

GCSE

Classical Greek

Unit **B403** Prose Literature

General Certificate of Secondary Education

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Good response/positive
	Unclear/dubious point
	Benefit of doubt
	Consequential error
	Contradiction
	Cross
	Extendable ellipse
	Major error
	Minor error / SPAG
	Harmful addition
	Good use of Greek / valid stylistic point
	Omission mark
highlight	Harmless addition

MARK SCHEME

Section A

Question	Answer	Marks	Guidance
1	B The mothers	1	
2	A Darius and his army were mocked by the Babylonians. B Each Babylonian chose one woman from his household. D Most of the women died before the siege began.	3	
			Content
			Levels of response
3	<i>Sample translation:</i> 'Why do you sit about/lie in wait there, Persians, but not go away? For you will take us only when mules bear young.' This is what one of the Babylonians said, in no way believing that a mule would bear young.	5	<p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p><u>Accept</u> κάθησθε : 'have you sat...' ἀλλα – 'and' ἐπήν: 'as soon as'; οὐδαμῶς: 'never'</p> <p><u>Minor error</u> κάθησθε : 'did you sit...'/ 'do you remain / stay' omission of ἀλλα & γὰρ & τότε ἀπαλλάττεσθε: 'go home'; past tense αἰρήσετε: making it passive but with agent ('we shall be taken <i>by you</i>') Incorrect number of mules (can be penalised twice); Βαβυλωνίων τις: 'the Babylonian'</p> <p><u>Major error</u> 'stand' for κάθησθε αἰρησετε: passive without agent</p>
			<p>Award up to 5 marks according to 5-mark grid:</p> <p>[5]All of the meaning conveyed, with one minor error allowed</p> <p>[4]Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed</p> <p>[3]Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p>[2]A limited amount of the meaning conveyed</p> <p>[1]A very limited amount of the meaning conveyed</p> <p>[0]None of the meaning conveyed.</p> <p>N.B. Consequential errors should</p>

Question			Answer	Marks	Guidance
					not be penalised.
4			C in the twentieth month	1	
5			B He did not believe that a mule had given birth. C He thought that Babylon could now be captured. E He thought that the Persians had divine support.	3	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p>Darius is horrified at what Zopyrus has done to himself and is seen leaping off his throne and crying out. He unleashes a torrent of superlatives in his disbelief, suggesting that Zopyrus must have been mad to do such a thing. Zopyrus' words show his allegiance to the king, his national pride and, contrary to appearances, his high self-regard.</p> <ul style="list-style-type: none"> • Visual aspect: Darius leaping off his throne – ἐκ τε τοῦ θρόνου ἀναπηδήσας - at the sight of Zopyrus with no nose or ears. • Repetition of prefix ἀνα ('up') to show him hardly able to contain his shock: the reaction is physical as well as verbal. • Darius' concern for Zopyrus – the question 'who did this to you?' (ὅστις εἶη ὁ λωβησάμενος). • Zopyrus' strange mixture of defiance and respect for his king: "Οὐκ ἔστιν οὗτος ἀνὴρ (ὅτι μὴ σύ) – there is no man who has the power to do this to me (except you). • Zopyrus' high self-regard - δύναμις τοσαύτη ἐμὲ δὴ ᾧδε: suggests that it would have to be extraordinary power to do this to him of all people. • Zopyrus' pride in his actions: pile-up of pronouns - αὐτὸς ἐγὼ ἐμαυτόν. • Zopyrus' national pride – it is intolerable that Assyrians should laugh at Persians. 	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Juxtaposition of Ἀσσυρίους Πέρσας, with the infinitive καταγελᾶν left to the end for emphasis.</p> <ul style="list-style-type: none"> • Darius twice addresses Zopyrus in exasperation: first, ὦ σχετλιώτατε ἀνδρῶν - Zopyrus' 'wretched' exterior of course contrasts with his triumphant/confident state of mind. Later he castigates him as 'you fool' - ὦ μάταιε. • Torrent of superlatives - σχετλιώτατε, αἰσχίστῳ, κάλλιστον, with Darius pointing the contrast between the fairest name which Zopyrus has given to the most shameful deed: ἔργῳ τῷ αἰσχίστῳ ὄνομα τὸ κάλλιστον ἔθου. • Darius' assessment of Zopyrus' treatment of himself as 'intolerable' - ἀνηκέστως - and all because of 'those being besieged'. • Two almost rhetorical questions to emphasise Darius' incredulity: τί δέ... and πῶς οὐκ. He cannot imagine what was going through Zopyrus' mind when he did this – he must have been mad (πῶς οὐκ ἐξέπλευσας τῶν φρενῶν σαυτὸν διαφθείρας;); poetic imagery of ἐξέπλευσας. • The illogicality of Zopyrus' actions in Darius' eyes is emphasised by the comparative adverb θᾶπτον: how on earth would mutilating himself make the enemy surrender more quickly? 			

Question	Answer	Marks	Guidance	
7	<p>ἐπ' ἑμαυτοῦ βαλόμενος (ἔπραξα) (1); 'I did it) on my own responsibility' (1)</p> <p>οὐκ ἄν με περιείδες (1); 'you would not have allowed me' (1)</p> <p>ἐὰν μὴ τῶν σῶν δεήση(1); 'if there is nothing lacking on your part' (1)</p>	2	<p>Any of these pairs.</p> <p><u>Allow</u>: ἐὰν μὴ τῶν σῶν δεήση: 'unless something is...' / 'if you are not lacking..' / 'if your part is not lacking...' (negative is needed)</p> <p>ἐπ' ἑμαυτοῦ (on its own)</p>	
8	(a)	To desert to the wall (1) and tell them that Darius (1) did this / mutilated him (1) and, by persuading them (that this is true) (1), to obtain an army (1).	3	<p>Any three of these to make a coherent explanation.</p> <p>Must include 'to the wall(s) / ramparts' (not <i>the city / the Babylonians</i>)</p> <p>Must include 'these things / mutilations' (τάδε)</p>
	(b)	Draw up / send a thousand men (1) on the tenth day (1) / opposite the gate(s) of Semiramis (1)	2	<p>Must have the first point plus either of the other two points</p> <p>Not 'after ten days'</p>
9	(a)	That the men should be unarmed / should carry only daggers / knives.	1	
	(b)	<p>Early verb to create expectation.</p> <p>Use of 'neither...nor' / μήτε... μήθ'</p> <p>'Weapons' sandwiched between 'neither...nor' phrases.</p> <p>Delay of πλὴν ἐγχειριδίων for emphasis.</p> <p>Emphasis on all the soldiers (οἱ πρότεροι.. μήθ' οὗτοι)</p>	1	<p>Any one of these. Greek not essential if point clearly expressed.</p>
10	(a)	Zopyrus was everything to the Babylonians (1) They made him both commander / general (of the army) (1) and captain of the walls / sentinel (1)	2	Any two .
	(b)	<p>Babylonians: climbed up on to the wall(s) (1) and fended off the enemy (1).</p> <p>Zopyrus: opened up the gate(s)(1) and let in the Persians (1).</p>	4	<p>Not 'attacked the enemy' for ἠμύνοντο</p> <p>ἀναβάντες ἐπὶ τὸ τεῖχος: needs a sense of movement up onto the wall</p>
	(c)	<ul style="list-style-type: none"> • Pathos of some giving themselves the (vain) hope of sanctuary – οἱ μὲν εἰδον... οὗτοι ἔφευγον ... • Greater pathos of the contrast between those who did see 	4	Any two points – 1 mark per point + 1 mark for supporting Greek evidence.

Question	Answer	Marks	Guidance
	<p>what had happened and those who did not: οἱ μὲν εἶδον... οἱ δὲ οὐκ εἶδον.</p> <ul style="list-style-type: none"> • Detail of 'each man' remaining in 'his own' position ἑαυτοῦ... ἕκαστος: they trusted Zopyrus... • <i>...right up until</i> the moment when they realised that they had been betrayed: εἰς ὃ δὴ... • καὶ οὕτοι: they had hope for a little longer, until 'they also' realised that they had been betrayed. • προδομένοι comes emphatically at the end – 'that they had been betrayed'. Broken trust. 		

Question		Answer	Marks	Guidance	
				Content	Levels of Response
11		<p>Many issues raised by this story are of interest: the value placed on human life, the question of ends justifying means, the reliance placed on religious signs, the treatment of a defeated enemy, etc.</p> <ul style="list-style-type: none"> • Practical approach to siege: to assess the value of different groups in society and to reduce the population to conserve food (view of women as breeders and breadmakers). • Interesting belief in prophecy and reliance on gods to drive actions. • Zopyrus' extreme desire to win Darius' favour, to the extent of mutilating himself – martyrdom of various sorts a modern issue. • Interesting contrast between the value placed on one individual – Zopyrus – as opposed to the expendable multitude of Persian soldiers (the 1000, 2000, 4000): Darius would rather not have had Zopyrus suffer in this way than have 20 Babylons. • Gullibility: people believe what they want to believe – the Babylonians are easily deceived by appearances and a tale of treachery by an enemy. • Treatment of a defeated enemy in war: impaling leaders to show dominance. • Do the ends justify the means? Zopyrus is richly rewarded for his actions. 	8	<p>Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p> <p>Reward equally any well-discussed points about characterisation, plot or atmosphere. Some may even mention the similarity with the Fall of Troy.</p>	<p>Level 4 7-8 Level 3 4-6 Level 2 2-3 Level 1 0-1</p>

Section B

Question	Answer	Mark	Guidance
12	D He yelled.	1	
13	D Pamphilus' job involved working with cloth. E The speaker did not understand Ctesias' words. F The speaker realised only later that the men were drinking together.	3	
14	A lying on the ground	1	
15	B Some things were too rude to be repeated. E The speaker's mother and slaves were horrified. F The speaker was washed before seeing the doctors.	3	
16 (a)	The slave(-girl) made him cry/upset him deliberately (1), because the man/Eratosthenes was in the house OR to provide a distraction (1).	2	The slave-girl's role in making the baby cry is essential; either of the other points is acceptable for the second mark.
(b)	He told his wife to go (1) and feed the baby (1) so that it would stop crying (1). When she (at first) refused (1), he became angry (1) and ordered her again to go (1).	4	Any combination of these which provides a coherent explanation. Accept an answer written in the first person.
(c)	<ul style="list-style-type: none"> Unusual equality of relationship – she responds to his anger and orders (ὄργιζόμενη...ἐκέλευον) with a joke. Her boldness and teasing tone as she taxes him with precisely her own offence – ἵνα σύ γε, ... ἐνταῦθα...καὶ πρότερον.... Emphasis on teasing and laughter – ἐγέλων... προσποιουμένη παίζειν. His gullibility, not taking any of it seriously – οὐδὲν ἐνθυμούμενος οὐδ' ὑπονοῶν. His naivety - emphasised by ἐκάθευδον ἄσμενος, almost 'sleeping like a baby'. ἤκων ἐξ ἀγροῦ at the end of the sentence leaves us with the impression of a pure, peaceful mind, which contrasts with her devious behaviour. 	4	Any two points – 1 mark per point + 1 mark for supporting Greek evidence.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • <i>προσποιημένη παίζειν</i>: alliteration possibly suggests some bitterness as he recalls how easily he was taken in by her 'playfulness' • Use of direct speech brings to life their conversational exchange 		
17	(a)	<ul style="list-style-type: none"> • to make sure no one finds out • to provide him with proof / make it possible for him to catch them in the act 	2	One mark for each. Allow a broad interpretation of ταῦτα
	(b)	εἴπερ οὕτως ἔχει: if it is (really) so	2	One mark for Greek, one for translation

Question		Answer	Mark	Guidance	
				Content	Levels of Response
18		<p><i>Sample translation:</i> Knowing that, arriving at that hour, he would find none of his friends at home, I invited him to dine (with me) / to dinner; and going (home) to my house, we went up to the upper room and had dinner.</p>	5	<p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p>Accept</p> <ul style="list-style-type: none"> ἐπιτήδειων: 'family', 'relatives', 'household', 'circle', 'friends', 'companions' τηνικαῦτα: 'at this hour' <p>Minor Error</p> <ul style="list-style-type: none"> ἐπιτήδειων: 'provisions' καταλήψουτο: 'have' omission of καὶ ἐλθόντες: 'as we arrived' ὡς ἐμέ translated as 'with me' 'going upstairs' instead of 'going to an upper room' 	<p>Award up to 5 marks according to 5-mark grid:</p> <p>[5]All of the meaning conveyed, with one minor error allowed</p> <p>[4]Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed</p> <p>[3]Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p>[2]A limited amount of the meaning conveyed</p> <p>[1]A very limited amount of the meaning conveyed</p> <p>[0]None of the meaning conveyed.</p> <p>N.B. Consequential errors should not be penalised.</p>

Question		Answer	Mark	Guidance
19		To keep a watch on/guard the door.	1	
20	(a)	<ul style="list-style-type: none"> • He creeps out of the house/leaves it in silence; • He visits this man and that / his friends / neighbours; • He collects as many men as he can; • He provides himself with torches (from the (nearest) shop/tavern); • He goes back home. 	3	Any three , BUT candidates should mention EITHER the provision of witnesses (collecting as many men as he can) OR the provision of torches for full marks.
	(b)	<p>Use of repeated 'and' καὶ and δὲ</p> <p>Emphasis on the number of men visited – ὡς τὸν καὶ τὸν... τοὺς μὲν... τοὺς δὲ.</p> <p>Use of the superlative – ὡς οἶόν τ' ἦν πλείστους - as many as was possible</p> <p>List of participles stresses variety of actions</p>	1	Either Greek example or explanation in English is acceptable.

Question		Answer	Marks	Guidance	
				Content	Levels of Response
21		<p>The speed of events makes this a dramatic passage. We see Eratosthenes carelessly lying beside another man's wife, a moment later standing naked on the bed and then immediately struck, thrown down and bound with hands behind his back. His admission of guilt and plea for his life are in vain, as Euphiletus pronounces moral judgment on behalf of the city itself. The presence of witnesses enables us to see the scene through their eyes and to engage with Euphiletus' self-righteous pronouncement.</p> <ul style="list-style-type: none"> • Early participle reflects sudden opening of door - ὄσαντες. • οἱ μὲν πρῶτοι... οἱ δ' ὕστερον: we see Eratosthenes first through one group's eyes, then through the other's. • εἰσίουτες ἔτι εἶδομεν: assonance and early position of ἔτι reflect Euphiletus' and or Eratosthenes' shock. • Changing positions of Eratosthenes: from lying to standing to down on the floor, bound and begging – κατακείμενον... ἐστηκότα... καταβάλλω... ἠντεβόλει δὲ καὶ ἰκέτευε: he has gone from adultery to supplication in a few moments. • Vivid pictures of Eratosthenes lying παρὰ τῆ γυναικί and ἐν τῆ κλίνῃ γυμνὸν ἐστηκότα. Ridiculous image of naked man standing on the bed towering over the witnesses, then reduced to begging on the floor. • Nakedness leaves him humiliated and vulnerable as he is bound and 'charged'. 	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> • Violence of Euphiletus: πατάξας καταβάλλω...τὴ χεῖρε περιαγαγὼν εἰς τοῦπισθεν καὶ δήσας - violent vocabulary enhanced by harsh consonants in πατάξας καταβάλλω. • ὑβρίζει: strong word. Eratosthenes cannot deny it, but cravenly begs and even supplicates - ἤντεβόλει δὲ καὶ ἰκέτευε. Use of two verbs suggests his desperation, as does the offer of a bribe. • No sense in which Euphiletus will accept a supplication – with his hands bound behind his back, Eratosthenes is incapable of establishing contact. • Direct speech enlivens scene, as does the self-righteous οὐκ ἔγω... ἀλλ' ὁ τῆς πόλεως νόμος, as Euphiletus sees himself dispensing civil justice rather than personal revenge. Contrast/balance between ἐγὼ and νόμος. • Slightly pompous tone of Euphiletus' speech. • Emphasis on Eratosthenes' lack of decency – <ul style="list-style-type: none"> • shocking idea of making the city's law of less importance than his own pleasure - περι ἐλάττονος τῶν ἡδονῶν. • Contrast between νόμος and ἡδονῶν. • Polypoton of ἀμάρτημα ἐξαμαρτάνειν to emphasise his wrongdoing. • Emphatic use of the possessive adjective each time in εἰς τὴν γυναῖκατὴν ἐμὴν καὶ εἰς τοὺς παῖδας τοὺς ἐμοὺς . • Use of adjective κόσμιος, 'decent'. 			

Question		Answer	Marks	Guidance	
				Content	Levels of Response
22		<p>Many issues raised in these stories are of interest to the reader: concerns about inadequate parenting (Conon), anti-social behaviour (Conon and sons), gang-attacks, the influence of drink on the behaviour of the young. Euphiletus' defence speech raises the issue of malicious intent; it also makes us question the wisdom of taking the law into one's own hands.</p> <p>Similar concerns about behaviour to those we experience today</p> <ul style="list-style-type: none"> parental responsibility to raise decent citizens (Conon seems almost worse than his sons); the influence of alcohol (Ctesias has already been drinking and is incoherent before the attack); ring-leaders who exert influence/ pressure on others to behave badly (Conon is surrounded by those who egg him on); <p>Familiar features of a gang attack:</p> <ul style="list-style-type: none"> vivid details such as the stripping, tripping, pushing in mud, split lip; the holding down of the companion to prevent him from getting help; foul language and imitation of a cockerel – while intended to be mocking it flatters the perpetrator least; <p>Age-old problem of adultery:</p> <ul style="list-style-type: none"> cuckolded husband; clever, deceitful wife – she turns the tables on 	[8]	<p>Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when pacing the answer within the band.</p> <p>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p> <p>Reward equally any well-discussed points about characterisation, plot or persuasiveness of speeches before a jury.</p>	<p>Level 4 7-8 Level 3 4-6 Level 2 2-3 Level 1 0-1</p>

		<p>her husband by reminding him of the time he tried his luck with the slave-girl;</p> <ul style="list-style-type: none"> • busybody old woman who claims not to be meddling, but has an axe to grind on behalf of her mistress; • the rejected mistress who is keen to stir up trouble for her rival. <p>Relationships between husbands and wives:</p> <ul style="list-style-type: none"> • kindness and concern – re-arranging the sleeping-arrangements after the birth of the baby; • trust and reliance; • joking. <p>Legal issues:</p> <ul style="list-style-type: none"> • idea of torturing a slave for evidence, but Euphiletus clearly does not want to; • idea that it is within the law to kill a man caught in the act of adultery with one's wife; • importance of witnesses to shed light (literally here) on the situation; • issue of malicious intent – did Euphiletus set a trap for Eratosthenes? • idea of taking the law into one's own hands – is it wise? 			
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APPENDIX 1

Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Choice and use of evidence from the Greek text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	9-10	<ul style="list-style-type: none"> • Good engagement with the question; • A range of relevant points, with development; • A good range of appropriate Greek quotation with relevant discussion; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	6-8	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • Some appropriate Greek quotation with some relevant discussion; • Legible and accurate writing, conveying meaning clearly; • Some control of appropriate form and register; • Argument organised.
2	3-5	<ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • Limited Greek quotation with limited relevant discussion; • Legible and generally accurate writing, conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped.
1	0-2	<ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance;

		<ul style="list-style-type: none">• Very little or no appropriate Greek quotation or relevant discussion;• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;• Very limited control of form and register;• Argument difficult to discern.
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Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. 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.

Marking grid for 8-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	7-8	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant points with development; • A good understanding and appreciation of the set text; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	4-6	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • A general understanding and appreciation of the set text; • Legible and accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument organised.
2	2-3	<ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning; • Very limited control of form and register; • Argument apparent in places, even if underdeveloped.
1	0-1	<ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance;

		<ul style="list-style-type: none">• Very little understanding or appreciation of the set text;• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;• Little control of form and register;• Argument difficult to discern.
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Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 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.

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