

## **GCSE (9–1)**

### **Ancient History**

#### **J198/21: The foundations of Rome**

General Certificate of Secondary Education

### **Mark Scheme for Autumn 2021**

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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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## 1. Annotations

Annotation	Meaning
<b>BP</b>	Must be used on all blank pages where there is no candidate response
<b>A1</b>	Evidence for making a judgement on the quality of <b>AO1</b> (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
<b>A2</b>	Evidence for making a judgement on the quality of <b>AO2</b> (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
<b>A3</b>	Evidence for making a judgement on the quality of <b>AO3</b> (Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.)
<b>BOD</b>	Benefit of doubt
<b>5</b>	Use to show Spelling, Punctuation and Grammar has been considered in extended response questions, where an additional 5 marks are available for SPAG
	Point mark objective, non-levels of response questions
<b>IRRL</b>	Irrelevant; a significant amount of material that does not answer the question

## The foundations of Rome: From kingship to republic, 753-440BC

Question	Indicative content	Marks	Guidance
1 (a)	<p><b>Give two reasons why Rome was built where it was.</b></p> <p><b>Likely valid responses are:</b></p> <ul style="list-style-type: none"> <li>Defensive position (Any answer relating to safety of a hill)</li> <li>Argument between Romulus and Remus</li> <li>Augury (Any answer relating to birds)</li> <li>'countryside gods' (Award mark if students say gods – but not a gods' name such as Jupiter).</li> <li>Any archaeological answer which discusses the emergence of a settlement over time or discusses the availability local resources.</li> <li>Romulus and Remus were gifted land by their grandfather Numitor/ Alba Longa.</li> <li>The spot where Romulus and Remus had been 'drowned' as infants.</li> <li>Alba Longa and other Latin settlements were over-crowded</li> <li>Seven hills provided opportunity for expansion</li> <li>Any geographical answer that makes mention of the river or the ability to cross the river at the chosen location.</li> <li>Any answer that discusses Rome's location in the context of other ethnic groups and potential trade links.</li> </ul>	AO1 2	1 mark for any answer that offers a historically valid response. Make sure each valid historical response is rewarded.
1 (b)	<p><b>Identify one of Tullus Hostilius' actions which is said to have strengthened Rome.</b></p> <p><b>Likely valid responses are:</b></p> <ul style="list-style-type: none"> <li>Victory of the Three Triplets</li> <li>Introduction of the right of appeal or trial by jury</li> <li>New Senate House/ Curia Hostilia</li> <li>Warlike nature</li> <li>Defeat of Alba Longa</li> <li>Annexation of Alba Longa – resettlement of Albans on Caelian Hill</li> <li>Doubled population</li> <li>Victory against Veii and Fidenae; Etruscans.</li> <li>Overcome Mettius treachery.</li> <li>Death of Mettius</li> </ul>	AO1 1	1 mark for any answer that offers a historically valid response.

Question	Indicative content	Marks	Guidance
1 (c)	<p><b>Name <u>one</u> of the battles the Roman Republic is said to have fought against Tarquinius Superbus.</b></p> <p>Valid response:</p> <ul style="list-style-type: none"> <li>• Silvia Arsia</li> <li>• War with Clusium/ Lars Porsena/ battle of the Tiber (Horatius Cocles defence of the bridge)</li> <li>• Lake Regilius</li> </ul>	AO1 1	1 mark for any answer that offers a historically valid response.

<b>Question 2</b>		<b>Outline how Numa is said to have changed Rome during his reign. [6 marks]</b>	
<b>Assessment Objectives</b>		<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	5–6	<ul style="list-style-type: none"> <li>Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question.</li> </ul>	<p>Potential elements include:</p> <ul style="list-style-type: none"> <li>Introduction of peace for 40 years; changed the people's nature; no nation attacked them because they feared it would anger the gods. Temple of Janus</li> <li>Introduction of the Interregnum and selection of the king by the senate/ comitia curiata. To avert civil unrest after Romulus' death</li> <li>Religious leadership:</li> <li>Priesthoods – Jupiter, Mars, Romulus/Quirinus.</li> <li>Flamen Dialis as the priest of Jupiter. King perform sacred duties in time of war.</li> <li>Pontiff/archivist – elected from senate/appointed to manage/record religious affairs/ceremonies in Rome.</li> <li>Religious changes:</li> <li>Introduction of the Vestal virgins – public funds to manage their temple.</li> <li>Introduced religious reforms with written rules.</li> <li>Calendar and or public holidays can be rewarded</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question.</li> </ul>	
Level 1	1–2	<ul style="list-style-type: none"> <li>Response includes basic knowledge and basic understanding that is relevant to the question.</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 3</b>		<b>Using details from <u>Passage A</u> and your own knowledge, what can we learn about why Romans opposed Appius and the Second Decemvirate? [10 marks]</b>	
<b>Assessment Objectives</b>		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
<b>Additional guidance</b>		<p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>There is no requirement to analyse the source’s reliability to address the “what can we learn” part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p>	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1)</li> <li>Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue. (AO3)</li> </ul>	<p>Valid features / characteristics that answers could identify from the source include:</p> <ul style="list-style-type: none"> <li><b>Made slaves of us all</b> – Livy describes how Rome was seen as a ‘slave state’ by enemies. Representation ended. Republic had been replaced by a tyranny.</li> <li><b>Lost right of appeal</b> – decisions were made behind closed doors. Acted as if tyrants</li> <li><b>tribunes removed</b> – agreed as part of first Decemvirate – but Second used it to abuse plebs rights – higher taxes etc;</li> <li><b>Use of lictors to protect decemvirs/tyranny</b> – Decemvirs were unpopular so they used lictors as bodyguards to control and punish the people.</li> <li><b>Appius and the abduction of Virginia</b> – use of bondsman to declare Virginia a slave and then attempted to kidnap. Ignored father and betrothed appeal.</li> <li><b>Lust over our wives and children</b> – outrage – may be linked to Lucretia and outrage which led to Republic.</li> </ul>
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1)</li> <li>Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3)</li> </ul>	
Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1)</li> <li>Response uses some appropriate details from the stimulus material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3)</li> </ul>	

Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1)</li> <li>Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Verginius will raise an army</b> – May discuss Verginius' influence at the camp and link to the growing unrest amongst the Roman army due to Appius' actions.</li> <li><b>All of us will move heaven and earth to help us:</b> May link to secession, foundation of Republic and how Rome unites against tyrants.</li> </ul>
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge that is relevant to the topic of the question (AO1)</li> <li>Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Other factors to be credited –</b></li> <li>Appius and the election of the second decemvir;</li> </ul>
0	No response or no response worthy of credit		<ul style="list-style-type: none"> <li>The addition of two tables which reduced plebeian rights – including ban on inter-marriage. Consuls were not reintroduced;</li> <li>Senate was intimidated to support granting of an army to fight at Algidus</li> <li>Expect most answers to focus on Virginia – can be seen as two separate factors if candidates identify personal actions (lust) and Appius' abuse of power. (refusal of a proper trial)</li> <li>Likewise candidates may mention the second secession especially if linked explicitly to Appius' actions i.e his treatment of the plebs/ Virginia caused the secession.</li> </ul>

<b>Question 4</b>		<b>Using details from Passage A and your own knowledge, explain why the plebeians were treated so badly. [15 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p>	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	13–15	<ul style="list-style-type: none"> <li>Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (AO3)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>The focus of this question will be using information to come to a judgement. The second order historical concept candidates will predominately use will be causation, but answers may also include consequence and significance.</p> <p>Students should use the information in the passage and their own knowledge to develop points as to why the plebeians were treated so poorly:</p> <p>Points may include:</p> <ul style="list-style-type: none"> <li>The determination of some patricians to protect their political advantages and status. Ability to exploit plebeians because of their lack of political power/status</li> <li>The determination of some patricians to protect their economic position and advantages. Ability to exploit</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> </ul>	

		<ul style="list-style-type: none"> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>	plebeians because of their lack of economic security/ debts
Level 3	7–9	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>The exploitation of the plebeians in terms of their role as soldiers protecting Rome. Could be linked to the impact of fighting upon their farms - bankruptcy etc.</li> <li>The arrogant and immoral behaviour of some Roman leaders.</li> <li>The grand projects of men such as Superbus. The idea of plebeians treated as slaves to fulfil the ambitions of their leaders.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions about what the source tells us about the historical events and historical period. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>The limitations of reforms/powers given to the plebs.</li> <li>The reforms/powers given to the plebs then taken away.</li> <li>The nature of the anti-plebeian legislation.</li> </ul>
Level 1	1–3	<ul style="list-style-type: none"> <li>Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any conclusions about what the source tells us about the historical events and historical period. (AO3)</li> <li>The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	<p>There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p> <p><b>Valid factors that answers could identify from the source include:</b></p> <p><b>Loss of rights</b> – loss of tribunes, loss of right of appeal and made 'slaves of us all'. A real sense of injustice that caused civil unrest. This may be developed to explain how many patricians sought to protect their political/economic advantages and status. Alternatively, it may be developed to explain the sense of grievance involved with being granted reform only to see it taken away.</p>
	0	No response or no response worthy of credit	

		<p><b><u>Power to lust over our wives and children</u></b> – Appius' treatment of Virginia. This may be linked to the idea of how power corrupts and consequential immoral behaviour.</p> <p><b><u>Infamous judgement</u></b> – How Appius had manipulated the legal system for his own benefit, going against precedent. This may be linked to the idea of 'double standards.' Appius was also interfering in established rights.</p> <p><b><u>Every licitor in the city</u></b> – It may be noted how lictors had been used to unfairly intimidate plebeians into compliance.</p> <p><b><u>Every man in Rome/raise the army – all of us</u></b> – the discontent was widespread and deep rooted.</p> <p><b>Other valid features / characteristics that answers could identify include:</b></p> <p>The issue of plebeian debt/poverty and how it was handled in relation to the Wars of Independence and later wars. For example, Appius Claudius' response to the promises of Publius Servilius, or the actions of the Senate in response to the promises of Publius Valerius.</p> <p>The attitude and behaviour of politicians such as Coriolanus, Spurius Cassius and all three men named Appius Claudius.</p> <p>Problems with the Tribuneship. Livy asserts most were chosen by the patricians/ worked for the patricians..</p>
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		<p>The actions and nature of the two Decemvirates. The tribunes were replaced, and all members of the Decemvirate were patricians. The corruption and violence associated with the Second Decemvirate. The ban on marriage between patricians and plebeians.</p> <p>The Twelve Tables and their limitations.</p> <p>The creation of military tribunes to quell demands for the right of plebs to stand for the consulship.</p>
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<b>*Question 5</b>		<b>'Rome's kings brought peace and good government to their people.' To what extent do you agree with this view? [20 marks]</b>		
<b>Assessment Objectives</b>		<b>AO1</b> = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.		
<b>Additional guidance</b>		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.</p>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>		<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>		<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p><b><u>Grounds for agreeing peace and/or good government</u></b></p> <ul style="list-style-type: none"> <li><b>Romulus' foundations.</b> The creation of the orders/ Patron-client relationship. Senate, Comitia Curiata; Invitation of asylum seekers and creation of 'citizenship'</li> <li><b>Military success of kings</b> – Romulus and Sabines and shared kingship with Tatius, Tullus successes against Albans (Triplets), Veii and Fidenae; Ancus' defeat of the Latin threat in the battle of Medullia; Priscus' victories against Latin, Sabine and Etruscan cities (Veii); Superbus victories against the Volsci and Gabii.</li> </ul>
Level 4	13–16	<ul style="list-style-type: none"> <li>Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>		

Level 3	9–12	<ul style="list-style-type: none"> <li>Response demonstrates a selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<ul style="list-style-type: none"> <li><b>Numa's reforms</b> Religious reforms which led to a more peaceful nature – detail may include pontiff and flamens. The Temple of Janus and the introduction of religious rules.</li> <li>Candidates may link this to peace. For example, Livy tells us that Rome enjoyed 40 years of peace because other countries feared gods revenge for attacking the Romans.</li> <li><b>Tullus Reforms:</b> Right of Appeal; Senate House</li> <li><b>Ancus' reforms:</b> Development of envoys; Creation of the Admurus district for Latin settlers, reintroduction of Numa's laws</li> <li><b>Priscus' reforms:</b> May have built the Circus Maximus to provide entertainment; Extension of the Forum; Cloaca Maximus.</li> <li><b>Servius reforms:</b> The census and fair distribution of the tax burden; equites; extension of the city and the Servian Wall. The Temple of Diana.</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>NB. Many candidates may organise their response into factors – such as religious, military and political as suggested by the specification.</p>
Level 1	1–4	<ul style="list-style-type: none"> <li>Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p><b>Grounds for disagreeing</b></p> <ul style="list-style-type: none"> <li><b>Kings and tyranny.</b> Rape of the Sabine women. Romulus death at the hand of the Senate for tyranny. Over use of lictors. Numa's exploitation of the people – Claims about Egeria's supernatural power. Tarquinus Superbus (see below)</li> <li><b>Flawed nature of Kings:</b> Romulus' prayer to Jupiter against the Sabines; Remus' death. Tullus' military character – causing plague and failure to observe religious practices.</li> <li><b>Largesse:</b> Priscus' use of private funds to buy support from Ancus and the Roman people. Use of</li> </ul>
	0	No response or no response worthy of credit	

		<p>raised platforms at Circus Maximus for leading patricians.</p> <ul style="list-style-type: none"> <li>• <b>Limited rights of the plebeians:</b> Patron-client relationship justified lack of plebeian rights. Voting rights of the plebeians are weakened by the introduction of the census by Servius. Superbus' treatment of the plebeians.</li> <li>• <b>Warlike nature of Rome's kings.</b> Each king fights successive battles to expand the city. Sabine, Latins, Veii, Fidenae, Albans. See above for details.</li> <li>• <b>Tarquinius Superbus:</b> Succession to the throne. Warriors to labourers – 'treated like slaves'; introduction of hidden trials for political reasons. Use of lictors to control the people. Sextus and the rape of Lucretia and the defeat of the Gabii.</li> </ul> <p>NB: No reference needs to be made exploring the nature of the evidence to achieve highest levels. Candidates may make reference to the 'legendary' nature of this period, and the sparse archaeological record to express why it is difficult to make definitive conclusions about this issue.</p> <p>Candidates are not expected to include every king – they should have good coverage of the period to substantiate their judgements.</p>
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### **Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme**

<b>High performance 4–5 marks</b>	<ul style="list-style-type: none"><li>- Learners spell and punctuate with consistent accuracy.</li><li>- Learners use rules of grammar with effective control of meaning overall.</li><li>- Learners use a wide range of specialist terms as appropriate.</li></ul>
<b>Intermediate performance 2–3 marks</b>	<ul style="list-style-type: none"><li>- Learners spell and punctuate with considerable accuracy.</li><li>- Learners use rules of grammar with general control of meaning overall.</li><li>- Learners use a good range of specialist terms as appropriate.</li></ul>
<b>Threshold performance 1 mark</b>	<ul style="list-style-type: none"><li>- Learners spell and punctuate with reasonable accuracy.</li><li>- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>- Learners use a limited range of specialist terms as appropriate.</li></ul>
<b>No marks awarded 0 marks</b>	<ul style="list-style-type: none"><li>-The learner writes nothing.</li><li>- The learner's response does not relate to the question.</li><li>- The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**  
Telephone: 01223 553998  
Facsimile: 01223 552627  
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