

Classics: Classical Greek

Advanced GCE

Unit **F374**: Classical Greek Prose

Mark Scheme for June 2012

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Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>PLATO</p> <p>Mock terror induced by Thrasymachus: <i>ἐξεπλάγην ... ἐφοβούμην</i> Thrasymachus like the proverbial wolf <i>εἰ μὴ πρότερος ἑωράκη κτλ.</i> the effect of whom would have Socrates <i>ἄφωνος</i>. Thrasymachus' irascibility <i>ἤρχετο ἐξαγριαίνεσθαι</i>. More mock terror <i>ὑποτρέμων</i>.</p> <p>Apologetic <i>μὴ χαλεπὸς ἡμῖν ἴσθι</i>; reinforced by verbal effects <i>ἐξαμαρτάνομεν ... , εὖ ἴσθι ὅτι ἄκοντες ἀμαρτάνομεν</i>.</p> <p>Socrates' explanation (brought out by analogy and contrast) <i>εἰ μὲν χρυσίον</i> (reference to Thrasymachus as sophist??) <i>ἐζητοῦμεν</i>, <i>οὐκ ἂν ποτε ἡμᾶς ἔκοντας</i> (contrast with <i>ἄκοντες</i>) <i>εἶναι ὑποκατακλίνεσθαι ἀλλήλοις</i> (as they have been accused of doing) <i>ἐν τῇ ζητήσει καὶ διαφθείρειν τὴν εὐρεσιν αὐτοῦ</i>, <i>δικαιοσύνην</i> (position) <i>δὲ ζητοῦντας</i> (ζητ- for the third time), <i>πράγμα πολλῶν χρυσίων τιμιώτερον</i>, <i>ἐπειθ' οὕτως ἀνοήτως ὑπέικειν ἀλλήλοις</i> (balanced against <i>ὑποκατακλίνεσθαι</i> above) <i>καὶ οὐ σπουδάζειν ὅτι μάλιστα φανῆναι αὐτό</i>.</p>	25	<p>Not every point made in the mark scheme need be covered, and credit should be given to valid points that aren't; but the passage should receive reasonable coverage overall.</p>	<p>Answers must be marked using the marking grids in the Appendix 1 and a mark given for each assessment objective.</p> <p>Summary:</p> <p>AO1 = 10 Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15 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>οἴου γε σύ, ὦ φίλε.</p> <p>ἀλλ' οἶμαι, οὐ δυνάμεθα.</p> <p>Thrasymachus must excuse them <i>ἐλεεῖσθαι</i> as he is one of <i>ὑμῶν τῶν δεινῶν</i> and not <i>χαλεπαίνεσθαι</i>, as he is doing at the moment.</p> <p>Thrasymachus' reaction: <i>ἀνεκάκχασέ</i> (sound) ... <i>μάλα σαρδάνιον</i>, reinforced by <i>ᾠ Ἡράκλεις</i> and scathing dismissal of <i>ἡ εἰωθυῖα εἰρωνεία Σωκράτους</i>, which he finds only too predictable: <i>ταῦτ' ἐγὼ ἤδη τε καὶ τούτοις προύλεγον, ὅτι σὺ ἀποκρίνασθαι μὲν οὐκ ἐθελήσεις, εἰρωνεύσοιο</i> (position) <i>δὲ καὶ πάντα μᾶλλον ποιήσεις ἢ ἀποκρίνοιο...</i></p>			
	(b)	<p>Argument: Thrasymachus, having maintained that justice is 'what is in the interests of the stronger', says that it is just to do what the rulers say; Socrates gets him to agree that rulers are fallible, and that therefore, sometimes when they make laws, they make them not in their own interests. But their subjects are still bound to obey them, so that they are doing not what is in the interests of the rulers, 'the stronger', but the opposite.</p>	25	<p>Good answers will show how [some of] the features highlighted here help to structure and clarify the argument, not simply identify them.</p>	<p>Answers must be marked using the marking grids in the Appendix 1 and a mark given for each assessment objective.</p> <p>Summary:</p> <p>AO1 = 10 Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

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	<p>Repetition of key terms throughout: e.g. <i>τοῖς ἄρχουσιν/ δίκαιον</i></p> <p>Question of fallibility of rulers <i>ἀναμάρτητοί ... οἰοί τι καὶ ἁμαρτεῖν; οἰοί τι καὶ ἁμαρτεῖν.</i></p> <p>Law making: <i>νόμους τιθέναι ... τοὺς μὲν ὀρθῶς τιθέασιν, τοὺς δὲ τινὰς οὐκ ὀρθῶς</i> repetition and contrast, and again in <i>τὸ δὲ ὀρθῶς ... τὸ τὰ συμφέροντά ἐστι τίθεσθαι ἑαυτοῖς ... τὸ δὲ μὴ ὀρθῶς ἀσύμφορα.</i></p> <p>Keywords for passage recur in <i>ἃ δ' ἂν θῶνται ποιητέον τοῖς ἀρχομένοις, καὶ τοῦτό ἐστι τὸ δίκαιον</i>, reminding us of subject under discussion. Extended in <i>οὐ μόνον ... ἄρα δίκαιόν ἐστιν . . . τὸ τοῦ κρείττονος συμφέρον ποιεῖν ἀλλὰ καὶ ... τὸνάντιον, τὸ μὴ συμφέρον</i>, which will come back at the end.</p> <p><i>Τί λέγεις σύ;/ Ἄ σὺ λέγεις</i> reinforces their agreement.</p> <p><i>ἁμολόγηται</i> (word holds much of the rest together) ... <i>τοὺς ἄρχοντας τοῖς ἀρχομένοις προστάττοντας ποιεῖν ... διαμαρτάνειν τοῦ ἑαυτοῖς βελτίστου, ἃ δ' ἂν προστάττωσιν οἱ ἄρχοντες</i></p>			<p>AO2 = 15</p> <p>Level 5 13-15</p> <p>Level 4 9-12</p> <p>Level 3 6-8</p> <p>Level 2 3-5</p> <p>Level 1 0-2</p>

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			<p><i>δίκαιον εἶναι τοῖς ἀρχομένοις ποιεῖν;</i> <i>ταῦτ' οὐχ ὁμολόγηται;</i></p> <p>Therefore ... <i>τὸ ἀσύμφορα ποιεῖν ...</i> <i>τοῖς ἀρχουσί τε καὶ κρείττοσι</i> (expanded this time) <i>δίκαιον εἶναι</i> <i>ὁμολογήσθαι σοι</i> <i>ὅταν οἱ μὲν ἀρχοντες ἄκοντες</i> (sound?) <i>κακὰ αὐτοῖς προσιάττωσιν,</i> <i>τοῖς δὲ δίκαιον εἶναι φῆς ταῦτα ποιεῖν</i> <i>ἃ ἐκεῖνοι προσέταξαν,</i></p> <p>Summing up, most of the key words back again: <i>ἄρα τότε ... δίκαιον εἶναι ποιεῖν</i> <i>τὸν ἀντίον ἢ ὃ σὺ λέγεις; τὸ γὰρ τοῦ</i> <i>κρείττονος ἀσύμφορον δήπου</i> <i>προσιάττεται τοῖς ἥττοσιν ποιεῖν.</i></p>			

Question		Answer	Marks	Guidance	
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2	(a)	<p>THUCYDIDES</p> <p>Hope: <u>καί</u> (even in the circumstances) <i>ἐκ τῶν παρόντων</i> <i>ἐλπίδα</i> (position) <i>ἤδη ... ἐκ δεινότερων ἢ τοιῶνδε</i> (reinforcing idea of 'even')</p> <p>Not their fault/undeserving: <i>μηδὲ</i> <i>καταμέμφεσθαι ὑμᾶς ἄγαν αὐτούς</i> (order) <i>μήτε ταῖς ξυμφοραῖς</i> <i>μήτε ταῖς παρὰ τὴν ἀξίαν νῦν</i> <i>κακοπαθίαις</i></p> <p>His own circumstances/reversal: <u>καγὼ</u> ('even' again) <u>τοι</u> for attention <i>οὐδενὸς</i> (position) <i>ὑμῶν</i> <i>οὔτε ῥώμη προφέρων (ἀλλ' ὁρᾶτε δὴ</i> <i>ὡς διακεῖμαι ὑπὸ τῆς νόσου)</i> <i>οὔτ' εὐτυχία δοκῶν που ὕστερός</i> <i>του εἶναι</i> <i>κατὰ τε τὸν ἴδιον βίον καὶ ἐς τὰ ἄλλα</i> <i>νῦν ἐν τῷ αὐτῷ κινδύνῳ τοῖς</i> <i>φαιλοτάτοις αἰωροῦμαι</i></p> <p>Though undeserved (note strong balance): <i>καίτοι</i></p> <p style="text-align: right;"><i>πολλὰ μὲν</i></p> <p><i>ἐς θεοὺς νόμιμα δεδιήτημαι,</i> <i>πολλὰ δὲ ἐς</i> <i>ἀνθρώπους δίκαια καὶ ἀνεπίφθονα.</i></p>	25	2(a) and (b) Not all points need be made, though reasonable coverage of the passage is to be expected; other valid points not mentioned here should be rewarded.	<p>Answers must be marked using the marking grids in the Appendix 1 and a mark given for each assessment objective.</p> <p>Summary:</p> <p>AO1 = 10 Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15 Level 5 13-15 Level 4 9-12 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

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	<p>Therefore affording hope: <i>ἀνθ' ὧν ἡ μὲν ἐλπίς ὅμως θρασεῖα (order) τοῦ μέλλοντος αἱ δὲ ξυμφοραὶ οὐ κατ' ἀξίαν δὴ φοβοῦσιν (position)... τάχα δὲ ἂν καὶ λωφήσειαν.</i></p> <p>Things can be expected to change: <i>ἱκανὰ ... ἠτύχηται, καὶ εἴ τῳ θεῶν ἐπίφθονοι ἐπιστρατεύσαμεν, ἀποχρώντως ἤδη τετιμωρήμεθα. ἦλθον γάρ που καὶ ἄλλοι τινὲς ἤδη ἐφ' ἐτέρους, καὶ ἀνθρώπεια δράσαντες ἀνεκτὰ ἔπαθον. καὶ ἡμᾶς εἰκὸς νῦν τά τε ἀπὸ τοῦ θεοῦ ἐλπίζειν ἠπιώτερα ἕξειν (οἴκτου γὰρ ἀπ' αὐτῶν ἀξιώτεροι ἤδη ἐσμὲν ἢ φθόνου (order/position))</i></p> <p>They are still a powerful force: <i>ὑμᾶς αὐτοὺς ... οἷοι ὀπλίται ἅμα καὶ ὅσοι ξυντεταγμένοι χωρεῖτε μὴ καταπέπληχθε ἄγαν, λογίζεσθε δὲ ὅτι αὐτοὶ τε πόλις εὐθύς ἐστε ὅποι ἂν καθέζησθε καὶ ἄλλη οὐδεμία ὑμᾶς τῶν ἐν Σικελίᾳ οὔτ' ἂν ἐπιόντας δέξαιτο ραδίως οὔτ' ἂν ἰδρυθέντας που ἐξαναστήσειεν.</i></p>			

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	(b)	<p><u>ἄμα μὲν...</u> linking the two motivations; military necessity and thirst</p> <p><u>βιαζόμενοι ὑπὸ τῆς πανταχόθεν προσβολῆς</u> (sound?) <u>ἰπέων τε πολλῶν</u> <u>καὶ τοῦ ἄλλου ὄχλου,</u></p> <p><u>ἄμα δ'...</u> <u>ὑπὸ τῆς ταλαιπωρίας</u> <u>καὶ τοῦ πεινῆ ἐπιθυμίας.</u> (variatio?)</p> <p>Chaos ... <u>ἐσπίπτουσιν οὐδενὶ κόσμῳ ἔτι</u> <u>πᾶς ... τις διαβῆναι αὐτὸς πρῶτος βούλομενος</u> <u>καὶ οἱ πολέμοιοι ἐπικείμενοι χαλεπὴν τὴν διάβασιν ἐποίουν.</u></p> <p><u>ἄθροοι γὰρ ἀναγκαζόμενοι χωρεῖν ἐπέπιπτόν τε ἀλλήλοισι καὶ κατεπάτουν, περί τε τοῖς δορατίοις καὶ σκεύεσιν</u> <u>οἱ μὲν εὐθὺς διεφθείροντο,</u> <u>οἱ δὲ ἐμπαλασσόμενοι κατέρρεον.</u></p> <p>The enemy waiting ... <u>ἔς τὰ ἐπὶ θάτερα τὰ τοῦ ποταμοῦ παραστάντες οἱ Συρακόσιοι</u> (subject delayed)</p>	25		<p>Answers must be marked using the marking grids in the Appendix 1 and a mark given for each assessment objective.</p> <p>Summary:</p> <p>AO1 = 10 Level 5 9-10 Level 4 6-8 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 15 Level 5 13-15 Level 4 9-12 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

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		<p>Syracusan superiority (literally): ἦν δὲ κρημινῶδες ἔβαλλον ἄνωθεν τοὺς Ἀθηναίους πίνοντάς τε τοὺς πολλοὺς ἀσμένους καὶ ἐν κοίλῳ ὄντι τῷ ποταμῷ ἐν σφίσιν αὐτοῖς ταρασσομένους. (confusion) ... οἳ τε Πελοποννήσιοι ἐπικαταβάντες τοὺς ἐν τῷ ποταμῷ μάλιστα ἔσφαζον.</p> <p>Polluted water ... καὶ τὸ ὕδωρ εὐθύς διέφθαρτο, ἀλλ' οὐδὲν ἦσσαν ἐπίνετό τε ὁμοῦ τῷ πῆλῳ ἡματωμένον καὶ περιμάχητον ἦν τοῖς πολλοῖς.</p> <p>Nearly the end ... τέλος δὲ νεκρῶν τε πολλῶν ἐπ' ἀλλήλους ἤδη κειμένων ἐν τῷ ποταμῷ.</p> <p>The end ... καὶ διεφθαρμένου τοῦ στρατεύματος τοῦ μὲν κατὰ τὸν ποταμόν τοῦ δὲ καὶ εἴ τι διαφύγοι, ὑπὸ τῶν ἰππέων.</p>			

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>TRANSLATION AND COMPREHENSION</p> <p>Translation from Greek</p> <p>1 ἔπειτα δὲ Νίκαρχος ἦκε φεύγων τετραμένος εἰς τὴν γαστέρα καὶ εἶπε πάντα τὰ γεγενημένα.</p> <p>2 ἐκ τούτου δὴ οἱ Ἕλληνες ἔτρεχον ἐπὶ τὰ ὅπλα πάντες ἐκπεπληγμένοι καὶ νομίζοντες αὐτίκα ἥξειν αὐτοὺς ἐπὶ τὸ στρατόπεδον.</p> <p>3 οἱ δὲ πάντες μὲν οὐκ ἦλθον, Ἀριαῖος δὲ καὶ Μιθριδάτης, οἱ ἦσαν Κύρω πιστότατοι</p> <p>4 ὁ δὲ τῶν Ἑλλήνων ἑρμηνεὺς ἔφη καὶ τὸν Τισσαφέρνους ἀδελφὸν σὺν αὐτοῖς ὄραν.</p> <p>5 ξυνηκολούθουν δὲ καὶ ἄλλοι Πέρσαι εἰς τριακοσίους.</p> <p>6 οὗτοι ἐπεὶ ἐγγὺς ἦσαν, προσελθεῖν ἐκέλευον εἴ τις εἴη τῶν Ἑλλήνων στρατηγός,</p> <p>7 ἵνα ἀπαγγείλωσι τὰ παρὰ βασιλέως.</p>	28 + 2		<p>Each section is worth four marks, according to the standard criteria:</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> <p>N.B. Consequential errors should not be penalised</p> <p>Please write mark for each section in the body of the script, followed by a vertical line to indicate section end; add them up at the end (make sure there are 7 marks). At then end, write also the mark for quality of English, out of 2, according to the following criteria:</p> <p>2 Expressed fluently and stylishly; consistently successful</p> <p>1 Occasional improvements on a literal translation</p> <p>0 No or very little improvement on a literal translation.</p> <p>Add together the two marks and enter the final mark out of 30 in the margin.</p>

Question		Answer	Marks	Guidance	
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	(b)	optative 1; purpose 1.	2		
	(c) (i)	ἵστημι 1; (ii) φαίνομαι/φαίνω 1.	2		
	(d) (i)	he is dead 1; because he broke the treaty 1	2		
	(ii)	they are honoured 1; because they revealed Klearchos' intentions/plotting 1	2		
	(iii)	their weapons 1. They were Cyrus' 1; Cyrus was his slave 1; so now they are his 1.	4		
	(e)	2 marks for each sound point: the Greek must be quoted. Points may include: - calls Ariaaios <i>κάκιστε</i> - says they should be ashamed; reinforced by <i>οὐκ ... οὔτε ... οὔτε</i> - contrast (with position) of <i>ὁμόσαντες ὑμῖν ... προδόντες ἡμᾶς</i> - Tissaphernes is <i>ἄθεωτάτω ... πανουργοτάτω</i> - <i>τοὺς ... ἄνδρας αὐτοῦς</i> Other valid points to be similarly rewarded.	6		
	(f) (i)	[accusative] for duration of time 1;			
	(ii)	[dative] with <i>διαλέγομαι</i> 1. (Any satisfactory explanation acceptable, including translation.)	2		

Question		Answer	Marks	Guidance	
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4		<p>COMPOSITION</p> <p>1 When Syracuse was being besieged by the Romans, Archimedes the philosopher died in the following way.</p> <p>2 He was drawing a diagram on the ground when he heard someone approaching.</p> <p>3 He did not realise that the man was an enemy</p> <p>4 and told him to go away and allow him to work.</p> <p>5 The soldier seized Archimedes to take him to the general Marcellus, and when he cried out was alarmed</p> <p>6 and immediately struck him with his sword, a weak old man, but one who had done many wonderful things.</p> <p>7 When Marcellus heard this, he was angry and buried Archimedes with much honour in the tomb of his fathers.</p> <p>8 The soldier who murdered him was led away to death on the orders of Marcellus.</p>	50	<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, 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>Please write the mark for each section in the body of the script, followed by a vertical line to mark the section end.</p> <p>Indicate marks for style by putting a tick in the body of the script, and a corresponding tick in the margin, to a maximum of 7. These might be awarded for appropriate subordination, felicitous vocabulary, word order, etc, as discussed at Standardisation. Of the remaining 3 marks, 2 are to be awarded for breathings:</p> <p>2 All correct, or one error 2 or 3 errors 0 More than 3 errors;</p> <p>The other mark for connecting particles: none s required in the first sentence; one subsequent omission is not to be penalised, but a second offence loses the mark.</p> <p>At the end of the script write the mark out of 40 + the mark out of 7 + the mark out of 2 + the mark out of 1 = final mark out of 50.</p>	<p>Each section is worth 5 marks, according to the standard criteria:</p> <p>5 All or almost all of the meaning conveyed (as agreed at Standardisation)</p> <p>4 Minor error(s) in accidence or syntax</p> <p>3 More serious errors in accidence or syntax</p> <p>2 Accidence/syntax seriously faulty, but not without sense</p> <p>1 A very small proportion of correct accidence/syntax</p> <p>0 No recognisable relation to the English</p>

APPENDIX 1

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	Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9 – 10	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	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	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	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.

AO2:		
(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	Analysis; Evaluation and response; Organisation and use of technical vocabulary; Control of appropriate form and style; Accuracy of writing.
Level 5	13 – 15	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	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	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	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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