far right of the image, brandishing a stick when the athletes break the rules • A column in the middle of the image suggests that the athletes are training in the palaestra • There are halteres (weights for long jump) on the wall • There is an aryballos (small oil flask) used by athletes after exercise, together with a strigil hanging on the wall • The athletes are naked, but are wearing headbands • Certain girls did train for athletics competitions, so this type of training was not entirely restricted to boys. 	[3]	Answers cannot refer simply to wrestling – the scope of the question is more general

Question	Answer	Marks	Guidance
6	<ul style="list-style-type: none"> • Modern schools offer education in a wide range of academic and creative subjects, including <i>literature, music and philosophy</i> • Students' timetables are varied day by day, so that they get a balanced education <i>'the harmonious adjustment of these two principles by their being tightened and slackened as far as is appropriate'</i> • Asking questions and having them answered is a fundamental part of education: <i>'since it never learns anything new and never asks any questions...'</i>; the same applies for applying a <i>'reasoned argument'</i> and approaching problems calmly and rationally • Sport is encouraged in schools so that the pupils become <i>'physically healthy and full of confidence and spirit'</i> • Music is a fundamental part of any school, as the benefits of learning a musical instrument or playing in groups / ensembles with others are well recognised • Schools aim to foster a <i>'love of knowledge'</i> in their pupils 	[4]	Any two points with good explanation and reference to the source.
7	<p>Source E</p> <ul style="list-style-type: none"> • Winning athletes are handsomely rewarded and held in high regard: <i>'that they tell victorious athletes, when they ride into the city, to break off part of the walls and throw it down, signifies the walls are not very important for a city that has men who can fight and win...'</i> • Victorious Spartan athletes are allowed to fight beside the king in battle as a mark of respect • The whole purpose of both athletics and warfare is to beat one's opponent • Tragic poets call certain cities by names associated with their sporting or military strengths: <i>'horse-lovers and bow-drawers', or 'wrestlers with the clanging shield'</i> <p>Source F</p> <ul style="list-style-type: none"> • The palaestra in which the wrestlers are training is expensively built: cf the ornate column in the centre of the vase painting • Vase paintings of athletics training and competitions were very popular and many have survived, suggesting that it was a very popular theme with buyers and craftsmen 	[6]	<p>Mark according to established levels (see separate sheet for 6-mark questions)</p> <p>Level 4: 5-6 Level 3: 3-4 Level 2: 1-2 Level 1: 0</p> <p>Candidates who do not mention each of the specified sources cannot access Level 4</p>

Question	Answer	Marks	Guidance
	<p>Source G</p> <ul style="list-style-type: none"> • Spending time on competitive sport is believed to make men '<i>physically healthy and full of confidence and spirit, and brave</i>' • Spending time on music and literature develops the soul's '<i>intellectual curiosity and stops the soul becoming weak and dumb and blind because it's neither woken nor nurtured</i>'; it also develops '<i>the faculties of perception</i>' and also enables the man to develop his rhythm and charm • A good balance of athletics and the arts is deemed to be the ideal combination as one nourishes the body and the other the soul 		
8	<p>Candidates can agree with one side of the argument or the other, namely that there is or is not sufficient evidence for the modern world to gauge much about the lives of the ancient Greeks. In many cases there is some evidence to glean some information from, but the quality of the sources' provenance can be dubious. It is important that candidates consider the value of each source they refer to in their answer.</p> <p>Source A</p> <p>Context:</p> <ul style="list-style-type: none"> • A fragment from a comedy by Aristophanes <p>Does this source provide us with sufficient evidence about life in the ancient world?</p> <ul style="list-style-type: none"> • We can identify a yearning for the countryside and for the peace and quiet that it offers • The city was clearly viewed as noisy, busy and expensive • It is possible to see what constituted success for a farmer in the ancient world: self-sufficiency, a sense of plenty, having enough to eat & drink, freedom • Fish was over-priced in Athens • Athenians enjoyed eating small birds • They farmed herds of sheep or goats, used oxen on their farms and pressed grapes to make juice and wine 	[12]	<p>Mark according to established levels (see separate sheet for 12-mark questions)</p> <p>Level 4: 10-12 Level 3: 6-9 Level 2: 3-5 Level 1: 0-2</p> <p>Candidates must refer to a choice of three sources</p> <p>Candidates are not expected to know the detailed context of each source, but the insert gives information on the type of evidence in each case (tragic play / comic play etc)</p>

Question	Answer	Marks	Guidance
	<p><i>Limitation of the source:</i></p> <ul style="list-style-type: none"> • It is a fragment of a play and therefore can give only limited information • As a fragment of a comedy, it will have been written for comedic effect and may not provide entirely accurate evidence, although there needs to be some truth in situations to make them resonate with an audience and make them laugh <p>Source B</p> <p><i>Context:</i></p> <ul style="list-style-type: none"> • A section of a vase painting showing Satyrs and Maenads harvesting grapes and making wine <p><i>Does this source provide us with sufficient evidence about life in the ancient world?</i></p> <ul style="list-style-type: none"> • It shows that Greeks drank wine from highly decorated cups that were hand-crafted; this suggests that wine was very popular and that drinking was taken seriously • Grapes were clearly a common fruit grown in Greece, and they were both eaten (as seen by the satyr on the right of the image) and turned into grape juice (Source A) or wine. The vines take up a huge amount of space, suggesting a sense of plenty. The grapes appear to be red varieties • The vase painting shows part of the winemaking process in some degree of detail: the maenads' dresses are ornate, the baskets are intricately depicted and the satyrs are carefully painted • The painting suggests that women may come out of the oikos to help with the grape harvest • The painter shows the pale skin of the maenads by using a white wash; clearly women were considered more beautiful if they were not tanned by the sun • The vase also tell us about the mythical satyrs and gives a clear indication of what they were believed to look like and how they were said to behave 		

Question	Answer	Marks	Guidance
	<p>Limitations of the source:</p> <ul style="list-style-type: none"> • Although the reality of winemaking may have been more structured and technical than the scene painted here, there must have been sufficient accuracy for it to be a recognisable process • The satyrs and maenads are mythical characters, so the painting fails to give an accurate representation of a real grape harvest on a real farm; a human would not be able to climb a vine in the way that the satyr does in the centre of the image • Vase paintings are typically very stylised (each character can only be seen in profile) and often show a single tableau rather than scenes in chronological order <p>Source C</p> <p>Context:</p> <ul style="list-style-type: none"> • An extract from a 6th century didactic poem about the art of agriculture – a poetic farming almanac <p>Does this source provide us with sufficient evidence about life in the ancient world?</p> <ul style="list-style-type: none"> • The extract shows the modern reader the importance of the seasons to ancient farmers, and when certain tasks should be performed in the farming calendar • It gives a sense of the heat of a Greek summer and the demands that the extremes of the weather would place on a farmer and his livelihood • It shows that the Greeks were aware of astronomy – the reference to Sirius (the ‘dog star’ which was at its height when the weather in the Mediterranean was at its hottest) • The extract shows that farmers cut timber, and tried to avoid woodworm • Hesiod gives information about the practicalities of ploughing and who should perform the task. His poetry shows that the Greeks used oxen to pull the plough, with the farmer and his slaves or family walking behind steering it and sowing seeds for the next spring • We learn from the source that a good breakfast could be made up of ‘a big loaf’ of bread, indicating the types of food eaten by normal Greeks 		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Hesiod also gives an indication that human nature has not changed much in 2000 years – young men <i>'get excited amongst their peers'</i>, while men of middle age tend to be more reliable and are <i>'no longer the sort to glance around at his fellows'</i>, suggesting that after reaching a certain age, men grow more calm and focused • There is clearly a sense of hierarchy within the farm, as Hesiod mentions <i>'a younger man, not inferior'</i> who would sow the seeds <p>Limitations of the source:</p> <ul style="list-style-type: none"> • The didactic genre of poetry can seem unappealing and bossy to some readers, or particularly stylised • The fact that it is poetry can suggest that the factual aspects of real life are missed in favour of more creative, poetic ideas <p>Source D</p> <p>Context:</p> <ul style="list-style-type: none"> • The comic character Lysistrata tells a Magistrate about how women would manage the members of a city – they would apply their wool-working skills to the task <p>Does this source provide us with sufficient evidence about life in the ancient world?</p> <ul style="list-style-type: none"> • The source shows us a great deal about the way in which women may have treated the wool from the sheep on their farms • The work seems very labour intensive and physical • We can learn that different skeins of wool were mixed together in baskets before the threads were woven into clothing (here Aristophanes mentions an <i>'overcoat'</i>) • The extract shows a clear understanding of the types of people who gravitate towards a city: immigrants, foreigners, colonists as well as the less savoury <i>'crooks'</i> and ruthless politicians 		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • The political stance shown by Lysistrata is relatively liberal: she is in favour of welcoming foreigners and colonists to the city and including them, provided they are positive towards Athens: 'You should take the bit of wool from all of them and bring all the bits here and gather them into one and make a big ball of wool...' • We can tell that Athens had a certain political and social structures, such as a treasury, positions of political power available to citizens • Athens was clearly a sufficiently large and powerful city to have numerous colonies ('<i>all the cities which are colonies of Athens</i>') • There is the clear idea in this extract that the community should work together for a common, positive and protective goal: '<i>and out of this weave an overcoat for the people</i>' <p>Limitations of the source:</p> <ul style="list-style-type: none"> • As an extract from a comic play its primary focus is to entertain rather than instruct • Aristophanes is a male playwright writing for a male cast and a male audience: it is more than likely that his understanding of wool working is not accurate, and he may not aim for accuracy as he is intending to make the audience laugh • Aristophanes may be putting words into a woman's mouth that are not representative of women's views, but since most women were illiterate and did not go out of the household much it is difficult to identify what their collective views would have been • Women may know less than men about politics because they rarely left the house <p>Source E</p> <p>Context:</p> <ul style="list-style-type: none"> • In a discussion, Plutarch describes the speaker drawing a comparison between sports (here wrestling, boxing and running) and military training 		

Question	Answer	Marks	Guidance
	<p><i>Does this source provide us with sufficient evidence about life in the ancient world?</i></p> <ul style="list-style-type: none"> • We can tell from this source that winning at sport was taken as seriously as winning in battle • Plutarch gives a clear indication of the highly desirable rewards available to those who competed successfully, and he gives the Spartans as his example of a society who prized sporting glory above most other things. Rewards included public honour, <i>'the wreath'</i> • The source indicates the prestige which horses received because they were deemed worthy to <i>'accompany soldiers and fight with them'</i> and also competed in sporting events • We see that highly prized poets such as Aeschylus and Sophocles honoured sporting success and described the warriors and cities by the sports they excelled in • Plutarch's character quotes 5th century tragic playwrights as support for his point. • The point about the three sports, wrestling, boxing and running being significantly connected to training for warfare seems reasonable • The fact that Plutarch was writing in 1st century AD and had taken Roman citizenship shows the enduring power of the various Games that had been a much loved aspect of life for hundreds of years <p><i>Limitations of the source:</i></p> <ul style="list-style-type: none"> • The stylised discussion does not lend itself to an accurate description of either sport or military training • The characters may be too focused on clever oratory to give an honest picture <p>Source F</p> <p><i>Context:</i></p> <ul style="list-style-type: none"> • A vase painting showing wrestlers training under the watchful eye of a trainer 		

Question	Answer	Marks	Guidance
	<p><i>Does this source provide us with sufficient evidence about life in the ancient world?</i></p> <ul style="list-style-type: none"> • From the source we can see that wrestlers trained indoors (hence the fluted column in the background) • They trained in the nude, while trainers were dressed in longer tunics. • Trainers carried long canes with which to enforce the rules, suggesting that physical punishment would have been considered normal. • Athletes used weights (<i>halteres</i>) for long-jump • They also oiled themselves down after training, using oil from a small flask and a strigil to scrape the oil and dirt off • The fact that this scene is painted on a vase suggests that people liked to buy and possess hand-painted vases that showed scenes of daily life • It is also possible to tell that red figure vases are more naturalistic than black figure, as the scene painted here is full of movement and dynamism • We can see that the physiques of the two wrestlers are well-built and muscular, reflecting the contemporary fascination with the male body beautiful <p><i>Limitations of the source:</i></p> <ul style="list-style-type: none"> • <i>Vase paintings were works of art, and as such were designed to reflect the real world but not mirror it completely. Thus much of what we see may be stylised for artistic effect rather than an accurate portrayal of real life</i> <p>Source G</p> <p>Context:</p> <ul style="list-style-type: none"> • A philosophical discussion about the need to balance the needs of the body (through sporting training) and the mind (through education in literature and music) 		

Question	Answer	Marks	Guidance
	<p><i>Does this source provide us with sufficient evidence about life in the ancient world?</i></p> <ul style="list-style-type: none"> • We learn from this text about the importance that some Greeks attributed to the power of the arts to develop the mind and the power of sport to develop the body • Socrates discusses the need to nurture the soul through asking questions and developing the ability to reason as a way of dealing with everything, rather than simply <i>'using violence and savagery'</i> • The extract shows the importance of music, which Greeks believed taught <i>'a sense of rhythm and charm'</i> • This text shows us the importance that the Greeks attributed to having a proper sense of balance in life between the needs of the body and of the soul <p><i>Limitations of the source:</i></p> <ul style="list-style-type: none"> • The Socratic dialogue is very one-sided, and there is no argument against Socrates' views • The stylised way in which the dialogue is written does not necessarily reflect real conversations of the time 		

APPENDIX 1 – this contains a generic mark scheme grid

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question. • Selection and use of evidence from sources; • Understanding of sources and their limitations.
4	5-6	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant evidence from sources, with good interpretation; • Good understanding of sources and their limitations.
3	3-4	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations;
2	2	<ul style="list-style-type: none"> • Limited engagement with the question; • A few examples of relevant evidence from sources, with limited interpretation; • Limited understanding of sources and their limitations;
1	0-1	<ul style="list-style-type: none"> • Little or no engagement with the question; • Very few if any examples of relevant evidence from sources, with very little or no interpretation; • Little or no understanding of sources and their limitations;

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and use of evidence from sources; • Understanding of sources and their limitations; • Accuracy of writing; • Control of appropriate form and register • Organisation of answer.
4	10-12	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant evidence from sources, with good interpretation; • Good understanding of sources and their limitations; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	6-9	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations; • Legible and accurate writing, conveying meaning clearly; • Some control of appropriate form and register; • Argument organised.
2	3-5	<ul style="list-style-type: none"> • Limited engagement with the question; • A few examples of relevant evidence from sources, with limited interpretation; • Limited understanding of sources and their limitations; • Legible and generally accurate writing, conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped.
1	0-2	<ul style="list-style-type: none"> • Little or no engagement with the question;

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Very few if any examples of relevant evidence from sources, with very little or no interpretation; • Little or no understanding of sources and their limitations; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Very limited control of form and register; • Argument difficult to discern.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. 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.

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