



GCE

Classics: Classical Civilisation

Unit **F383**: Roman Society and Thought

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
	omissions
R	irrelevant material;
?!	improbable or confused statements
REP	conspicuous repetition
L?	illegible words
	Highlight

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

AO1 50% Demonstrate Knowledge and Understanding

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

AO2 50% Analysis, Evaluation and Presentation

- AO2 (a) analyse, evaluate, and respond to Classical sources (literary, cultural, material historical or linguistic) as appropriate;
- AO2 (b) select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. You are required to identify a candidate's performance under each assessment objective and award marks accordingly. A composite grid (combining the essay and context grids) will be provided to assist you in determining the appropriate mark.

Marking Scripts:

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are indicative content and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

QUERIES ON UNEXPECTED ANSWERS? Consult your Principal Examiner or your Team Leader.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- Do not leave any page unmarked** (as a last resort Highlight the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has taken of that page).
- Highlight errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by highlighting a section of any blank pages.

Ticks: these are the simplest, quickest and most efficient means for examiners to convey approval to Team Leaders/Principal Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

DO USE ticks to draw attention to anything worthy of credit [even single words].

DO NOT USE ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

QUALITY OF WRITTEN COMMUNICATION

- There are no separate weightings for AO2(a) and AO2(b).
- QCA guidelines stipulate that all three strands of Quality of Written Communication must be explicitly addressed. For further information, see the specification grids.
- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation (**P**), and other defects in English grammar (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your team leader.

MARK SCHEME

Question	Answer	Marks	Guidance											
			Content	Levels of Response										
1(a)	<p>Briefly outline Epicurean philosophy.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Philosophy named after Epicurus, born in 341 BC on the Greek island of Samos. • For Epicurus, the purpose of philosophy was to attain the happy, tranquil life, characterised by <i>aporia</i>, the absence of pain and fear. If we do not suffer pain, we are no longer in need of pleasure, and we enter a state of 'perfect mental peace' <i>ataraxia</i>. • Epicurus warned against overindulgence because it often leads to pain. • Epicurus participated in the activities of traditional Greek religion, but taught that one should avoid holding false opinions about the gods. • Epicureans showed little interest in participating in the politics of the day, since doing so leads to trouble. Epicurus instead advocated seclusion i.e. live without pursuing glory or wealth or power, but anonymously, enjoying little things like food, the company of friends. • Epicurus emphasised friendship as an important part of happiness, and his actual school resembled in many ways a community of friends living together. 	10	<ul style="list-style-type: none"> • This is only a range of what candidates may offer. • Credit other detail relevant to Epicurean philosophy. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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1(b)	<p>How persuasive is Horace in this passage? In your answer you should refer to what Horace says and his use of language.</p> <p>Answers might include:</p> <p>What he says:</p> <ul style="list-style-type: none"> • Horace is trying to persuade his audience of moderation. He also says you should not heap up wealth but only have what you need – what's so fine about having a heap? Also money does not buy happiness – so nervous. <p>Techniques:</p> <ul style="list-style-type: none"> • the interlocutor to raise objections which Horace can then address – but it's nice to draw from a big pile; • the use of attractive comparisons – analogy of the ant who is described in a positive way – with immense industry; • choice of words – careful, sensibly; • collecting money is associated with words such as dismal, grubbing, dash; • argues in a scientific style – (he admired Lucretius) – example of slave and threshing floor; • hyperbolic language – fire tempest sword. <p>Horace's use of examples seems as if he is educating. He uses a friendly approach as the smiling satirist. He gently persuades his reader.</p> <p>However, he can be seen to wear his audience down with example after example.</p>	20	<ul style="list-style-type: none"> • Expect some reference to language. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table> <p>AO2 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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1(c)	<p>How far do you agree that Horace always keeps to Epicurean beliefs in his <i>Satires</i>? In your answer you should include reference to other satires of Horace which you have read.</p> <p>Answers might include: Candidates should discuss Horace's Epicureanism beliefs but may also refer to Stoicism.</p> <p>Epicurean ideas which pervade the <i>Satires</i>:</p> <p>1.1: He advises not to be too mean like Ummidius. Putting money before one's family means they don't want you to recover;</p> <p>2.2: Ofellus, who eats <i>in moderation</i>. Horace claims to want a simple life and simple food; Horace enjoys being away from Rome in his Sabine villa;</p> <p>2.6: Town Mouse and Country Mouse and the dangers of excessive luxury;</p> <p>2.8: How miserable people are who strive to put on an extravagant meal.</p> <p>On the other hand: In 2.6 Horace is involved in politics at the highest level and seems to enjoy the recognition – sweet music in my ears. This may be linked with the sense of duty as seen in Stoicism.</p> <p>In 2.8 there is a suggestion than Horace missed being at Nasidienus' dinner as Maecenas was there.</p> <p>Candidates should make specific references to the text.</p>	25	<ul style="list-style-type: none"> Candidates may come to any reasoned conclusion. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14–15</td> </tr> <tr> <td>Level 4</td> <td>10–13</td> </tr> <tr> <td>Level 3</td> <td>6–9</td> </tr> <tr> <td>Level 2</td> <td>3–5</td> </tr> <tr> <td>Level 1</td> <td>0–2</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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2(a)	<p>Briefly outline the other <u>two stories</u> (line 1) which Pliny has just told about Regulus?</p> <p>Answers should refer to the two previous stories details of which might include:</p> <p>Story 1: Verania</p> <ul style="list-style-type: none"> • Verania was ill; • Regulus came despite being an enemy of her late husband; • sat with her; • made calculations and consulted entrails; • he persuaded Verania to make a codicil adding him to the will; • she grew worse and died. <p>Story 2: (Velleius) Blaesus</p> <ul style="list-style-type: none"> • ex consul and rich man; • Blaesus changed his will and Regulus hoped to be written in as he had begun to “court” him; • begged doctors to prolong his life; • when the will was changed he changed his attitude; • Blaesus died; • left nothing to Regulus. <p>Look for a range of detail across the whole of each story.</p>	10	<ul style="list-style-type: none"> • Accept recall in present tense. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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2(b)	<p>In this passage, how does Pliny show his dislike of Regulus? In your answer, you should include discussion of what Pliny says and the language he uses.</p> <p>Answers might include:</p> <p>Pliny makes his dislike plain and does not paint a positive picture.</p> <ul style="list-style-type: none"> • Regulus wants the clothes off Aurelia's back; • Regulus' insistence He presses his point; • Regulus has used – evil ways; • Pliny thinks Regulus is immoral; • accuses him of fraud. <p>He has several stories about Regulus implying that he has built up a lot of evidence against him.</p> <p>Language:</p> <ul style="list-style-type: none"> • the contrast between Regulus and his victim: Aurelia is noble; • the list of verbs indicating his insistence: pressed; forced; looked to see; • choice of words forced her used twice; • choice of description: dishonesty; wickedness; evil. <p>Expect reference to language.</p>	20	<ul style="list-style-type: none"> • A summary of the passage should not form the focus of the answer. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table> <p>AO2 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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2(c)	<p>In your opinion, what reasons did Pliny have for writing his Letters? You should refer to other letters of Pliny which you have read.</p> <p>There are many reasons why Pliny wanted to write his letters. Answers might include:</p> <ul style="list-style-type: none"> gentlemen of the senatorial class frequently did so – this is seen in the wide range of addressees, including Tacitus; many addressees are his ‘protégés’; Letter 2.6 concerning the treatment of freedmen is to give advice to a younger man embarking on a career. Ummidia Quadratilla’s grandson has been educated under Pliny’s guidance Letter 7.24; moralistic tone – Pliny is from the north of Italy, Comum, and to many he had a ‘provincial prudery’ about him such as his disapproval of Ummidia Quadratilla’s behaviour. His wife is praised for her devotion – Letter 4.19. he does not approve of Regulus’ behaviour in 2.20 <p>However</p> <ul style="list-style-type: none"> It can be argued that Pliny is actually promoting himself more than any other topic. He tells us how kind he is to his slaves 8.16 and freedman in 5.19; he promotes his own readings; even Quadratus appears to be a mini Pliny. <p>It must also be remembered that the letters were revised for publication.</p>	25	<ul style="list-style-type: none"> Candidates may come to any reasoned conclusion with textual support. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14–15</td> </tr> <tr> <td>Level 4</td> <td>10–13</td> </tr> <tr> <td>Level 3</td> <td>6–9</td> </tr> <tr> <td>Level 2</td> <td>3–5</td> </tr> <tr> <td>Level 1</td> <td>0–2</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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3	<p>'Roman satirists greatly exaggerated their opinions about town and country life.' How far do you agree with this statement?</p> <p><i>Roman Society</i> The countryside is portrayed as idyllic but for farmers who did not have a castle in the hills life was hard work. However, candidates should be aware that one of the key elements of satire is exaggeration. The city worked well for some (such as Horace) and the gap is exaggerated.</p> <p>What satirists say: Answers might include:</p> <p>Evidence from Horace</p> <p><i>City:</i></p> <ul style="list-style-type: none"> • Horace hates the crowds; • he does not like being pestered; • he did not like what he heard about the dinner of Nasidienus. <p><i>Country:</i></p> <ul style="list-style-type: none"> • his story of town mouse and country mouse entertains but also educates as well; • his Sabine castle; • having friends around without any silly rules. <p>Evidence from Juvenal</p> <p><i>City:</i></p> <ul style="list-style-type: none"> • references from <i>Satire 3</i> – housing and matchsticks, robbers street apaches. He lists endless dangers; • corruption – empty sedan chairs; 	45	<ul style="list-style-type: none"> • Candidates may come to any reasoned conclusion 	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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	<ul style="list-style-type: none"> • society is breaking down – the wrong people get to sit in reserved seats at the theatre; • Greek words are coming into Latin. Rome is under great influences from Greeks that it is forgetting its Roman roots. <p><i>Country</i></p> <ul style="list-style-type: none"> • In the country Roman customs can still be seen. • Praeneste is out of the heat; • nobody dresses up; • simple entertainment. 			

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4	<p>What were Pliny's views of Roman women? How far would Petronius and Juvenal have agreed with these views?</p> <p>Women, at least from Pliny's society, were expected to be able to run a household, weave and produce children. Such women were worthy. (4.19 – Calpurnia) This is most likely to be Pliny's view.</p> <p>Evidence from Pliny Has great admiration for the deeds of some women – Arria (3.16) and although not approving of the entertainment of Ummidia Quadratilla (7.14) he admires the way she brought up her grandson. Candidates may argue a true affection for his wife, Calpurnia.</p> <p>Evidence from Petronius Petronius may not have agreed with Pliny. Women in <i>Dinner with Trimalchio</i> may not have fitted into Pliny's ideal however Fortunata (37) may well have gained his approval as she sells her jewels (76) to bail out Trimalchio and she commands the affection of the household. Trimalchio, like Pliny, seems to love his wife. However Trimalchio does call her a bitch and a viper (77).</p> <p>Other women which could be discussed are Scintilla, Scissa. Seleucus calls women vultures (42)</p> <p>Evidence from Juvenal Women are not shown in a good light in Juvenal and so he may not have agreed with Pliny. Juvenal's women probably do not conform to Pliny's expectations: well born women are not behaving as expected (1.22-23). They</p>	45		<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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	<p>are shown with their husbands colluding in cheating patrons (1.120) out of the dole, but Juvenal has little good to see. There are poisoners (1.71) and after money whores (3.65). However they are also the prey of legacy hunters (1.35-41)</p> <p>Argument should be supported with reference to all three authors.</p>			

Question	Answer	Marks	Guidance																					
			Content	Levels of Response																				
5	<p>To what extent did Romans respect people who were not Roman citizens? In your answer you should:</p> <p>Answers might include:</p> <p>Knowledge of Roman Society:</p> <ul style="list-style-type: none"> • details of positions of slaves as objects; • Lack of rights as foreigners. <p>Evidence from Petronius:</p> <ul style="list-style-type: none"> • Trimalchio is a freedman but also a foreigner – his life story is told in 76-77; • one of the freedmen would rather sell himself into slavery to get citizenship 57 – I wanted to be a Roman citizen; • he represents the nouveaux riches for whom money is important as it gives them status. (29/37). • there is evidence of both ill treatment and good treatment of slaves. They are given freedom at will and also executed. <p>Evidence from Juvenal</p> <ul style="list-style-type: none"> • Attack on a Greek Rome – throughout <i>Satire 3</i>. There is plenty of material given; • He makes reference to occupying the old grove of Egeria by those with the 'sabbath haybox'; • <i>Satire 4</i> begins with an extended attack on Crispinus an Egyptian and he appeared before in <i>Satire 1</i>. <p>Evidence from Pliny</p> <ul style="list-style-type: none"> • Care for his slaves but they have limited rights and only within Pliny's household 8.10 <p>Candidates may conclude that being a slave may have had advantages over being a free foreigner.</p>	45	<p>Candidates should offer evidence from at least two authors.</p> <p>Candidates should offer evidence about both foreigners and slaves.</p> <p>Accept reference to those with limited rights – freedmen and women.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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Appendix 1: AS GCE Classics: Classical Civilisation marking grid

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9–10	18–20	9–10	14–15	22–25
	<ul style="list-style-type: none"> · A very good collection/range of detailed factual knowledge; · Fully relevant to the question; · Well-supported with evidence and reference where required; · Displays a very good understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> · Thorough analysis of evidence/issues; · Perceptive evaluation with very thoughtful engagement with sources/task; · Very well structured response with clear and developed argument; · Fluent and very effective communication of ideas; · Very accurately written with effective use of specialist vocabulary / terms. 		
Level 4	7–8	14–17	7–8	10–13	17–21
	<ul style="list-style-type: none"> · A good collection/range of detailed factual knowledge; · Mostly relevant to the question; · Mostly supported with evidence and reference where required; · Displays a good understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> · Good analysis of evidence/issues; · Sound evaluation with thoughtful engagement with sources/task; · Well structured response with clear argument; · Mostly fluent and effective communication of ideas; · Accurately written with use of specialist vocabulary / terms. 		
Level 3	5–6	9–13	5–6	6–9	12–16
	<ul style="list-style-type: none"> · A collection/range of basic factual knowledge; · Partially relevant to the question; · Partially supported with evidence and reference where required; · Displays some understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> · Some analysis of evidence/issues; · Some evaluation with some engagement with sources/task; · Structured response with some underdeveloped argument; · Generally effective communication of ideas; · Generally accurately written with some use of specialist vocabulary / terms. 		
Level 2	2–4	5–8	2–4	3–5	6–11
	<ul style="list-style-type: none"> · Limited factual knowledge; · Occasionally relevant to the question; · Occasionally supported with evidence; · Displays limited understanding / awareness of context, as appropriate. 		<ul style="list-style-type: none"> · Occasional analysis of evidence/issues; · Limited evaluation or engagement with sources/task; · Poorly structured response with little or no argument; · Occasionally effective communication of ideas; · Occasionally accurately written with some recognisable specialist vocabulary / terms. 		

Level 1	0–1	0–4	0–1	0–2	0–5
	<ul style="list-style-type: none">• Little or no factual knowledge;• Rarely relevant to the question;• Minimal or no supporting evidence;• Displays minimal or no understanding / awareness of context, as appropriate.		<ul style="list-style-type: none">• Very superficial analysis of evidence/issues;• Little or no evaluation or engagement with sources/task;• Very poorly structured or unstructured response;• Little or no effective communication of ideas.		<ul style="list-style-type: none">• Little or no accuracy in the writing or recognisable specialist vocabulary / terms.

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