

## **NOTICE TO CENTRES**

FAO: Head of Classics

Date: April 2010

Subject: Classics: Classical Civilisation (H041, H441), Classics: Ancient History (H042, H442), Classics (H038, H438)

### **REVISED VERSION OF THE SPECIFICATION**

Amendments have been made to the marking grids for units F381-F390 and F391- F394. These grids will be used for marking from June 2010.

Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 80, 81, 82, 83, 88, 89, 90 and 91.

The correct version of the specifications is now Version 4 dated March 2010. The updated marking grids for units F381-F390 and F391- F394 are enclosed in the Appendix following this Notice.

The final accredited version of the GCE specification for first teaching in September 2008 can be downloaded from [www.ocr.org.uk](http://www.ocr.org.uk) (navigate to Qualifications/By Type/AS/A Level GCE (for first teaching in 2008)/Classics).

If you have any queries about this notice, please call our Customer Contact Centre on 01223 553998.

# NOTICE TO CENTRES *continued*

For AS Latin and Classical Greek mark schemes please see mark schemes in Units L1, L2 and G1, G2 Sample Assessment Materials.

## AS Classics Marking Grid for units CC1–CC6 (F381–F386): AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
Level 5	9–10	18–20	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding and application of sources and evidence;</li> <li>Understanding of concepts and/or context.</li> </ul>
Level 4	7–8	14–17	<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>
Level 3	5–6	9–13	<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>
Level 2	2–4	5–8	<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>
Level 1	0–1	0–4	<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>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>

# NOTICE TO CENTRES *continued*

## AS Classics Marking Grid for units CC1–CC6 (F381–F386): AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	<i>Max. mark and mark ranges</i>			<i>Characteristics of performance</i>
	<i>10</i>	<i>15</i>	<i>25</i>	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and argument;</li> <li>• Written communication;</li> <li>• Accuracy of writing and use of specialist vocabulary.</li> </ul>
Level 5	9–10	14–15	22–25	<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>
Level 4	7–8	10–13	17–21	<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>
Level 3	5–6	6–9	12–16	<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>
Level 2	2–4	3–5	6–11	<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>
Level 1	0–1	0–2	0–5	<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>

# NOTICE TO CENTRES *continued*

## AS Classics Marking Grid for units AH1–AH2 (F391–F392): AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
			<ul style="list-style-type: none"> <li>• Recall and application of subject knowledge and sources;</li> <li>• Relevance to question/topic;</li> <li>• Understanding and application of sources and evidence;</li> <li>• Understanding of concepts and/or context.</li> </ul>
Level 5	9–10	18–20	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference to the sources;</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 4	7–8	14–17	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference to the sources;</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 3	5–6	9–13	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference to the sources;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 2	2–4	5–8	<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 some understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 1	0–1	0–4	<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 of concepts and contexts of events and or sources.</li> </ul>

# NOTICE TO CENTRES *continued*

## AS Classics Marking Grid for units AH1–AH2 (F391–F392): AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	<i>Max. mark and mark ranges</i>			<i>Characteristics of performance</i>
	<i>10</i>	<i>15</i>	<i>25</i>	
Level 5	9–10	14–15	22–25	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and effective communication of ideas;</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>
Level 4	7–8	10–13	17–21	<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgments;</li> <li>• Sound interpretation and evaluation of the sources and/or evidence;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>
Level 3	5–6	6–9	12–16	<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements;</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Mostly accurately written with specialist vocabulary sometimes accurately used.</li> </ul>
Level 2	2–4	3–5	6–11	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>

## NOTICE TO CENTRES *continued*

Level 1	0–1	0–2	0–5	<ul style="list-style-type: none"><li>• Very superficial analysis of evidence and/or issues;</li><li>• Little or no interpretation and/or evaluation of the sources and/or evidence;</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 with little or no specialist vocabulary.</li></ul>
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# NOTICE TO CENTRES *continued*

## A2 Classics Marking Grid for units CC7–CC10: (F387–F390) AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
Level 5	9–10	18–20	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding and application of sources and evidence;</li> <li>Understanding of concepts and/or context.</li> </ul>
Level 4	7–8	14–17	<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>
Level 3	5–6	9–13	<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>
Level 2	2–4	5–8	<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>
Level 1	0–1	0–4	<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>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>

# NOTICE TO CENTRES *continued*

## A2 Classics Marking Grid for units CC7–CC10: (F387–F390) AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form			Characteristics of performance
	15	30	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and argument;</li> <li>• Written communication;</li> <li>• Accuracy of writing and use of specialist vocabulary.</li> </ul>
Level 5	14–15	26–30	<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>
Level 4	10–13	20–25	<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>
Level 3	6–9	14–19	<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>
Level 2	3–5	6–13	<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>
Level 1	0–2	0–5	<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>



# NOTICE TO CENTRES *continued*

## A2 Classics Marking Grid for units AH3–AH4 (F393–F394): AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>	<i>Characteristics of performance</i>
	20	<ul style="list-style-type: none"> <li>• Recall and application of subject knowledge and sources;</li> <li>• Relevance to question/topic;</li> <li>• Understanding and application of sources and evidence;</li> <li>• Understanding of concepts and/or context.</li> </ul>
Level 5	18–20	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference to the sources;</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 4	14–17	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference to the sources;</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 3	9–13	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference to the sources;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 2	5–8	<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 some understanding of concepts and contexts of events and/or sources.</li> </ul>
Level 1	0–4	<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 of concepts and contexts of events and or sources.</li> </ul>

# NOTICE TO CENTRES *continued*

## A2 Classics Marking Grid for units AH3–AH4 (F393–F394): AO2 (a and b)

<p><i>(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i></p> <p><i>(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i></p>	<p><b>Max. mark and mark ranges</b></p>	<p><b>Characteristics of performance</b></p>
	<p><b>30</b></p>	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Interpretation and evaluation;</li> <li>• Organisation and argument;</li> <li>• Communication of ideas;</li> <li>• Accuracy of writing and use of specialist vocabulary.</li> </ul>
<p>Level 5</p>	<p>26–30</p>	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and effective communication of ideas;</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>
<p>Level 4</p>	<p>20–25</p>	<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgments;</li> <li>• Sound interpretation and evaluation of the sources and/or evidence;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>
<p>Level 3</p>	<p>14–19</p>	<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements;</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Mostly accurate written with specialist vocabulary sometimes accurately used.</li> </ul>
<p>Level 2</p>	<p>6–13</p>	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>

## NOTICE TO CENTRES *continued*

Level 1	0–5	<ul style="list-style-type: none"><li>• Very superficial analysis of evidence and/or issues;</li><li>• Little or no interpretation and/or evaluation of the sources and/or evidence;</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 with little or no specialist vocabulary.</li></ul>
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