

Mark Scheme for June 2010

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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.

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

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Mark Scheme & Assessment Criteria (AC) 1-5

The following descriptive mark scheme provides guidance for the marking of coursework in accordance with the prescribed Assessment Criteria (AC):

| Assessment Criteria | Marks |
|------------------------------------|-------|
| 1 Factual Content | 12 |
| 2 Use of Primary Source Material | 8 |
| 3 Organisation of Material | 4 |
| 4 Understanding and Evaluation | 14 |
| 5 Quality of Written Communication | 2 |
| Total marks | 40 |

The 'levels of response' descriptions are specific to GCSE Latin (1942) and GCSE Classical Greek (1941) for AC 1-4, while the descriptions for AC 5 are common to all GCSE subjects.

Type A: One piece of 2000 words maximum, total marks 40.

Type B: Two pieces of maximum 1000 words each.

For Type B coursework, marks for each criterion are awarded on each piece, the marks overall (maximum 80) will be halved (then rounded up if necessary) to give a total out of 40.

AC 1 Factual Content (Max. 12 marks)

| | |
|--------|---|
| Band 1 | <i>11-12 marks</i> |
| | A comprehensive selection of relevant facts covering all important aspects of the title; no significant errors. Evidence of thorough research, fully referenced. |
| Band 2 | <i>9-10 marks</i> |
| | A very good selection of relevant facts, with only a few gaps, omissions or errors. Evidence of adequate research with references mostly complete. |
| Band 3 | <i>7-8 marks</i> |
| | A good selection of relevant facts. There may be some irrelevant facts, and some errors, gaps or omissions. Evidence of research into some aspects, with some references. |
| Band 4 | <i>5-6 marks</i> |
| | A range of relevant facts, but not always well selected. Some significant errors, gaps and omissions in research. Few references given. |
| Band 5 | <i>3-4 marks</i> |
| | Some attempt to address the title, with some accurate and relevant facts selected in relation to title. Little attempt to acknowledge sources. The material is likely to be sparse and inaccurate, or plentiful with little attempt to give facts in candidate's own words. |
| Band 6 | <i>2-3 marks</i> |
| | Few relevant or accurate facts. What facts there are, will be from unacknowledged sources and not in candidate's own words. |
| Band 7 | <i>1 mark</i> |
| | Very few relevant or accurate facts. No attempt to acknowledge sources or give facts in candidate's own words. |
| Band 8 | <i>0 marks</i> |
| | No relevant and accurate facts. |

AC 2 Use of Primary Source Material (Max. 8 marks)

| | |
|--------|--|
| Band 1 | <i>7-8 marks</i> |
| | Very high proportion of facts and evidence derived from a wide range of well-chosen primary sources or from fewer substantial ones, fully integrated into the text. Visual as well as literary sources used where appropriate, depending on topic chosen. Sources must be identified as primary and referenced by candidate. |
| Band 2 | <i>6 marks</i> |
| | A high proportion of facts and evidence derived from well-chosen primary sources, integrated into text and identified as primary and referenced by candidate. |
| Band 3 | <i>5 marks</i> |
| | Substantial number of facts and evidence derived from well-chosen primary sources, or large number of sources used but less successfully integrated into text or not clearly identified as primary or referenced by candidate. |
| Band 4 | <i>4 marks</i> |
| | Some facts and evidence derived from well-chosen primary sources, or integration may be weak or non-existent. Candidate may not be able to distinguish primary from secondary sources. |
| Band 5 | <i>3 marks</i> |
| | Only a few facts and pieces of evidence derived from primary sources with little integration. Sources for the most part not identified or referenced. |
| Band 6 | <i>2 marks</i> |
| | Some primary source material referred to, but not used to provide facts or evidence. May be irrelevant and not identified or referenced. |
| Band 7 | <i>1 mark</i> |
| | Very little reference to primary sources, and no integration. Most will be irrelevant and not identified or referenced. |
| Band 8 | <i>0 marks</i> |
| | No attempt to use primary sources. |

Examples of Primary Source Material

- Textual or visual material from the ancient world drawn from books, museums, sites or the internet.
- Candidates' own photographs or drawings of a site or artefact.
- Selective use of television documentaries, reconstructions and dramas should be encouraged but should not be the only source material used.

AC 3 Organisation of Material (Max. 4 marks)

| | |
|--------|--|
| Band 1 | <i>4 marks</i> |
| | Assignment clearly and logically set out in sections or paragraphs. Assignment within word limit. Structure reflects aspects of the title. |
| Band 2 | <i>3 marks</i> |
| | Less clarity and coherence in structure of assignment, with some attempt at organisation in sections or paragraphs. Not more than 200 words (Type A) or 100 words (Type B) over limit. Structure may not reflect aspects of title. |
| Band 3 | <i>2 marks</i> |
| | Over 2200 words (Type A) or 1100 words (Type B) or random accumulation of material, with little structuring. Little relation of structure to title. |
| Band 4 | <i>1 mark</i> |
| | Little attempt to present clear or logical path through material. |
| Band 5 | <i>0 marks</i> |
| | No attempt to follow a clear and logical path through material. |

AC 4 Understanding and Evaluation (Max. 14 marks)

| | |
|--------|--|
| Band 1 | <i>13-14 marks</i> |
| | A thorough understanding of the topic shown, through discussion of material, analysis or argument; facts are almost always used to support an argument. There will be evidence of a high level of evaluation of material in relation to title. |
| Band 2 | <i>11-12 marks</i> |
| | A thorough understanding of the topic shown, though discussion of material, analysis or argument may be superficial in some places or not supported by facts. Evidence of a good level of evaluation. |
| Band 3 | <i>9-10 marks</i> |
| | A good understanding of the topic, but there may be occasional misunderstandings, or generalisations unsubstantiated by facts. There should be some attempt at evaluation. |
| Band 4 | <i>7-8 marks</i> |
| | A reasonable level of understanding of the topic with some successful attempt at analysis and discussion supported by facts, but also misunderstandings, and generalisations unsubstantiated by facts. Evaluation is likely to be limited. |
| Band 5 | <i>5-6 marks</i> |
| | A reasonable level of understanding shown by some selection and presentation of facts. Analysis and discussion will be restricted to superficial or mistaken comments without evidence. Little attempt at evaluation. |
| Band 6 | <i>3-4 marks</i> |
| | The level of understanding of the topic is basic, with very little attempt at analysis or discussion and very little evaluation. |
| Band 7 | <i>1-2 marks</i> |
| | Very little understanding of the topic and no evaluation. |
| Band 8 | <i>0 marks</i> |
| | No understanding of the topic. |

Examples of Evaluation

- Comparison with aspects of modern life or with other cultures or periods.
- Observations arising from empathetic writing.
- Evidence gained from personal study of a site or artefact.
- Critical response to television documentary or drama.

AC 5 Quality of Written Communication (Max. 2 marks)

| | |
|--------|--|
| Band 1 | <i>2 marks</i> |
| | High performance: Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision. |
| Band 2 | <i>1-2 marks</i> |
| | Intermediate performance: candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility. |
| Band 3 | <i>1 mark</i> |
| | Threshold performance: candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. |
| Band 4 | <i>0 marks</i> |
| | Performance lower than threshold performance: spelling, punctuation and grammar consistently inaccurate; frequent loss of sense. |

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