

GCE

Classics: Classical Civilisation

Unit **H008/22**: Imperial Image

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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.

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

| Symbol | Description | Comment |
|---|--------------------|---|
|  | Tick | worthy of credit |
|  | ? | Unclear argument/unclear expression |
|  | S | error of spelling |
|  | E | error of grammar, punctuation |
|  | F | error of fact |
|  | ^ | Omission of detail/ argument needs extending |
|  | H Line | to draw an attention to an error |
|  | Vertical Wavy Line | to draw attention to something |
| | Highlight | as directed by PE |
|  | IRRL | irrelevant point |
|  | REP | conspicuous repetition |
|  | L | illegible word or phrase |
|  | BP | Blank Page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response. |

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

AO1 Demonstrate Knowledge and Understanding of:

- literature and either visual/material culture or classical thought
- how sources and ideas reflect, and influence, their cultural contexts
- possible interpretations of sources, perspectives and ideas by different audiences and individuals.

AO2 Critically analyse, interpret and evaluate literature and either visual/material culture or classical thoughts, using evidence to make substantiated judgements and produce coherent and reasoned arguments.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. For some points based marking and the levels of response questions you are required to identify a candidate's performance under each assessment objective and award marks accordingly.

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.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Any queries on unexpected answers please consult your Principal Examiner.

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

- 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.

Section A

| Question | Indicative Content | Marks | Guidance | | | | | | |
|----------|---|------------|---|---|--|---|--|------------------------------|--|
| 1a | To whom was the Ara Pacis dedicated? Peace/personification of Peace/Pax/Roman Goddess Peace (1). | 1 (AO1) | | | | | | | |
| 1b | Why did the Senate commission this altar? To honour the return/home coming (1) of Augustus to Rome after three years absence (1) in/from Hispania/Spain/Gaul) (1). | 2 (AO1) | Any two Must be one of Spain and Gaul Accept reference to 13BC with military victory (1) | | | | | | |
| 2 | Other than the fact that some of Figure X is missing, why do you think that it is difficult to identify Figure X as Augustus on the Ara Pacis? Answers may include: <ul style="list-style-type: none"> • Depicted as youthful representation similar to other images/portrayed as young until his death in 14AD/along the lines of Hellenistic ideals • Wearing a laurel wreath but many others are too/not clear if he is wearing a civic crown (1). • Dressed in a toga/similar to others (1). • Augustus' wish to be <i>primus inter pares</i> (1). | 1 (AO2) | <i>All legitimate answers should be credited</i> | | | | | | |
| 3 | Explain what impression of the Roman Imperial family Augustus was trying to give in Source A. Make four points and support each point with reference to Source A. Accept any four points and award up to two marks each. Assess against point-by-point marking grid below. <table border="1" data-bbox="344 1155 1290 1382"> <tbody> <tr> <td>2</td> <td>Expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td> </tr> <tr> <td>1</td> <td>Expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn.</td> </tr> </tbody> </table> | 2 | Expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | 1 | Expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | 0 | Point is not valid, or none are drawn. | 4 (AO1) 4 (AO2) | <i>AO1 marks are awarded for the selection of material from the source.</i> <i>AO2 marks for the interpretation, analysis and interpretation.</i> <i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i> |
| 2 | Expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | | | | | | | | |
| 1 | Expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | | | | | | | | |
| 0 | Point is not valid, or none are drawn. | | | | | | | | |

| Question | Indicative Content | Marks | Guidance |
|----------|---|------------|---|
| | <p>Example of analytical or evaluative comment (AO2): <i>With supporting AO1:</i></p> <ul style="list-style-type: none"> • Closeness of family/Children shown as integral part of the family (AO2). <ul style="list-style-type: none"> ○ <i>Mother and child show closeness (AO1).</i> ○ <i>Children depicted (AO1).</i> ○ <i>Child holds mothers hand (AO1).</i> • Imperial children represent the future of Rome/the continuation of the Golden Age (AO2). <ul style="list-style-type: none"> ○ <i>Children depicted (AO1).</i> • Harmonious family/The impression that this is an ordinary Roman family (AO2). <ul style="list-style-type: none"> ○ <i>Men and women look at each other (AO1).</i> ○ <i>Men and women seen closely together (AO1).</i> ○ <i>Child tugs at his father's cloak (AO1).</i> ○ <i>The family look towards Augustus as paterfamilias (AO1).</i> • Clothing suggests peace (AO2). <ul style="list-style-type: none"> ○ <i>Not wearing military clothing (AO1).</i> • Just like other citizens (AO2). <ul style="list-style-type: none"> ○ <i>Wearing togas (AO1).</i> • Women show modesty/morality/piety/encouraging the <i>Leges Iuliae</i> (AO2). <ul style="list-style-type: none"> ○ <i>Women with head covered (AO1).</i> | | Focus should be on the Imperial family. |
| 4 | <p>Which military campaign is being plotted here?</p> <p>Parthian campaign/Parthians (1).</p> | 1 (AO1) | Date is not required. |

| Question | Indicative Content | Marks | Guidance |
|----------|---|----------------------------------|---|
| 5a | <p>Who is ‘Caesar’ (line 1)?</p> <p>Augustus (1).</p> | <p>1 (AO1)</p> | <p>Accept Octavian.</p> |
| 5b | <p>Why do you think he referred to as ‘our god’?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Propertius asserts Augustus divinity in his work (1). • Emperor worship (especially in the East) (1). • Heir/adopted son/son of deified Julius Caesar/Julius Caesar who was made a god (1). • Granted <i>divi filius</i> (in 42BC decree of senate) (1). | <p>1 (AO2)</p> | <p><i>All legitimate answers should be credited</i></p> |
| 6 | <p>Why does Propertius also refer to Venus and Aeneas (lines 12 and 13)?</p> <p>Augustus claimed descent (through the Julian name) from Aeneas and/or Venus (1).</p> | <p>1 (AO1)</p> | |

| Question | Indicative Content | Marks | Guidance | | | | | | |
|----------|---|-------|---|---|--|---|--|---|---|
| 7 | <p>Explain how Propertius suggests that this campaign will be good for Roman people. Make four points and support each point with reference to Source B.</p> <p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="344 491 1288 730"> <tr> <td data-bbox="344 491 421 584">2</td> <td data-bbox="421 491 1288 584">Expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td> </tr> <tr> <td data-bbox="344 584 421 676">1</td> <td data-bbox="421 584 1288 676">Expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td> </tr> <tr> <td data-bbox="344 676 421 730">0</td> <td data-bbox="421 676 1288 730">Point is not valid, or none are drawn.</td> </tr> </table> <p>Example of analytical or evaluative comment (AO2): <i>With supporting AO1:</i></p> <ul style="list-style-type: none"> • The Parthians, one of Rome’s most difficult opponents will become under Roman rule/domination of Italy (AO2). <ul style="list-style-type: none"> ○ <i>Get to know Latin Jupiter; will flow to your tune; captive leaders sitting beneath their weapons (AO1).</i> • The greatness of the Roman empire will be secured (AO2). <ul style="list-style-type: none"> ○ <i>Let it be eternal (AO1).</i> • The humiliating defeat of Crassus will be avenged/Parthian spoils will be displayed in the Temple of Jupiter Capitolinus (AO2). <ul style="list-style-type: none"> ○ <i>Avenge that disaster of Crassus; take care of history (AO1).</i> • The Parthian lands are rich in exotic resources (AO2). <ul style="list-style-type: none"> ○ <i>Pearl-bearing; men the rewards are great; axles burdened with booty (AO1).</i> • The people will have an opportunity to celebrate/it will glorify Caesar as leader/they will get to see Augustus (AO2). <ul style="list-style-type: none"> ○ <i>Vulgar cheers; then I’ll begin to look (AO1).</i> | 2 | Expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | 1 | Expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | 0 | Point is not valid, or none are drawn. | <p>4 (AO1)</p> <p>4 (AO2)</p> | <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and interpretation.</i></p> <p><i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i></p> <p>Credit literary based responses.</p> |
| 2 | Expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | | | | | | | | |
| 1 | Expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | | | | | | | | |
| 0 | Point is not valid, or none are drawn. | | | | | | | | |

| Question | Indicative Content | Marks | Guidance |
|----------|---|---|---|
| *8 | <p>Evaluate whether Augustus was more successful in portraying himself as a man of peace or as a military leader? You may use Sources A and B as a starting point, and your own knowledge in your answer.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of: Source A: Ara Pacis. Source B: Propertius <i>Elegy</i> 3.4.</p> <p>other sources:</p> <ul style="list-style-type: none"> • <i>Res Gestae</i> 1 - 2 (and passim) refers to many military victories. • Propertius 3.11 – How Augustus overcame Cleopatra. • Horace <i>Epodes</i> 9; <i>Odes</i> 1.37;3.14;4.15. • Prima Porta statue. • Octavian denarius obv. <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Man of Peace Source A</p> <ul style="list-style-type: none"> • There is no dramatic concentration on the emperor. • <i>Primus inter pares</i>. • No personality cult. <p>Source B</p> <ul style="list-style-type: none"> • Augustus did settle with the Parthians without resorting to war/used diplomacy/sent Tiberius to get them. <p>Other sources</p> <ul style="list-style-type: none"> • Horace 4.15 shows Augustus restoring peace. • Augustus is shown in military uniform on the Prima Porta statue but is bare headed and has no weapons - a powerful message of peace? • Coins issued promoting Peace - Aureus 28BC shows Augustus as | <p>8 (AO1)</p> <p>8 (AO2)</p> | <p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Assess using the marking grids for the 16-mark extended response.</i></p> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i></p> |

| Question | Indicative Content | Marks | Guidance |
|----------|---|-------|----------|
| | <p>magistrate/consul.</p> <p>Military Leader</p> <p>Source A</p> <ul style="list-style-type: none"> • Deliberately not shown on pedestal or armed. <p>Source B</p> <ul style="list-style-type: none"> • Glory in assumed victory. The assumed triumph will be celebrated with the cheers of the people. <p>Other sources</p> <ul style="list-style-type: none"> • Horace Toasts Augustus glory at Actium and the defeat of Cleopatra but Agrippa was key to his success. Augustus shows himself as a great military leader. The Ara Pacis commemorated his return from Spain as does Horace <i>Odes</i> 3.14. • Poets encouraged to write on military themes: Epode 9; Ode 1.37. • Prima Porta Augustus depicts him as Imperator. • Coinage up to 29BC quite militaristic. | | |

Guidance on applying the marking grids for the 16-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| AO1 | | | AO2 | | |
|-------|-------|---|-------|-------|--|
| Level | Marks | Characteristics of Performance | Level | Marks | Characteristics of Performance |
| 4 | 7–8 | <ul style="list-style-type: none"> • Very detailed knowledge and a thorough understanding of the material studied. • Use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation. | 4 | 7–8 | <ul style="list-style-type: none"> • A very good response to the question containing a wide range of relevant points leading to convincing conclusions. • Points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources. <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p> |
| 3 | 5–6 | <ul style="list-style-type: none"> • Good knowledge and understanding of the material studied. • Use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation. | 3 | 5–6 | <ul style="list-style-type: none"> • A good response to the question containing a range of relevant points leading to appropriate conclusions. • Points are generally supported by analysis, interpretation and evaluation of classical sources. <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p> |
| 2 | 3–4 | <ul style="list-style-type: none"> • Sound knowledge and understanding of the material studied. • Use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation. | 2 | 3–4 | <ul style="list-style-type: none"> • A sound response to the question containing some relevant points leading to tenable conclusions. • Some points are supported by analysis, interpretation and evaluation of classical sources. <p><i>The response presents a line of reasoning but may lack structure.</i></p> |
| 1 | 1–2 | <ul style="list-style-type: none"> • Limited knowledge and understanding of the material studied. • Use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation. | 1 | 1–2 | <ul style="list-style-type: none"> • Limited engagement with the question, any points or conclusions made may be weak and/or limited in relevancy. • Isolated use of classical sources with little analysis, interpretation and evaluation. <p><i>The information is communicated in an unstructured way.</i></p> |
| 0 | 0 | No response worthy of credit. | 0 | 0 | No response worthy of credit. |

Section B

| Question | Indicative Content | Marks | Guidance |
|----------|---|---|---|
| *9 | <p>What effect did Augustus wish to create on Roman society by accepting the title of <i>Pater Patriae</i>? How successful do you think he was in achieving this effect? Justify your response.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Significance of the title <i>Pater Patriae</i> (conferred in 2 BC) • Encouragement of morality: <ul style="list-style-type: none"> ○ marriage, adultery, childbearing, religion, luxury • Role model for proper male behaviour. • Personal qualities as listed in the specification. • Link with Julius Caesar. <p>May use the following sources</p> <ul style="list-style-type: none"> • Horace <i>Odes</i> 3.6. • Horace <i>Carmen Saeculare</i>. • Propertius 3.12;4.6. • Head of Livia. • Forum of Augustus. • Suetonius Augustus. <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The portrayal of Livia as part of his morality may have inspired other women. However, his daughter Julia did not inspire other women, neither did his grand-daughter Julia, both being exiled for immorality. • Suetonius tells us (34) of the problems over his marriage law. • His approach to proper male behaviour is outlined by Suetonius 53. Some may feel this was propaganda but effective. • The religious side of emperor worship and renewed interest in the worship of the gods but public religion was not inclusive. Though encouraging worship of the Lares may have brought comfort. The people may have enjoyed the refurbishment of the temples (e.g. Palatine Apollo). The amount of work listed | <p>10 (AO1)</p> <p>15 (AO2)</p> | <p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Assess using the marking grids for the 25-mark extended response.</i></p> |

| | | | |
|-----|---|---|--|
| | <p>by Suetonius (29,31) would have been impressive.</p> <ul style="list-style-type: none"> • <i>Pater Patriae</i> - new morality seems ideal. Horace supports this by his ode on morality. Propertius writes of Galla's faithfulness while Postumus is away. His wife is portrayed as a respectable matron for other women to follow. • Ovid's fall from grace and exile when the <i>Ars Amatoria</i> was published at the wrong time to contrast with the aims of <i>Pater Patriae</i>. • It is possible that in fact his rebuilding and renewal of Games would have had a huge effect on Roman society the most. The singing of the <i>Carmen Saeculare</i> by maidens and young men would have inspired all society. However, this may have had limited use for all society (temple of Mars for generals and other legal buildings). • Link with Julius Caesar strengthened the image of Augustus as <i>divi filius</i> in the minds of Roman Society. | | |
| *10 | <p>Which do you think was more successful in getting Augustus' message across to all social classes in Rome: visual/material culture or literature? Justify your response.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of: Visual material:</p> <ul style="list-style-type: none"> • Coins • Scale of Ara Pacis • Prima Porta statue of Augustus • Head of Livia • Forum of Augustus. <p>Literature:</p> <ul style="list-style-type: none"> • <i>Res Gestae</i> • Horace: <i>Carmen Saeculare</i> • Propertius • Ovid. <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Coins have a wide distribution and can be seen by all members of society. | <p>10 (AO1)</p> <p>15 (AO2)</p> | <p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Assess using the marking grids for the 25-mark extended response.</i></p> <p>Accept answers to include the Roman Empire.</p> |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">• Prima Porta statue gives of subtle messages of peace.• Ara Pacis shows species of flowers from all over known empire.• Statues in the Forum of Augustus link him with Aeneas and Romulus, and show him triumphant amongst successful generals. <p>However:</p> <ul style="list-style-type: none">• Literature relies on public readings.• Though mainly the upper classes would attend.• Those in power where Augustus needed support would be those who read the works.• They would appreciate the subtlety of Propertius' work.• Carmen Saeculare: sung at the Ludi Saeculares would have been part of the celebrations and heard by thousands. | | |
|--|---|--|--|

Guidance on applying the marking grids for the 25-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular, response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| AO1 | | | AO2 | | |
|-------|-------|---|-------|-------|--|
| Level | Marks | Characteristics of Performance | Level | Marks | Characteristics of Performance |
| 5 | 9–10 | <ul style="list-style-type: none"> • Very detailed knowledge and a thorough understanding of the material studied. • Use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation. | 5 | 13–15 | <ul style="list-style-type: none"> • A very good response to the question containing a wide range of relevant points leading to convincing conclusions. • Points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources. <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p> |
| 4 | 7–8 | <ul style="list-style-type: none"> • Detailed knowledge and a sound understanding of the material studied. • Use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation. | 4 | 10–12 | <ul style="list-style-type: none"> • A good response to the question containing a range of relevant points leading to appropriate conclusions. • Points are consistently supported by critical analysis, interpretation and evaluation of classical sources. <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p> |
| 3 | 5–6 | <ul style="list-style-type: none"> • Reasonable knowledge and understanding of the material studied. • Use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation. | 3 | 7–9 | <ul style="list-style-type: none"> • A reasonable response to the question containing some relevant points leading to tenable conclusions. • Points are generally supported by analysis, interpretation and evaluation of classical sources. <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p> |

| | | | | | |
|----------|------------|--|----------|------------|--|
| 2 | 3–4 | <ul style="list-style-type: none"> • Basic knowledge and understanding of the material studied. • Use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation. | 2 | 4–6 | <ul style="list-style-type: none"> • A basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions. • Points are occasionally supported by analysis, interpretation and evaluation of classical sources. <p><i>The response presents a line of reasoning but may lack structure.</i></p> |
| 1 | 1–2 | <ul style="list-style-type: none"> • Limited knowledge and understanding of the material studied. • Use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation. | 1 | 1–3 | <ul style="list-style-type: none"> • Little engagement with the question and any points or conclusions made are of little or no relevance. • Isolated use of classical sources with little analysis, interpretation and evaluation. <p><i>The information is communicated in an unstructured way.</i></p> |
| | 0 | No response worthy of credit. | | 0 | No response worthy of credit. |

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