



**GCE**

**Classics: Classical Civilisation**

Unit **F382**: Homer's *Odyssey* and Society

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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 2018

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

Symbol	Annotation	Meaning
	<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
	<b>Tick</b>	worthy of credit
	<b>?</b>	unclear
	<b>S</b>	error of spelling
	<b>E</b>	error of grammar, punctuation or expression
	<b>F</b>	error of fact
	<b>P</b>	errors of punctuation
	<b>^</b>	omission
	<b>H Line</b>	to draw an attention to an error
	<b>H Wavy Line</b>	to draw attention to something
	<b>Highlight</b>	as directed by PE
	<b>REL</b>	irrelevant point
	<b>REP</b>	conspicuous repetition
	<b>L</b>	illegible word or phrase

**SUBJECT SPECIFIC MARKING INSTRUCTIONS**

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 at the end of the mark scheme (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 only** 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.

If you have any **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 tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

**Ticks:** these are the simplest, quickest and most efficient means for examiners to convey approval to Senior 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:** use highlighting as directed by your Principal Examiner.

### **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, and other defects in English grammar and expression (**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 Principal Examiner.

## MARK SCHEME

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1(a)	<p><b>What has happened from when Odysseus wakes up and meets Nausicaa to the start of this passage?</b></p> <p>Answers may include reference to the following events:</p> <ul style="list-style-type: none"> <li>• Odysseus supplicates Nausicaa from a distance.</li> <li>• Nausicaa orders her maidservants to attend to Odysseus.</li> <li>• Nausicaa tells Odysseus to follow behind her and gives him directions to the palace.</li> <li>• Athene enshrouds Odysseus in a protective mist.</li> <li>• Athene provides directions and details about Arete and Alcinous.</li> <li>• Odysseus admires the palace.</li> <li>• Odysseus supplicates Arete.</li> <li>• Odysseus briefly recounts his adventures and compliments Nausicaa.</li> <li>• On the next day, Odysseus has cried upon hearing the bard.</li> <li>• Alcinous announces the sporting contest.</li> <li>• Odysseus is insulted by the King's son.</li> </ul>	[10]		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1(b)	<p><b>How is Odysseus' superiority shown in this passage? In your answer, you should discuss Odysseus' words and actions as well as the reactions of others and the language used.</b></p> <p>The superiority of Odysseus is seen in a variety of ways. Answers may include reference to some of the following:</p> <p>In Odysseus' words:</p> <ul style="list-style-type: none"> <li>• His slight to his reputation because of Euryalus' words.</li> <li>• He puts down Euryalus by calling his remarks 'inept'.</li> <li>• The use of litotes 'no novice' to emphasise his skills at sport.</li> <li>• Odysseus' claims to have survived fighting in the front line of battle for a long time.</li> <li>• The continued use of a military register in describing his fight against the 'hostile seas'.</li> <li>• He issues a challenge to the Phaeacians to beat him and promises to better his first throw.</li> <li>• He stresses the superiority of his age.</li> <li>• He demonstrates confidence in his own abilities by offering to compete in a range of sports.</li> <li>• His actions also demonstrate his superiority.</li> <li>• He does not need to remove his cloak.</li> <li>• The use of the superlative and comparative to describe the weight of the discus – 'biggest', 'more massive'.</li> </ul>	[20]	Candidates do not need to cover all these points but they need to make detailed reference to the passage.	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>The description of the discus flying through the air shows the skill with which it was thrown – 'hummed', 'flying smoothly', 'hurtled' as it beat 'all the other throws'.</li> </ul> <p>The contrast in the description of the 'lords of the sea' cowering down reflects favourably on Odysseus.</p> <p>Odysseus also has divine support and favour. Athene highlights his superiority in the following ways:</p> <ul style="list-style-type: none"> <li>the blind man comparison</li> <li>his discus being ahead of the others</li> <li>the fact the Phaeacians will neither be able to equal or beat the throw</li> <li>the emphatic positioning of 'none'</li> <li>Odysseus has nothing to fear.</li> </ul>			



Question	Answer	Marks	Guidance	
			Content	Levels of Response
1(c)	<p><b>'Odysseus is always victorious in confrontation.' How far do you agree with this statement? In your answer, you should include a range of physical and verbal contests and discuss whether Odysseus is successful.</b></p> <p>Odysseus faces much confrontation throughout the epic. There are many examples of where he emerges successful from physical confrontation. These include:</p> <ul style="list-style-type: none"> <li>• the Phaeacian Games</li> <li>• the Suitors</li> <li>• Polyphemus</li> <li>• Irus</li> <li>• initially against the Cicones</li> <li>• Circe.</li> </ul> <p>He is also often successful when challenged verbally. Instances which might be mentioned are:</p> <ul style="list-style-type: none"> <li>• Eurylochus on Aeaea</li> <li>• Calypso's attempts to persuade him to remain on Ogygia</li> <li>• his crew's wishes to leave the Cyclops' cave.</li> </ul> <p>It would be wrong to suggest, however, that he is always victorious in his various altercations. There are many examples where Odysseus is not successful such as:</p> <ul style="list-style-type: none"> <li>• Cicones</li> <li>• Scylla</li> <li>• Laestrygonians</li> <li>• Eurylochus' arguments to stay on the Sun God's island</li> </ul>	[25]	<p><b>Candidates do not need to cover all these points but they need to make detailed reference to the <i>Odyssey</i>. It does not matter what conclusion a candidate may reach provided there is a reasoned argument.</b></p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>Odysseus' ejection from Aeolus' island.</li> </ul> <p>At other times, Odysseus chooses not to respond to the provocation such as when Melanthius kicks him on the way up to his palace or the various insults and missiles thrown at him by the Suitors.</p> <p>He is also restrained by his crew from lopping off the head of Eurylochus on Aeaea.</p>			
2(a)	<p><b>Who has already recognised Odysseus through his scar (line 7)? What happens in that recognition scene?</b></p> <p>Answers may include reference to the following:</p> <ul style="list-style-type: none"> <li><b>Eurycleia</b></li> <li>She began to wash Odysseus' feet and recognised the scar</li> <li>Homer tells the story of the boar hunt</li> <li>Her hand touched the scar and she knew immediately it was him</li> <li>She dropped his foot and spilt the basin when she realised.</li> <li>Her eyes filled with tears of delight</li> <li>She told him she knew who he was</li> <li>She tried to communicate this to Penelope but Athene intervened.</li> <li>Odysseus grabbed Eurycleia by the throat and threatened to kill her if she revealed his identity.</li> <li>Eurycleia promised to remain silent and offered to identify the unfaithful maidservants.</li> <li>Odysseus refuses her help and she finishes washing his feet.</li> </ul>	[10]		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2(b)	<p><b>How is Odysseus shown to be effective in planning the downfall of the Suitors in this passage? In your answer, you should discuss what he wants the servants to do as well as the way he treats and speaks to them.</b></p> <p>Odysseus shows his effectiveness in planning the demise of the Suitors in the following ways. Odysseus:</p> <ul style="list-style-type: none"> <li>• tries to avoid suspicion by telling the servants to stop crying and to re-enter the hall separately</li> <li>• anticipates that the Suitors will not let him have the bow and so tells Eumaeus how to circumvent the problem</li> <li>• shows foresight in locking the women into their quarters to stop them from helping the Suitors</li> <li>• prepares the scene of the battle well by having Philoetius lock the courtyard gate.</li> </ul> <p>Odysseus also treats his servants well and by doing so cements their loyalty and inspires their commitment. He:</p> <ul style="list-style-type: none"> <li>• promises them rich rewards</li> <li>• will treat them like family</li> <li>• provides tangible and unmistakable proof of his identity.</li> </ul> <p>Their emotional response is also testament to their devotion towards Odysseus, and, as such, portrays Odysseus in an effective light.</p> <p>There is also room to consider the way he speaks to the servants in order to put across his plans most effectively. There is the use of:</p> <ul style="list-style-type: none"> <li>• repeated imperatives</li> </ul>	[20]		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• short, emphatic sentences – 'fasten it tight.'</li> <li>• praise – 'good Eumaeus'</li> <li>• clear instructions.</li> </ul>			
2(c)	<p><b>Why are servants important in the <i>Odyssey</i>? In your answer, you should include examples of male and female servants and discuss what they contribute to the epic.</b></p> <p><b>Eumaeus</b> is very important to the <i>Odyssey</i>. His faithfulness, simple living and support of Odysseus are in stark contrast to the behaviour of the Suitors. His, and <b>Philoetius'</b> help, in the final battle are vital for the success of Odysseus.</p> <p><b>Eurycleia</b> is perhaps not as crucial as <b>Eumaeus</b>, though she is memorable in the recognition scene with her cries of triumph and the moral point Odysseus makes about not gloating over the deaths of the unworthy. She is also the one to break the news of Odysseus' return to her mistress.</p> <p>Responses might include the unfaithful maidservants, especially the behaviour of <b>Melantho</b>, whose gory end is important in the development of Telemachus' character. She, and her brother <b>Melanthius</b>, provide useful warnings as to the need to remain loyal to one's master. <b>Medon</b> and <b>Phemius</b> are spared from death as they served the suitors unwillingly.</p> <p>There are servants outside Ithaca which could merit discussion. <b>Nausicaa's maids</b> whose reaction to the naked Odysseus serves to highlight their mistress' bravery. Other servants ensure the correct giving of <i>xenia</i>, and perform other roles e.g. the slaves of Helen and Circe.</p>	[25]		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
3	<p><b>'A master of disguise.' How successfully does Odysseus use disguise?</b></p> <p>The main disguise Odysseus employs is his beggar's disguise which he uses extensively upon his return to Ithaca. He hides his identity to:</p> <ul style="list-style-type: none"> <li>• protect himself from the Suitors</li> <li>• observe and experience the Suitors' wrongdoings</li> <li>• test the loyalty of his servants</li> <li>• give him time to plot and organise the downfall of the Suitors</li> <li>• see whether or not Penelope was still faithful</li> <li>• hide his identity from Penelope but still allow him to talk with her.</li> </ul> <p>In all the above, Odysseus is largely successful. Candidates will need specific examples to support some of the points above.</p> <p>Odysseus is not always, however, a master of disguise. In Ithaca his identity is given away in the following incidents:</p> <ul style="list-style-type: none"> <li>• Argus</li> <li>• Eurycleia</li> <li>• Laertes.</li> </ul> <p>Odysseus also hides his identity with varying degrees of success in the following:</p> <ul style="list-style-type: none"> <li>• Polyphemus</li> <li>• Troy and Helen</li> <li>• recounting his Cretan tale to Eumaeus and Penelope.</li> </ul>	[45]		<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
4	<p><b>'Odysseus' travels are the most exciting part of the epic.' To what extent do you agree?</b></p> <p>There are many reasons which might be cited as to why Odysseus' travels are the most exciting part of the poem. These include:</p> <ul style="list-style-type: none"> <li>• regular involvement of the divine</li> <li>• repeated use of fantasy location and monsters</li> <li>• strong and influential female characters</li> <li>• diversity of events</li> <li>• descriptive writing</li> <li>• use of retardation</li> <li>• love interest</li> <li>• violence</li> <li>• Odysseus' heroism and leadership skills</li> <li>• competition.</li> </ul> <p>Candidates should also consider the merits of the rest of the <i>Odyssey</i> and could make reference to the:</p> <ul style="list-style-type: none"> <li>• plight of Penelope</li> <li>• development of Telemachus' character</li> <li>• greater emphasis on reality rather than fantasy scenes</li> <li>• completion of Odysseus' <i>nostos</i></li> <li>• regular recognition scenes</li> <li>• actions, downfall and demise of the Suitors</li> <li>• good triumphing over evil.</li> </ul>	[45]	Candidates need to do more than simply retell what happens in the epic. Look for an appreciation of how each event adds to the overall excitement of the poem and some sort of analysis as to which section is the more exciting.	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
5	<p><b>How is the importance of the gods and goddesses evident in the <i>Odyssey</i> and the society it depicts?</b></p> <p>The importance of the gods is evident from the outset in the scene on Olympus where Zeus' knowledge of destiny is shown along with the orchestration of events to arrange the freeing of Odysseus from Ogygia.</p> <p>The gods are also responsible for punishing transgressors. The crew are killed by Zeus for eating the Sun-God's cattle. The Suitors are punished for their lack of <i>xenia</i>. Odysseus is quick to attribute the success of killing them to the gods.</p> <p>Their power is shown on numerous occasions:</p> <ul style="list-style-type: none"> <li>• <b>Zeus</b> destroying Odysseus' last ship with a thunderbolt and ending the feud between Odysseus and the Suitors' parents.</li> <li>• <b>Poseidon's</b> wrath towards Odysseus following the blinding of his son, the turning of the Phaeacian boat into stone.</li> <li>• <b>Athene</b> calming the waves of the storm and changing into various human forms.</li> <li>• <b>Calypso</b> detaining the godlike Odysseus against his will for seven years.</li> </ul> <p>Their importance is also evident in the high regard the hero of the epic holds for them. Zeus says that Odysseus was 'the most generous in his offerings to the immortals'.</p> <p>In return, Odysseus is often supported by:</p> <ul style="list-style-type: none"> <li>• Athene, especially in Ithaca and combating the Suitors</li> <li>• Hermes</li> <li>• Zeus</li> </ul>	[45]		<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• river god</li> <li>• Ino</li> <li>• Circe.</li> </ul> <p>The importance of the gods is seen in various societies.</p> <ul style="list-style-type: none"> <li>• Scherie and their worship of Poseidon.</li> <li>• Menelaus' rebuke to Telemachus about not rivalling Zeus.</li> <li>• Sacrifice, especially in Book 3 and the care Odysseus demonstrates in his offerings to gain access to the Underworld.</li> <li>• The importance of omens, eg Book 20.</li> <li>• The value placed on their interpreters and interpretations.</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>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 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>		

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2018

 **Cambridge  
Assessment**

