



**GCE**

## **Classics: Classical Civilisation**

Unit **F383**: Roman Society and Thought

Advanced Subsidiary GCE

### **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 and abbreviations

Annotation	Meaning
✓	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
	To draw attention to something

Question	Answer	Marks	Guidance											
			Content	Levels of Response										
1a	<p><b>The speaker, Ganymedes, is a freedman. What were freedmen allowed to do after gaining their freedom and what were they not allowed to do?</b></p> <p>Answers might include:</p> <p>Freedmen could</p> <ul style="list-style-type: none"> <li>• become citizens;</li> <li>• wear a toga;</li> <li>• have legal rights;</li> <li>• vote,</li> <li>• marry;</li> <li>• own property.</li> </ul> <p>However they had restrictions placed upon them:</p> <ul style="list-style-type: none"> <li>• they could not stand as a candidate,</li> <li>• they could not become a high ranking officer in the army,</li> <li>• they were not allowed to appear at formal occasions without wearing the freedman's cap.</li> </ul>	[10]	<p>Credit the fact that freedmen remained tied to their former master and became their clients.</p> <p>Credit relevant references to freedwomen.</p> <p>Latin terms are not expected but should be given credit if used correctly.</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>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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1b	<p><b>How effectively does Petronius show the misery of Ganymedes in this passage? In your answer you should refer to what he says and Petronius' use of language.</b></p> <p>Ganymedes complains about the state of affairs and uses <b>contrast</b> to emphasise this. He emphasises the positive aspects of the past:</p> <ul style="list-style-type: none"> <li>• <b>if only we had the sort of men</b> (whimsical);</li> <li>• <b>Like lions they were</b> – simile.</li> </ul> <p>He speaks highly of Safinius:</p> <ul style="list-style-type: none"> <li>• <b>He was dead straight;</b></li> <li>• <b>He wouldn't let you down;</b></li> </ul> <p>He is less than complimentary about the food officer:</p> <ul style="list-style-type: none"> <li>• <b>Third-rate;</b></li> </ul> <p>Candidates may select individual words:</p> <ul style="list-style-type: none"> <li>• <b>Scorch; wade; affable.</b></li> </ul> <p>These reinforce the emotional and strong feelings of Ganymedes.</p> <p>However he is miserable about his current situation:</p> <ul style="list-style-type: none"> <li>• <b>Ah me!</b> – exclamation;</li> <li>• <b>This place is going down like a calf's tail</b> – simile</li> <li>• <b>He rakes in more money a day than anyone else's whole fortune</b> – hyperbole;</li> </ul> <p>Ganymedes contrasts the poor situation:</p> <ul style="list-style-type: none"> <li>• <b>You could buy a penny loaf that two of you couldn't get through;</b></li> <li>• <b>Today- I've seen bigger bull's-eyes.</b></li> </ul>	[20]	<ul style="list-style-type: none"> <li>• Expect reference to language.</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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1c	<p><b>Using this passage as a starting point, explain how far do you agree that <i>Dinner with Trimalchio</i> is only successful when Trimalchio is present.</b></p> <p>Answers might include:</p> <p><b>The passage:</b>  This section is from the conversation of the guests while Trimalchio <b>got up and went to the toilet. (41)</b>  The guests are complaining about their situation. The mood is sombre to the extent that after the passage Echion, the rag-merchant says: <b>be a bit more cheerful (45)</b>  Some may feel that this conversation between the freedmen is not as successful as other parts of the text.</p> <p>In addition, Encolpius' arrival to see the <b>100 lashes</b> sign (28) and the pleading of the slave to be <b>let off his beating</b> (30) may not be seen as successful.</p> <p>Candidates may feel that when Trimalchio is present that there are many situations set up for humour, which some may feel adds to the success, such as his account of <b>Corinthian bronze</b> (50). Much of the humour surrounding Trimalchio is based on what he says(52;55). Also some may feel that Trimalchio's account of his <b>tomb</b> (71)and <b>funeral service (78)</b> is not appropriate.</p> <p>However, there are other occasions when Trimalchio is not present when the situation is just as successful: Encolpius seeing the dog on the <b>mural</b> in Trimalchio's hall (29); The slapstick occasion in the <b>pool of water(72)</b>. Some candidates may agree with Encolpius' changing attitude as the dinner progresses.</p>	[25]	<ul style="list-style-type: none"> <li>Candidates may come to any reasoned conclusion.</li> <li>Accept references which refer to knowledge of satire and society.</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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2a	<p><b>What were the origins of Roman satire?</b></p> <p>Answers might include:</p> <p>The writer Quintilian claimed that the Romans invented satire. The origins are uncertain but the idea seems to have started with variety. A mixture of styles and themes – a medley:</p> <p>Candidates may offer details of <b>Ennius</b> (239-169 BC) who wrote medleys. He wrote in different metres, and had a range of subjects. It is clear his medleys had some criticism. His criticism was of types of people such as nosy people, hangers-on. Ennius called his medleys <b>Saturae</b>=Satires</p> <p><b>Lucilius.</b> Gaius Lucilius 133BC. Lucilius developed satire and covered hundreds of themes presented as stories, dialogues and dramatic scenes. He wrote about a variety of themes such as: food, the rat race, men, women even government officials: Lucilius criticised famous people by name as he argued that they deserved it. He was possibly able to get away with this as he was protected by a powerful family called the Scipios.</p>	[10]	<ul style="list-style-type: none"> <li>Not all this detail is to be expected.</li> <li>Views on the origin of Roman satire vary although Lucilius is regarded as the Father of Roman satire.</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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2b	<p><b>In this passage, how does Juvenal show his anger towards what is happening in Rome? In your answer you should include discussion of what Juvenal says and the language he uses.</b></p> <p>Answers might include:</p> <p>Juvenal's anger at the situation in Rome is displayed through a rather disjointed list of his irritations which flow as they occur to him. Rome is faced with a series of extreme situations: the husband; the rake; the forger.</p> <ul style="list-style-type: none"> <li>• Choice of words: <b>rehash; cram;</b></li> <li>• Juxtaposition: <b>tactfully snoring; perfect dose</b> (of poison);</li> <li>• Rhetorical questions to show indignation: <b>Are not such themes well worthy of Horace's pen?; Don't you want...?</b></li> <li>• Contrast: the <b>rake</b> is compared with <b>Achilles' charioteer</b> – simile;</li> <li>• Tri-colon: <b>a will, a mere scrap of paper, a counterfeit seal</b> – emphasises his crimes; Rome is described as a place of crimes.</li> <li>• Inclusion of the audience: <b>Do you see?</b> To get them involved in his argument.</li> <li>• Allusions: <b>Maecenas; Locusta</b>- these are real people though and not from mythology as at the beginning of the passage: <b>Diomedes; Labyrinth</b>.</li> </ul>	[20]	<ul style="list-style-type: none"> <li>• Expect some reference to language.</li> <li>• A summary of the passage should not form the focus of the answer.</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>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	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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2c	<p>'Too unreliable to be useful.' How far do you agree that Juvenal's <i>Satires</i> are not very useful in telling us about Roman society? You should refer to the passage and the satires of Juvenal which you have studied.</p> <p>Answers might include:</p> <p>In the passage the portrayal of Rome is that of total corruption. No redeeming features are offered making the account biased. References to Juvenal's <i>Satires</i> however do tell us – albeit in a negative way about</p> <ul style="list-style-type: none"> <li>• patron-client relationship (1);</li> <li>• crime (3);</li> <li>• dangers of poor housing (3);</li> <li>• Emperor's council (4).</li> </ul> <p>Candidates should appreciate that Juvenal is writing satire – to inform, entertain, criticise, even educate. This was never intended to be an historical document. There should be an element of truth in what he says. The situations are exaggerated for humour:</p> <ul style="list-style-type: none"> <li>• The extreme contrast between the rich man and Cordus when there is a fire;</li> <li>• The council convened for a fish;</li> <li>• The behaviour of Greeks;</li> <li>• The behaviour of Crispinus.</li> </ul> <p>Nevertheless the people in Juvenal's satires were historical persons:</p> <ul style="list-style-type: none"> <li>• Locusta (passage);</li> <li>• Claudio;</li> <li>• Domitian's council members.</li> </ul>	[25]	<ul style="list-style-type: none"> <li>• Candidates may come to any reasoned conclusion with textual support.</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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3	<p><b>Pliny, practically perfect in every way.'</b>  <b>To what extent you agree that Pliny only presents a perfect view of himself and his society?</b></p> <p><b>In your answer you should:</b>  <b>include details of what Pliny says about himself and his society;</b>  <b>analyse how far he presents a perfect view of himself and his society;</b>  <b>support your answer with evidence from the <i>Letters of Pliny</i> you have read.</b></p> <p>Answers might include:  At face value Pliny's letters seem to cover most sections of Roman society including slaves and women. However his society is often depicted as admirable:</p> <ul style="list-style-type: none"> <li>• Women- <b>Arria and Calpurnia</b>;</li> <li>• Protégés and friends: <b>Quadratus</b></li> </ul> <p>Pliny also presents himself in a good light:</p> <ul style="list-style-type: none"> <li>• To the emperor- letters to Trajan.</li> <li>• His donation of a statue</li> <li>• His exemplary treatment of his slaves and freedmen.</li> </ul> <p>However, he does not shy away from the non- perfect aspects of the society he is in.</p> <ul style="list-style-type: none"> <li>• Murder of a master;</li> <li>• Treatment of freedmen at dinner.</li> </ul> <p>It may be said that whereas Pliny does not present a perfect view of Roman society he does take care to present a perfect picture of Pliny. This has been achieved through the careful editing of his Letters.</p>	[45]	<ul style="list-style-type: none"> <li>• Candidates may come to any reasoned conclusion</li> </ul>	<b>AO1 = 20</b> Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4  <b>AO2 = 25</b> 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>Who do you think hated Rome more, Horace or Juvenal?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• include what both Horace and Juvenal say about the city of Rome and its people;</li> <li>• analyse the attitudes of Horace and Juvenal towards Rome;</li> <li>• support your answer with evidence from your study of Horace and Juvenal</li> </ul> <p><b>Horace</b></p> <ul style="list-style-type: none"> <li>• Horace hates the crowds;</li> <li>• He does not like being pestered;</li> <li>• He did not like what he heard about the dinner of Nasidienus.</li> </ul> <p>He also idealises the country to emphasise the negative points about the city. He refers to:</p> <ul style="list-style-type: none"> <li>• His Sabine castle in the hills;</li> <li>• Having friends around without any silly rules.</li> </ul> <p>However, Horace likes being associated with Maecenas and admits to being recognised as <b>music to my ears</b>.</p> <p><b>Juvenal</b></p> <ul style="list-style-type: none"> <li>• References from <i>Satire 3</i> – housing and matchsticks, robbers, street apaches. He lists endless dangers;</li> <li>• Corruption – empty sedan chairs;</li> <li>• Society is breaking down – the wrong people get to sit in reserved seats at the theatre;</li> <li>• People mentioned in <i>Satire 1</i>;</li> <li>• Greek words are coming into Latin.</li> </ul>	[45]	<p>Candidates may make limited use of the printed passage for Q2 but expect reference beyond this.</p> <p>Candidates may come to any reasoned conclusion</p>	<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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<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>	
			<b>Content</b>	<b>Levels of Response</b>
	<p>However although applauding Umbricius for leaving Rome he is not prepared to go himself.</p> <p>Candidates should be aware that one of the key elements of satire is exaggeration. Rome provides plenty of material for the satirist. Whereas they may both hate being in Rome it provides them with themes.</p>			

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5	<p>In your opinion, who had a better life in Roman Society – women or slaves?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• include details about the lives of women and slaves;</li> <li>• compare the quality of the lives of women and slaves;</li> <li>• support your answer with evidence from your knowledge of Roman society and the works of at least two of Petronius, Juvenal and Pliny.</li> </ul> <p>Answers might include:</p> <p><b>Knowledge of Roman Society:</b></p> <ul style="list-style-type: none"> <li>• details of positions of women and slaves e.g. legal position of women, jobs done by slaves.</li> </ul> <p><b>Evidence from Petronius:</b></p> <ul style="list-style-type: none"> <li>• One of the freedmen would rather sell himself into slavery to get citizenship <b>57 – I wanted to be a Roman citizen</b>; Possibly slavery was not regarded as a bad life.</li> <li>• There is evidence of both ill treatment and good treatment of slaves. They are given freedom at will and also executed.</li> <li>• Fortunata <b>(37)</b> may well have proved herself worthy as she sells her jewels <b>(76)</b> to bail out Trimalchio and she command the affection of the household. However Trimalchio does call her a <b>bitch</b> and a <b>viper</b> <b>(77)</b>. Seleucus calls women <b>vultures</b> <b>(42)</b></li> </ul> <p><b>Evidence from Juvenal</b></p> <p>Women with their husbands are colluding in cheating patrons <b>(1.120)</b> out of the dole.</p> <p>There are <b>poisoners</b> <b>(1.71)</b> and <b>whores</b> <b>(3.65)</b>. People like Locusta may have felt their life was good –when successful.</p>	[45]	<p>Candidates should offer evidence from at least <b>two</b> authors.</p> <p>Accept reference to freedwomen and female slaves.</p>	<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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	<p><b>Evidence from Pliny</b></p> <ul style="list-style-type: none"><li>• Care for his slaves but they have limited rights and only within Pliny's household <b>(8.10)</b></li><li>• Has great admiration for the deeds of some women – Arria <b>(3.16)</b> and Calpurnia. Clearly women felt they had a duty unto death towards their husbands.</li><li>• Although not approving of the entertainment of Ummidia Quadratilla <b>(7.14)</b> it is possible that the lady saw things differently.</li></ul>			

## Appendix 1

	<b>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</b>		<b>AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate.</b> <b>AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.</b>		
<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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