

Classics: Classical Greek

Advanced GCE

Unit F374: Classical Greek Prose

Mark Scheme for June 2013

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



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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1. Annotations

Annotation	Meaning
	Development
	Slash
	Unclear
	Benefit of doubt
	Consequential or repeated error
	Wrong
	Major error
	Minor error/mistranslation
	Correct point Double tick = development of a point
	Omission mark
Highlight	Breathing missing

2. Subject-specific Marking Instructions

Wrong syntax = major error

Omission of key word = serious error

Award 4 marks if one minor error.

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Specimen translations only		<p>The passage has been divided into 7 sections each worth 4 marks.</p> <p>Award up to 4 marks per translated section according to the 4-mark marking grid.</p> <p>Also award a mark out of 2 for fluency of English according to the 2-mark grid.</p>	<p>[4] All or almost all of the meaning conveyed (as agreed at Standardisation)</p> <p>[3] Most of the meaning conveyed</p> <p>[2] Half the meaning conveyed; the rest seriously flawed</p> <p>[1] Very little meaning conveyed, or isolated words known</p> <p>[0] No elements of meaning conveyed; no relation to Greek at all</p>
1	(a)	i	<p><i>περὶ τὸν αὐτὸν χρόνον οἱ Πελοπόννησοι οἱ ἐν ταῖς πέντε καὶ εἴκοσι ναυσί,</i></p> <p>Around the same time the Peloponnesians in the twenty-five ships,</p>	4	<p>Omission of <i>αὐτὸν</i> = minor error</p> <p>Omission of <i>the</i> = minor error</p>	<p>NB Consequential errors should not be penalised.</p>
		ii	<p><i>παρασκευασάμενοι ὡς ἐπὶ ναυμαχία καὶ προσπληρώσαντες ναῦς πλείονας</i></p> <p>having prepared/got ready for a sea battle and having manned more ships</p>	4	<p><i>Many/most</i> = minor error</p> <p>Mis translation of <i>πλείονας</i> = serious error</p>	<p>Marks for fluency of English should be awarded as follows:</p> <p>[2] Expressed fluently and stylishly; consistently successful improvements on a literal translation</p>
		iii	<p><i>ὥστε ὀλίγω ἐλάσσονας εἶναι αὐτοῖς τῶν Ἀθηναίων νεῶν, ὁρμίζονται κατὰ Ἐρινεόν.</i></p> <p>with the result/so that they had slightly fewer ships than the Athenians, anchored at Erineos.</p>	4		<p>[1] Occasional improvements on a literal translation</p> <p>[0] No or very little improvement on a literal translation.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	iv	οἱ δ' Ἀθηναῖοι ἐκ τῆς Ναυπάκτου τριάκοντα ναυσὶ καὶ τρισὶν ἐπέπλευσαν αὐτοῖς. The Athenians sailed against them with thirty-three ships from Naupaktos.	4	Omission of αὐτοῖς = major error	
	v	καὶ οἱ Κορίνθιοι τὸ μὲν πρῶτον ἠσύχαζον, ἔπειτα ἀρθέντος αὐτοῖς τοῦ σημείου, To begin with the Corinthians took no action, then when they were given the signal,	4		
	vi	ἐπεὶ καιρὸς ἐδόκει εἶναι, ὥρμησαν ἐπὶ τοὺς Ἀθηναίους καὶ ἐναυμάχουν. καὶ χρόνον ἀντειχόν πολὺν ἀλλήλοις. since it seemed to be the right moment, they bore down upon the Athenians and they fought. And they grappled each other for a long time.	4		
	vii	τῶν δ' Ἀθηναίων κατέδυ μὲν οὐδεμία, ἑπτα δέ τινες ἄπλοι ἐγένοντο, ἐμβαλλόμεναι ὑπὸ τῶν Κορινθίων. Not one of the Athenian ships was sunk, but seven were rendered unseaworthy as they had been rammed by the Corinthians	4	ἐμβαλλόμεναι = <i>Attacked</i> = minor error (must indicate some sort of damage to be credited) ἄπλοι ἐγένοντο = <i>damaged</i> = minor error	
(b)	(i)	There is no pursuit (1); no men (1) from either side (1) are taken. (1)	4		

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(ii)	Repeated negative in οὐδεμία, οὐδέ, and οὐδετέρων.	2	All three needed with explanation for 2 marks Greek words only = (1)	
	(c)	They had been fighting (1) near the shore (1).	2		
	(d) (i)	The Corinthians think they've won (1) if they don't actually get [soundly] beaten (1); the Athenians think they've lost (1) if they don't win [decisively] (1).	4		
	(ii)	Overall parallel structure of clauses, the main points being: - οἱ τ' Ἀθηναῖοι ... οἱ τε ... Κορίνθιοι; ἠγήσαντο ... ἐνόμιζον; κρατεῖν ... ἡσᾶσθαι: all three contrasted against each other, and all in same place in clause; but <i>variatio</i> in the verbs. (<i>May well be made into more than one point.</i>) - εἰ μή ... ὅτι οὐ ... <i>variatio</i> . - πολὺ ... πολὺ. - ἐκρατοῦντο ... ἐνίκων: balance and final position.	4	1 per point properly made	
	(e) (i)	genitive because of κρατέω.	1		
	(ii)	Genitive absolute	1	Accept suitable explanations	
	(f) (i)	ἀποπλέω;	1		
	(ii)	ἴστημι	1		

Question			Answer	Marks	Guidance	
					Content	Levels of response
2	i	The Spartans ordered Callicratidas to sail to Lydia to obtain money and ships from Cyrus. Specimen translation – other renderings possible οἱ Λακεδαιρόνιοι ἐκέλευσαν τὸν Καλλικρατίδαν πλεῦσαι πρὸς Λυδίαν ὡς τοῦ Κύρου χρήματά τε καὶ ναῦς κτησόρενον.	5	<p><i>Please note that any Greek vocabulary/syntax which adequately translates the English is acceptable: if in doubt, examiners should check Liddell and Scott, and/or a good grammar (such as Smyth: not ‘beginners’ Greek text books); specific points will in any case be discussed at standardisation.</i></p> <p>The passage has been divided into 8 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p> <p>Award marks for style to a maximum of 7.</p> <p>Of the remaining 3 marks, 2 are to be awarded for breathings:</p> <p>[2] All correct, or one error [1] 2 or 3 errors [0] More than 3 errors.</p> <p>The final mark is to be awarded for use of connectives: [1] No more than one omission (not counting the first sentence) [0] More than one omission</p>	<p>[5] All or almost all correct (as agreed at Standardisation) [4] Minor error(s) in accidence or syntax [3] More serious errors in accidence or syntax [2] Accidence/syntax seriously faulty, but not without sense [1] A very small proportion of correct accidence/syntax [0] No recognisable relation to the English.</p> <p>NB Consequential errors should not be penalised.</p>	
	ii	When he reached Cyrus’ house, he asked the slave who was guarding the door to announce ἀφικόμενος οὖν πρὸς τὴν τοῦ Κύρου οἰκίαν τὸν δοῦλον τὸν τὴν θύραν φυλάσσοντα ἤτησεν ἀγγέλλειν	5			
	iii	that Callicratidas had arrived and wished to speak to Cyrus. ὅτι Καλλικρατίδας ἀφικόμενος τῷ Κύρῳ διαλέγεσθαι ἐθέλοι.	5			
	iv	The slave said, ‘Stranger, Cyrus cannot see you now: he is drinking.’ ‘Then I shall wait here’, Callicratidas replied. ὁ δὲ δοῦλος “ὦ ξένε,” ἔφη, “ὁ Κῦρος οὐ σε νῦν ἰδεῖν δύναται· πίνει γάρ” ἐνθάδε οὖν μενῶ,” ἀπεκρίνατο ὁ Καλλικρατίδας.	5			

Question			Answer	Marks	Guidance	
					Content	Levels of response
	v	But when the slave laughed and said he was a fool, he went away and came back later. τοῦ δὲ δούλου γελάσαντος καὶ εἰπόντος ὅτι μῶρος εἶη, ἀπελθὼν ὕστερον ἐπανῆλθεν.	5			
	vi	When he was again refused admittance, he returned to his ship, αὐθις μέντοι εἰσεῖναι κωλυθείς πρὸς τὴν ναῦν ἐπανῆλθεν	5			
	vii	after swearing that he would do everything to make peace amongst the Greeks ὁμόσας πάντα ποιήσειν ἵνα εἰρήνην ἐν τοῖς Ἕλλησιν ποίηται	5			
	viii	so that in future they would fight against the Persians, and not each other. ἵνα τὸλοιπὸν πρὸς τοὺς Πέρσας μάχονται μᾶλλον ἢ πρὸς ἀλλήλους.	5			

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Plato Use of language to enliven account of allocation of diets, such as polyptoton and <i>variatio</i> in:</p> <p><i>ἄλλοις ἄλλας τοῖς μὲν ἐκ γῆς βοτάνην ἄλλοις δὲ δένδρων καρπούς τοῖς δὲ ρίζας ἔστι δ' οἷς ἔδωκεν εἶναι τροφήν ...</i></p> <p>and of their methods of reproduction:</p> <p><i>καὶ τοῖς μὲν ὀλιγογονίαν προσῆψε τοῖς δ' ἀναλισκομένοις ὑπὸ τούτων πολυγονίαν.</i></p> <p><i>δη</i> signals something significant: which is that Epimetheus was <i>οὐ πάνυ τι σοφός</i>; humour in this and in <i>ἔλαθεν αὐτὸν κτλ.</i> But his foolishness has serious consequences: <i>λοιπὸν δη ἀκόσμητον ... ἀνθρώπων γένος.</i></p> <p>He doesn't know what to do: <i>ἠπόρει</i> reinforced by <i>ἀποροῦντι</i>.</p> <p>Prometheus sees what a mess he's made: pointed up by contrast and build-up of similarly formed words: <i>τὰ μὲν ἄλλα ζῶα ... τὸν δὲ ἄνθρωπον γυμνόν τε καὶ ἀνυπόδητον καὶ ἄστρωτον καὶ ἄοπλον.</i></p> <p>Urgency of the appointed day being at hand: <i>ἀπορία</i> now besets Prometheus, but he has a plan; <i>πῶρ</i> repeated to underline its importance.</p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>The following points are indicative and offer question specific guidance.</p>	<p>AO1 Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p>AO2 Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Balanced clauses to sum up, with short one to end: τὴν μὲν ... τὴν δὲ ... ἦν γὰρ παρὰ τῷ Δί.			
	(b)	<p>Plato Imagine a city which did not regard itself as constituting a community unless everyone was a flute-player, and knew about flute-playing: the attitude to flute-playing would be like that elsewhere to justice. Good flute-players would not necessarily engender good flute-playing children; but even incompetent flute-players would be good at it compared with outsiders.</p> <p>καὶ τοῦτο καὶ ἰδία καὶ δημοσία πᾶς πάντα καὶ ἐδίδασκε καὶ ἐπέπληττε τὸν μὴ καλῶς αὐλοῦντα, καὶ μὴ ἐφθόνει τούτου τῶν δικαίων καὶ τῶν νομίμων οἶμαι personal opinion ἢ ... δικαιοσύνη καὶ ἀρετή· πᾶς παντὶ προθύμως λέγει καὶ διδάσκει καὶ τὰ δίκαια καὶ τὰ νόμιμα ... πᾶσαν προθυμίαν καὶ ἀφθονίαν εἶχομεν ἀλλήλους διδάσκειν, οἶει ἂν π ... ὦ Σώκρατες reminder of interlocutor τῶν ἀγαθῶν αὐλητῶν ἀγαθοὺς αὐλητὰς τοὺς υἱεῖς γίγνεσθαι ἢ τῶν φαύλων; οἶμαι μὲν οὖν personal opinion again ἄλλα ὅτου ἔτυχεν ὁ υἱὸς εὐφυέστατος γενόμενος εἰς αὐλησιν, οὗτος ἂν ἐλλόγιμος ηὔξηθη, ὅτου δὲ ἀφυής, ἀκλεής·</p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>The following points are indicative and offer question specific guidance.</p> <p><i>Specific verbal and stylistic points might include the following (by no means all need be referred to, and other valid points should be rewarded):</i></p>	<p>AO1 Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p>AO2 Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>πολλάκις μὲν ἀγαθοῦ ἀύλητοῦ φαῦλος ἂν ἀπέβη, πολλάκις δ' ἂν φαύλου ἀγαθός ἀλλ' οὖν ἀύληταί γ' ἂν πάντες ἦσαν ἱκανοὶ ὡς πρὸς τοὺς ἰδιώτας καὶ μηδὲν ἀυλήσεως ἐπαίοντας.</p>			
4	(a)	<p>Herodotus Several times emphasises his personal confidence; points out the strategic advantages of the situation for the Greeks; reminds them of their women and children on Salamis; fighting here will keep the Persians out of the Peloponnese; this and other places specifically mentioned, for the benefit of Peloponnesians (et al) present; emphasises that reason suggests that they will win there; the gods help those who help themselves.</p> <p>ἦν δὲ τὰ ἐγὼ λέγω ποιήσης τοσάδε ἐν αὐτοῖσι χρηστὰ εὐρήσεις· πρῶτα μὲν ἐν στεινῶ συμβάλλοντες νηυσὶ ὀλίγησι πρὸς πολλὰς ἦν τὰ οἰκότα ἐκ τοῦ πολέμου ἐκβαίνη πολλὸν κρατήσομεν τὸ γὰρ ἐν στεινῶ ναυμαχέειν πρὸς ἡμέων ἐστί, ἐν εὐρυχωρίῃ δὲ πρὸς ἐκείνων αὗτις δὲ Σαλαμῖς περιγίνεται ἐς τὴν ἡμῖν ὑπέκκειται τέκνα τε καὶ γυναῖκες καὶ μὲν καὶ τότε ἐν αὐτοῖσι ἔνεσι, τοῦ καὶ περιέχεσθε μάλιστα ὁμοίως αὐτοῦ τε μένων προναυμαχίσεις Πελοποννήσου καὶ πρὸς τῷ Ἰσθμῶ, οὐδέ σφεας, εἴ περ εὖ φρονέεις, ἄξεις ἐπὶ τὴν Πελοπόννησον. ἦν δέ γε τὰ ἐγὼ ἐλπίζω γένηται καὶ νικήσωμεν τῆσι νηυσί,</p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>The following points are indicative and offer question specific guidance.</p>	<p>AO1 Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p>AO2 Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>οὔτε ὑμῖν ἐς τὸν Ἴσθμὸν παρέσονται οἱ βάρβαροι οὔτε προβήσονται ἐκαστέρῳ τῆς Ἀττικῆς ἀπίαςί τε οὐδένι κόσμῳ Μεγάροισί τε κερδανέομεν <u>περιεοῦσι</u> καὶ Αἰγίνη καὶ Σαλαμῖνι, ἐν τῇ ἡμῖν καὶ <u>λόγιόν</u> ἐστι τῶν ἐχθρῶν κατύπερθε γενέσθαι. οἰκότα μὲν νυν βουλευομένοισι ἀνθρώποισι ὡς τὸ ἐπίπαν ἐθέλει γίνεσθαι <u>μηδὲ οἰκότα βουλευομένοισι</u> οὐκ ἐθέλει οὐδὲ ὁ θεὸς προσχωρέειν πρὸς τὰς ἀνθρωπῆϊας γνώμας.</p>			
	(b)	<p>Herodotus The question of Adeimantos' and the Corinthians' loyalty is clearly an issue in the Salamis narrative; Herodotus makes him prominent in this account: Ἀδείμαντον first word; stated emphatically, and early, that λέγουσι Ἀθηναῖοι; and the account is wholly in indirect speech, distancing Herodotus.</p> <p>Dramatic and emphatic words throughout: <u>αὐτίκα κατ' ἀρχάς</u> , ὡς <u>συνέμισγον αἱ νέες</u> <u>ἐκπλαγέντα τε καὶ ὑπερδείσαντα</u> <u>τὰ ἰστία ἀειράμενον οἴχεσθαι φεύγοντα</u> <u>ιδόντας δὲ τοὺς Κορινθίους τὴν στρατηγίδα φεύγουσαν</u> <u>ἠσαύτως οἴχεσθαι</u></p> <p>Details of location: ὡς δὲ ἄρα φεύγοντας γίνεσθαι τῆς Σαλαμίνης κατὰ τὸ ἶρον Ἀθηναίης Σκιράδος</p>	25	<p>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>The following points are indicative and offer question specific guidance.</p>	<p>AO1 Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p>AO2 Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Sudden appearance of ship: its divine character insisted on: <u>περιπίπτειν σφι κέλητα θείη πομπῇ</u> <u>τὸν οὔτε πέμψαντα φανῆναι οὐδένα</u> <u>οὔτε τι τῶν ἀπὸ τῆς στρατιῆς εἰδόσι προσφέρεσθαι τοῖσι</u> <u>Κορινθίοισι</u> <u>τῆδε δὲ συμβάλλονται εἶναι θεῖον τὸ πρῆγμα.</u> <u>ὥς γὰρ ἀγχοῦ γενέσθαι τῶν νεῶν, τοὺς ἀπὸ τοῦ κέλητος</u> <u>λέγειν τάδε·</u> <u>Ἄδειμαντε</u> (prominent again, and addressed in direct, and evocative, speech): <u>σὺ μὲν ἀποστρέψας τὰς νέας ἐς φυγὴν</u> <u>ὀρμηῆσαι καταπροδοὺς τοὺς Ἕλληνας· οἱ δὲ καὶ δὴ νίκωσι</u> <u>ὅσον αὐτοὶ ἠρώντο ἐπικρατῆσαι τῶν ἐχθρῶν.</u></p> <p>Adeimantos still not convinced: <u>ἀπιστέειν γὰρ τὸν</u> <u>Ἄδειμαντον</u>: so <u>αὐτίς τάδε λέγειν.</u></p> <p>What will happen to them if he doesn't turn back: <u>αὐτοὶ οἰοί</u> <u>τε εἶεν ἀγόμενοι ὄμηροι ἀποθνήσκειν, ἣν μὴ νικῶντες</u> <u>φαίνονται οἱ Ἕλληνες.</u> So ... <u>οὔτω δὴ ἀποστρέψαντα τὴν νέα αὐτόν τε καὶ τοὺς</u> <u>ἄλλους ἐπ' ἐξεργασμένοισι ἐλθεῖν ἐς τὸ στρατόπεδον.</u></p> <p>Actually it isn't as simple as all that, except to the Athenians: <u>τούτους μὲν τοιαύτη φάτις ἔχει ὑπὸ Ἀθηναίων, οὐ μέντοι</u> <u>αὐτοὶ γε Κορίνθιοι ὁμολογεῖν, ἀλλ' ἐν πρώτοισι σφέας</u> <u>αὐτοὺς τῆς ναυμαχίης νομίζουσι γενέσθαι</u></p> <p>and in fact ... <u>μαρτυρεῖ δὲ σφι καὶ ἡ ἄλλη Ἑλλάς.</u> (very emphatic)</p>			

APPENDIX 1

Candidates are expected to demonstrate the following (in the context of the content described).

AO1 Demonstrate Knowledge and Understanding

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

AO2 Analysis, Evaluation and Presentation

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

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AO2a and AO2b but, in assigning a mark for AO2, examiners should focus first on AO2a (i.e. bullet points 1 and 2) to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where within the Level it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

Marking Grid: AO1		
Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	Max. mark and mark ranges	Characteristics of performance
	10	<ul style="list-style-type: none"> • Recall and application of subject knowledge; • Relevance to question/topic; • Understanding of sources and evidence; • Awareness of context.
Level 5	9-10	<ul style="list-style-type: none"> • Specific factual knowledge, selected with care; • Fully relevant to the question; • Well supported with evidence and reference where required; • Strong awareness of context as appropriate.
Level 4	6-8	<ul style="list-style-type: none"> • Generally well chosen factual knowledge; • Relevant to the question; • Usually supported with evidence and reference where required; • Awareness of context as appropriate.
Level 3	4-5	<ul style="list-style-type: none"> • Some factual knowledge, not always well chosen; • At least partially relevant to the question; • Some supporting evidence and reference where required; • Limited awareness of context.
Level 2	2-3	<ul style="list-style-type: none"> • Restricted selection of factual knowledge, possibly including some inaccurate detail; • Little evidence of relevance to the question; • Occasional use of appropriate supporting evidence; • Context occasionally or very superficially indicated.
Level 1	0-1	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

Marking Grid: AO2 (a and b)		
(a) Analyse, evaluate and respond to classical sources (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges	Characteristics of performance
	15	<ul style="list-style-type: none"> • Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 5	13-15	<ul style="list-style-type: none"> • Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 4	9-12	<ul style="list-style-type: none"> • Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 3	6-8	<ul style="list-style-type: none"> • Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or underdeveloped; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 2	3-5	<ul style="list-style-type: none"> • Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
Level 1	0-2	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

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