



**GCE**

**Classics: Classical Civilisation**

Unit **F386**: City Life in Roman Italy

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 of annotation
	Tick
	Cross
	Unclear
	Blank Page – this annotation <b>must</b> 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.
	Use other annotations as listed on the marking screen of scoris
	Omission

## 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.

**Highlighting:** this is employed to indicate error, whether of fact or spelling.

### **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.

Question	Answer	Marks	Guidance																					
	Credit references to correct dates in all questions		Content	Levels of Response																				
1(a)	<p><b>Describe the tomb of Naevolia Tyche.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"><li>• Located outside the Herculaneum Gate</li><li>• Reference to husband (Faustus)</li><li>• Commemorates honours (e.g. bisellium)</li><li>• Large plinth / altar type</li><li>• Detail from the inscription</li><li>• Carving of her looking out</li><li>• Cargo Ship</li><li>• Wreaths</li><li>• Ceremony – possibly giving out money or grain.</li><li>• Herms and freedmen</li></ul>	10	<ul style="list-style-type: none"><li>• Accept spelling Naevoleia.</li></ul>	<p><b>AO1 = 10</b></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><b>In your opinion, would Trimalchio have admired the tomb of Naevolia Tyche more than other tombs in Pompeii? In your answer, you should use what Trimalchio says in the passage and details of other tombs in Pompeii.</b></p> <p>Answers might include:</p> <p>From the passage: The passage implies that Trimalchio wants a large impressive tomb. The reference to handing out money may suggest he would admire / the author was familiar with the tomb of Naevolia Tyche. Also the reference to the ship and wreathes. There seem to be similarities.</p> <p>From other tombs:</p> <ul style="list-style-type: none"><li>• Eumachia: Trimalchio may well have admired the size of Eumachia's tomb. It is the largest discovered (13.9m x 13.9m). It has an Amazon fight – which Trimalchio may liken to the fights of Petraites. She, like Trimalchio built her own tomb. It probably had busts as decoration.</li></ul>	20	<ul style="list-style-type: none"><li>• There should be some assessment of admiration.</li><li>• The actual tomb of Scaurus is not listed in the specification (inscription is), and credit should be given to any relevant reference and to any other named tomb. (Scaurus is mentioned in Petronius 77.)</li></ul>	<p><b>AO1 = 10</b></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><b>AO2 = 10</b></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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	<ul style="list-style-type: none"><li>• Munatius Faustus (Nuceria Gate): He may have liked the house-style tomb.</li></ul> <p>However</p> <ul style="list-style-type: none"><li>• Eumachia’s tomb has a very simple inscription. She also shared it with her household.</li><li>• Munatius Faustus’ tomb was not as elaborate as his wife’s and shared with members of his household (evidence from herms). Trimalchio wants his for himself.</li><li>• Naevolia Tyche was a freedwoman – he may have wanted to forget this.</li></ul> <p>Candidates may draw any conclusion supported by discussion</p>																							
1(c)	<p><b>How far do you think that rich freedmen, such as Trimalchio, would have enjoyed living in Pompeii?</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"><li>• Trimalchio may well have enjoyed Pompeii as a town with similar rich freedmen – e.g. Scaurus – we are told he knows a Scaurus (Satyricon 77). Also reference to mosaic of amphora.</li><li>• Pompeii was an affluent port with plenty of shipping opportunities. Inscriptions refer to garum.</li><li>• Also Eumachia was a prominent business woman indicating success was possible for many social groups – building of Eumachia.</li><li>• Pompeii relied on the benefice of people such as Trimalchio. He is shown giving the people a dinner. Others (not all freedmen) contributed towards the amphitheatre – inscriptions detail sponsorship of seats and lighting; temple of Isis. Accept reference to any benefactors.</li></ul>	25	<p>Accept Scaurus as father or son.</p> <p>Accept reference to possible owners of houses.</p> <p>Credit knowledge of Trimalchio as Freedmen. Do not penalise for not knowing this.</p> <p>Accept responses using “rich freedmen”</p> <p>Accept some argument concerning Herculaneum and Ostia but this should not be the principal focus.</p>	<p><b>AO1 = 10</b></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><b>AO2 = 15</b></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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	<ul style="list-style-type: none"> <li>House and atrium are impressive (Satyricon 45). There are other similar large properties – House of Menander,</li> <li>Inscriptions refer to freedmen, with respect.</li> <li>Tombs – Naevolia and her husband were freedman/freedwoman. Large tombs indicate success.</li> <li>There are opportunities for his son (as Popidius Temple of Isis).</li> </ul> <p>On the other hand:</p> <ul style="list-style-type: none"> <li>Freedmen could only hold limited office (Inscription at Temple of Isis). He would want to hold office.</li> <li>There were other prominent people. He would not have been very noticeable.</li> </ul>		Should have some counterargument for highest level.	



Question	Answer	Marks	Guidance	
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<b>2(a)</b>	<b>Briefly describe the Samnite House.</b> Answers might include: <ul style="list-style-type: none"> <li>• Early date (/ Oscan inscription)</li> <li>• Samnite style building</li> <li>• No shops at front</li> <li>• Garden sold off</li> <li>• Large atrium – redecorated</li> <li>• Creation of upstairs apartment</li> <li>• Entrance decorated with Corinthian capitals, cornice</li> <li>• First style decoration (imitation marble can be seen in the image)</li> <li>• Gallery with columns</li> <li>• Cubiculum fresco (Europa)</li> <li>• Elegant tablinum floor</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li>• Credit relevant plans and diagrams.</li> </ul>	<b>AO1 = 10</b> 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><b>‘The most shabby and run-down house in town.’ How far do you agree that the Samnite House was the least attractive house in Herculaneum? In your answer, you should include details from other houses in Herculaneum</b></p> <p>Answers might include:</p> <p>Least attractive:</p> <ul style="list-style-type: none"><li>• Corner of crossroads in middle of exposed area</li><li>• 6% of area of House of Faun in Pompeii – cramped</li><li>• Old fashioned decoration (First Style)</li><li>• No garden or peristylum</li><li>• Atrium out of proportion</li><li>• Kept being reduced in size</li><li>• May have been demolished if Vesuvius had not erupted</li></ul> <p>Expect some comparison to be made.</p> <ul style="list-style-type: none"><li>• House of Stags is highly decorated in the latest style and has an impressive garden. It is much more attractive.</li><li>• House in Opus Craticium cramped but good quality decoration</li></ul>	20	<ul style="list-style-type: none"><li>• Credit relevant detail from other named houses in Herculaneum.</li></ul>	<p><b>AO1 = 10</b></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><b>AO2 = 10</b></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><b>If the owner of the Samnite House moved to a property in Ostia, which type of property would you advise him to buy <u>and why</u>? In your answer, you should consider different types of housing available in Ostia.</b></p> <p>Answers might include: Primary focus of discussion should be on housing offered in Ostia. The owners of the Samnite may well have “fallen on hard times” and might choose an apartment depending upon their financial circumstances.</p> <p>Housing available to discuss:</p> <ul style="list-style-type: none"><li>• Garden houses – still luxurious</li><li>• House of the Dioscures – originally part of the garden houses transformed into one of Ostia’s most impressive houses may have liked the mosaics – could owners have afforded it?</li><li>• House of Apuleius – small atrium. May have liked the original “Pompeian” style or may have found the “peristyle” atrium different but may have liked the relatively large proportion may not have liked the gladiator mosaics. House is not large but has a grandeur.</li><li>• Insula of Diana – very basic accommodation. A new type of housing which is purpose built – unlike the alterations made in Herculaneum.</li><li>• May have derived income from apartments in Samnite house – enough to live comfortably. May want to do the same in Ostia.</li><li>• No shops indicate “old money”</li></ul>	25	<ul style="list-style-type: none"><li>• Assessment should be on relevant evidence and analysis.</li><li>• Some credit to be allowed for discussion of facilities in Ostia (e.g proximity). This should not be the main focus. Herculaneum was less commercial. The fact that there are no shops in the Samnite House may indicate a non-mercantile family. C</li></ul>	<p><b>AO1 = 10</b></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><b>AO2 = 15</b></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><b>How far do you agree that public bath buildings were more splendid than they needed to be?</b></p> <p>Answers might include: Details from: Ostia:</p> <ul style="list-style-type: none"><li>• Forum Baths</li><li>• Baths of Mithras</li></ul> <p>Herculaneum:</p> <ul style="list-style-type: none"><li>• Suburban Baths</li></ul> <p>Public bathing was part of everyday life. It may be argued that the buildings themselves were not important for bathing. Candidates should be aware of the general bathing process. Credit knowledge of other activities such as: sunbathing (heliocaminus Forum Baths); religious worship (Baths of Mithras);</p> <p>However, baths were not provided from the public purse and to those who gave the bath buildings these provisions were vital for their political and social standing e.g. Marcus Nonius Balbus (supposedly) financed the Suburban Baths.</p> <p>The buildings themselves enhanced the towns. The Forum baths had many added bonuses – sunbathing room / Location of the Suburban baths – with details of decoration.</p> <p>Baths were also decorated with mosaics, frescoes and statues (Suburban Baths – red spiral frieze, bas-reliefs).</p>	45	<ul style="list-style-type: none"><li>• Candidates may come to any reasoned conclusion.</li><li>• Accept discussion of the Forum Baths in Herculaneum</li><li>• accept the back room of the Suburban baths at Herculaneum as being used for prostitution.</li><li>•</li></ul>	<p><b>AO1 = 20</b></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><b>AO2 = 25</b></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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4	<p><b>To what extent do you agree that gardens were <u>essential</u> for an impressive Roman house?</b></p> <p>Answers might include: Details of gardens from:</p> <ul style="list-style-type: none"><li>• Gardens Houses, Ostia</li><li>• House of the Stags, Herculaneum</li><li>• House of Menander, Pompeii</li><li>• House of Octavius Quartio, Pompeii</li></ul> <p>However not all properties had gardens:</p> <ul style="list-style-type: none"><li>• Insula of Diana, Ostia</li><li>• House of Apuleius, Ostia.</li><li>• Samnite House, Herculaneum</li><li>• House in Opus Craticium</li><li>• House of Scaurus, Pompeii</li></ul> <p>Candidates are free to come to any decision if supported with detail.</p>	45	<ul style="list-style-type: none"><li>• At least two cities should be discussed.</li></ul>	<p><b>AO1 = 20</b></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><b>AO2 = 25</b></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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5	<p><b>Do you agree that neither Pompeii nor Ostia had any chance of being successful cities?</b></p> <p>Pompeii: Doomed:</p> <ul style="list-style-type: none"><li>• Earthquakes (Pompeii/Herculaneum) – damage to the Temple of Jupiter and Temple of Isis.</li><li>• Eruption of Vesuvius</li><li>• Riot in Pompeii – shows banned for 10 years.</li></ul> <p>However:</p> <ul style="list-style-type: none"><li>• Pompeii as a veteran colony – an optimistic start</li><li>• Successful and affluent</li><li>• The eruption was natural and not the fault of the economy</li></ul> <p>Ostia: Doomed:</p> <ul style="list-style-type: none"><li>• Silting of harbour (Ostia); the site was always prone to silting and unless kept under control would always give problems.</li><li>• Growth of Portus</li><li>• Storms</li><li>• Pirates</li><li>• Killer Whale</li></ul> <p>However:</p> <ul style="list-style-type: none"><li>• Corn supply steady</li><li>• “Luxury” of gradual decline.</li><li>• Attempts were made to keep Ostia open – harbours.</li></ul>	45		<p><b>AO1 = 20</b></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><b>AO2 = 25</b></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

	<b>AO1:</b> Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		<b>AO2(a):</b> Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. <b>AO2(b):</b> Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
<b>Level 5</b>	<b>9–10</b>	<b>18–20</b>	<b>9–10</b>	<b>14–15</b>	<b>22–25</b>
	<ul style="list-style-type: none"> <li>A very good collection/range of detailed factual knowledge;</li> <li>Fully relevant to the question;</li> <li>Well-supported with evidence and reference where required;</li> <li>Displays a very good understanding / awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Thorough analysis of evidence/issues;</li> <li>Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>Very well structured response with clear and developed argument;</li> <li>Fluent and very effective communication of ideas;</li> <li>Very accurately written with effective use of specialist vocabulary / terms.</li> </ul>		
<b>Level 4</b>	<b>7–8</b>	<b>14–17</b>	<b>7–8</b>	<b>10–13</b>	<b>17–21</b>
	<ul style="list-style-type: none"> <li>A good collection/range of detailed factual knowledge;</li> <li>Mostly relevant to the question;</li> <li>Mostly supported with evidence and reference where required;</li> <li>Displays a good understanding / awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Good analysis of evidence/issues;</li> <li>Sound evaluation with thoughtful engagement with sources/task;</li> <li>Well structured response with clear argument;</li> <li>Mostly fluent and effective communication of ideas;</li> <li>Accurately written with use of specialist vocabulary / terms.</li> </ul>		
<b>Level 3</b>	<b>5–6</b>	<b>9–13</b>	<b>5–6</b>	<b>6–9</b>	<b>12–16</b>
	<ul style="list-style-type: none"> <li>A collection/range of basic factual knowledge;</li> <li>Partially relevant to the question;</li> <li>Partially supported with evidence and reference where required;</li> <li>Displays some understanding / awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Some analysis of evidence/issues;</li> <li>Some evaluation with some engagement with sources/task;</li> <li>Structured response with some underdeveloped argument;</li> <li>Generally effective communication of ideas;</li> <li>Generally accurately written with some use of specialist vocabulary / terms.</li> </ul>		
<b>Level 2</b>	<b>2–4</b>	<b>5–8</b>	<b>2–4</b>	<b>3–5</b>	<b>6–11</b>
	<ul style="list-style-type: none"> <li>Limited factual knowledge;</li> <li>Occasionally relevant to the question;</li> <li>Occasionally supported with evidence;</li> <li>Displays limited understanding / awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Occasional analysis of evidence/issues;</li> <li>Limited evaluation or engagement with sources/task;</li> <li>Poorly structured response with little or no argument;</li> <li>Occasionally effective communication of ideas;</li> <li>Occasionally accurately written with some recognisable specialist vocabulary / terms.</li> </ul>		
<b>Level 1</b>	<b>0–1</b>	<b>0–4</b>	<b>0–1</b>	<b>0–2</b>	<b>0–5</b>
	<ul style="list-style-type: none"> <li>Little or no factual knowledge;</li> <li>Rarely relevant to the question;</li> <li>Minimal or no supporting evidence;</li> <li>Displays minimal or no understanding / awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Very superficial analysis of evidence/issues;</li> <li>Little or no evaluation or engagement with sources/task;</li> <li>Very poorly structured or unstructured response;</li> <li>Little or no effective communication of ideas.</li> <li>Little or no accuracy in the writing or recognisable specialist vocabulary / terms.</li> </ul>		

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