

Ancient History

General Certificate of Secondary Education

Unit **A031**: The Greeks at war

Mark Scheme for June 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
BOD	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B
S	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both sections A and B.

Subject-specific Marking Instructions

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level

Option 1: The Greeks defend themselves

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>AO1: two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> Prevent Xerxes' access to central Greece and the Peloponnese; support Hellenic league forces in Thebes and Athens; use of army & fleet together (at Artemisium); maintain Greek morale; 	5	The focus should be on details that show why the Greeks made a stand at Thermopylae. Credit awareness of context.	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3 – 4</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>
2	(a)	<p>AO1: Key elements understood and identified.</p> <p>The Eretrians were afraid of the Persians. They ask for Athenian help, but do not have an agreed plan: there were two plans – either flee to the hills or surrender the town to the Persians. Aischines told the Athenians this and advised them to return home.</p>	4	The focus should be on details from the passage.	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>
	(b)	<p>AO2: understanding</p> <p>Answers should show understanding of the scale of problem (eg the size of the Persian force on this occasion, and its actions in the Aegean) facing individual Greek city states and the potential for disagreement within the citizen body; there was also the knowledge that other Greek states (in Asia Minor) had existed under Persian control and that this might bring advantages.</p>	4	<p>Candidates should explain what can be learned from this passage about the difficulties encountered by those resisting the Persians.</p> <p>Credit discussion of the varying responses of the Eretrians.</p>	<p>AO2 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	AO3: Interpretation and Evaluation Evaluation of the passage: what were Herodotus' sources for this? The reference to a named individual suggests that Herodotus has knowledge of detail, and he had access to Athenian sources when working in Athens. The fate of the city of Eretria would have been well-known to other Greeks, and the city state was on Euboea, close to the Greek mainland and the city of Athens, so its fate would be well-known.	5	Candidates should give reasons for the accuracy (or otherwise) of Herodotus' account. Credit discussion of potential bias (because of his close association with Athens)	AO3 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1
3	(a)	AO1: relevant factual knowledge [4] Selection of relevant information from the passage: the emphasis is on what the individual owes to the Great King as his 'slave', and on the punishment meted out to him. There is also a positive aspect (the reference to hospitality & generosity). AO2: Understanding [5] Answers should show some understanding of Xerxes' role as Great King, his autocratic nature and the need for clear and effective control of his large army. It is clear from this passage (and elsewhere) that there is a gulf between the king and his subjects, and that he regards them as slaves.	14	Credit knowledge of Pythius' financial commitment to Xerxes shown earlier, and of the limited nature of his request (one son only to be left behind). Credit also discussion of the way Xerxes makes his punishment known to all his forces, and any appropriate comparisons with other individuals/groups, such as the engineers at the Hellespont, or Phoenicians at Salamis. Credit understanding of the effectiveness of such punishments.	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1 AO2 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO3: Evaluation and interpretation of the source [5] Answers should consider how Herodotus might know about this incident, particularly the conversations between Pythius and Xerxes. Credit comparisons with other passages of Herodotus that shed light on this relationship (eg the punishment of the engineers at the Hellespont, the Phoenicians at Salamis).</p>		Credit discussion of Herodotus' overview of Xerxes' attitude towards his subjects, as shown elsewhere.	<p>AO3 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>
	(b)	<p>AO1: Factual Details [5] Details of the actions and words of Xerxes reported by Herodotus that reveal to us his understanding of Xerxes' character, such as:</p> <ul style="list-style-type: none"> • the punishment of the Hellespont (and the engineers who built the first bridge); • Xerxes' anger at Thermopylae; • Xerxes' behaviour at Salamis and his uncertainty and fear after the battle; • his relationships with other commanders, such as Mardonius and Artemisia. <p>AO2: Understanding [5] Answers should show an understanding of the character of Xerxes as shown in the episodes selected. They could also show understanding of Herodotus' tendency to place great emphasis on individuals and the limitations of his</p>	18	<p>Credit discussion of Herodotus' overall understanding of the reasons for the failure of the expedition and the central role he attributes to Xerxes.</p>	<p>AO1 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO2 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>knowledge of how Xerxes made decisions either in Persia or on campaign.</p> <p>AO3: Interpretation, Evaluation and Response [8] Evaluation of Herodotus' account at this point;</p> <ul style="list-style-type: none"> • What is the evidence for Herodotus' depiction of Xerxes' character? • How reliable are the accounts of incidents like the one in the passage as evidence for his character? • is he developing a picture of Xerxes based on his own preconceptions? • Is Xerxes depicted as a typical 'barbarian' king? 		<p>Candidates may discuss the consistency of the picture of Xerxes presented by Herodotus.</p> <p>Credit relevant discussion of the concept of the barbarian and its effects on the depiction of Xerxes.</p>	<p>AO3 = 8</p> <p>Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 1/2 0 – 2</p>
4		<p>AO1: Factual details of the Hellenic League [10] Factual details about the formation of the Hellenic League:</p> <ul style="list-style-type: none"> • which states joined (eg Athens, Corinth, Sparta) • which states did not join (eg Thessaly, Argos, Syracuse) • which were unable to join (eg Ionian Greeks already under the control of the Persians). 	30	<p>Credit discussion of the disputes about leadership: the role of the Athenians in ensuring unity, the claims made by Argos and Syracuse (and the results of the rejection of the claims).</p>	<p>AO1 = 10</p> <p>Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding the reasons for these different views [10] Understanding of the reasons why some states were unable to join (Persian control, awkwardly placed on the Persian route of attack), and also the problems caused by those who sought a role in leadership for themselves:</p> <ul style="list-style-type: none"> • Argos (long standing conflicts with Sparta) • Syracuse (dispute over leadership) <p>AO3: Interpretation, Evaluation and Response to Herodotus' account [10] The best answers will question and evaluate Herodotus' account and consider whether it is accurate and how well he understood the situation of each of the states discussed. Evaluation of Herodotus' judgments at different points in the war.</p>		<p>Credit discussion of the problems caused by the geography of Greece: some states to the North very difficult to protect against Persian aggression. Reward understanding of the different views even amongst those who did sign up to the league – the Peloponnesian forces with a preference for mounting a defence at the Isthmus of Corinth, for example. Credit discussion and understanding of <i>medising</i>.</p> <p>Credit discussion of the possible bias of Herodotus' sources after the eventual victory.</p>	<p>AO2 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p> <p>AO3 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p>
5		<p>AO1: Factual details of the role of the Spartans in the campaigns of 480-479 BC [10] Details of the Spartan role – both as soldiers and as leaders of the Hellenic League - at Thermopylae and Artemisium; Sparta at Salamis; the negotiations with Athens during 480-79 BC, and Spartan leadership at Plataea.</p>	30	<p>Credit discussion of Sparta's relationship with other states, and the importance of Leonidas' role at Thermopylae.</p> <p>Credit relevant knowledge on the context of Sparta and the nature of their military regime.</p>	<p>AO1 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding the importance of their role [10] The importance of the Spartan army as a fighting force and as leader of the coalition at Thermopylae, Artemisium and then Salamis, then Plataea; the importance of Salamis for the outcome of the war. Credit discussion of the impact of Leonidas' decision to fight at Thermopylae</p> <p>AO3: Interpretation, Evaluation and Response to Herodotus' account [10] The best answers will question and evaluate Herodotus' account; how accurate was he in his description of the Spartan role in the war, and whether his praise for other significant groups and individuals provides a challenge to the assertion made in the title.</p>		<p>A range of 'others' could be considered (the role of Themistocles, the Athenian navy at Artemisium and Salamis etc.). The best answers will use a range of examples and present a well-argued case.</p>	<p>AO2 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p> <p>AO3 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p>

Option 2: Alexander the Great, 356-323 BC

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p>AO1: two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> • He was his father; • Promoted him to the Macedonian throne; • provided him with an opportunity to claim the loyalty of some of Philip's top generals (eg Parmenio); • offered the opportunity for him to lead an expedition against Persia; • prevented the opportunity for an alternative claimant to the throne to gain credible support. 	5	The focus should be on details.	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3 – 4</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>
7	(a)	<p>AO1: Key elements understood and identified.</p> <p>Any two elements with evidence for each:</p> <ul style="list-style-type: none"> • the cavalry and the phalanx; • the importance of controlled movement; • the use of formation (the wedge); • the ability to change direction on command; • the use of spears and pikes to thrust the enemy back. 	4	The details must be drawn from the passage.	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO2: understanding Understanding of the importance of:</p> <ul style="list-style-type: none"> the tactics chosen by the leaders (in this case Alexander and Darius); the changes in formation dictated by the leader; the training of the Macedonian army to follow on command, including the ability to attack in formation at speed; Darius provides an example of weak leadership when confronted by a Macedonian attack. 	4	Candidates should explain what can be learned from this passage about the importance of Alexander's personal role.	<p>AO2 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>
	(c)	<p>AO3: Interpretation and Evaluation Evaluation of the details in the passage: details of the battle and of Macedonian training; the role of Alexander. Discussion of Arrian's reliability as a military historian. Credit discussion of Arrian's own sources for the events in this passage.</p>	5	Credit discussion of the view that the accounts of the fighting overemphasize the role of leaders and their ability to control events once close combat is engaged.	<p>AO3 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	(a)	<p>AO1: relevant factual knowledge [4] Selection of relevant information from the passage:</p> <ul style="list-style-type: none"> his low spirits and concern about the gods; his suspicions of his friends, and particularly the family of Antipater; his quickness to anger; his willingness to listen to charges made against his closest associates. Alexander's quick changes of mood are evidenced elsewhere. <p>AO2: Understanding [5] Should include discussion of what these events show us about Alexander's state of mind - such as Alexander's low spirits, uncertainty about divine support and his concern about the loyalty of his close associates.</p> <p>AO3: Evaluation and interpretation of the source [5] Discussion and evaluation of how Plutarch has described this event and any sources he used, including any judgments he makes about Alexander's behaviour and what he says to Cassander.</p>	14	<p>There should be a range of examples chosen from the passage (and also elsewhere if appropriate), with appropriate detail.</p> <p>Comparison with other sources may also be credited.</p> <p>Credit discussion of the problems of our surviving sources and the uncertainty about key elements of Alexander's thinking, such as his attitude to his own divinity.</p>	<p>AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p> <p>AO2 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO3 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	(b)	<p>AO1: Factual Details [5] This should be compared with other incidents emphasised in the sources. Details might include:</p> <ul style="list-style-type: none"> the omens that affected Alexander's morale; sequence of events described by Arrian and Plutarch; different explanations of Alexander's death; his relationship with his companions and his behaviour towards them. <p>AO2: Understanding [5] Answers should show understanding of a range of examples in the context of the sources named and the differences in approach of these two sources. Credit discussion of the differing elements in the accounts and the use of sources such as the Court Journals; credit discussion of the status of these.</p> <p>AO3: Interpretation, Evaluation and Response [8] Evaluation of both sources and their approaches to the writing of history/biography, together with some assessment of their sources, especially the Court Journals.</p>	18	<p>Credit discussion of Alexander's irascibility, bearing in mind other instances where this arises (and the influence of alcohol). Reward accurate knowledge of details from the main sources.</p> <p>There should be coverage of both Arrian and Plutarch.</p> <p>Answers should show understanding that there is room for a number of interpretations of Alexander's behaviour in the last weeks of his life.</p>	<p>AO1 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO2 = 5 Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO3 = 8 Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 1/2 0 – 2</p>

Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>AO1: Alexander's leadership in his major successes and the contribution of his companions [10]:</p> <ul style="list-style-type: none"> • Cleitus; • Parmenio; • Hephaestion. <p>There should be a selection of incidents which show their role in military successes (eg Parmenio and Cleitus at Granicus). Further there should be details of Alexander's personal leadership during the preparations for battle or in battle itself.</p> <p>AO2: Understanding the reasons for Alexander's military successes [10] Understanding of Alexander's abilities as a military leader and the role of his friends as shown in various battles:</p> <ul style="list-style-type: none"> • his ability to train his army and get the best out of them under battle conditions; • the effective use of the independence given to his companions as individual leaders; • his acceptance or rejection of their advice; • other factors that contributed to success. 	30	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should assess the extent to which what was achieved was down to Alexander or to his subordinates, by examining particular incidents in battles such as the Granicus, Gaugamela etc.</p>	<p>AO1 = 10</p> <p>Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts [10]</p> <p>The best answers will question the nature of the sources and consider how accurate they are likely to be, looking in some detail at the accounts of the incidents chosen.</p>		<p>Better responses will show an understanding of the polarised views of Alexander which lie behind the accounts of Arrian and Plutarch, and whether the account of his relationship with his companions has been unduly dominated by a few significant exceptions (eg Cleitus).</p>	<p>AO3 = 10</p> <p>Level 5 8 – 10</p> <p>Level 4 6 – 7</p> <p>Level 3 4 – 5</p> <p>Level 2 2 – 3</p> <p>Level 1 0 – 1</p>
10		<p>AO1: Factual details of the Alexander's aims and actions during the expedition [10]:</p> <ul style="list-style-type: none"> • details of his aims at the start of the expedition (including what Philip had been planning); • any changes there might have been during the pursuit of Darius; • his adoption of Persian customs and use of local rulers; • his use of local troops; • his attitude towards his own forces over time; • details of his expedition to India after the death of Darius; • the reasons for his return; • his ambitions for the future towards the West. 	30	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit details of Alexander's early life and character traits, where relevant.</p>	<p>AO1 = 10</p> <p>Level 5 8 – 10</p> <p>Level 4 6 – 7</p> <p>Level 3 4 – 5</p> <p>Level 2 2 – 3</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding the reasons for this view [10]. Understanding of the different interpretations possible of Alexander's aims at the start, such as the freedom of the Greek states in Asia, revenge for Persian interference in the Greek world and other, personal motives for undertaking the expedition. Discussion of the significance of his adoption of local customs, such as being accepted as Pharaoh in Egypt and Persian king in Babylon, together with the need to face down any pretenders to the throne, such as Bessus.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts [10] The best answers will question the nature of the sources and consider how accurate they are likely to be, given their reliance on contemporaries no longer surviving.</p>		<p>Credit discussion of the reasons for the adoption of Persian/local customs, and Alexander's plans for the future in the weeks before his death.</p> <p>Credit discussion of how our knowledge of Alexander's character and early years may inform our understanding of his aims – e.g. his desire emulate or surpass his father.</p> <p>Credit interpretation and evaluation of the passages of the sources which discuss interpretations of Alexander's behaviour.</p>	<p>AO2 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p> <p>AO3 = 10 Level 5 8 – 10 Level 4 6 – 7 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p>

APPENDIX 1

Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.	5	4 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.	5	5 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.	7-8
Level 4 Sound	3 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised.	3 – 4	3 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.	3 – 4	3 – 4 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.	5-6
Level 3 Some	2 Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information.		2 Answers show some understanding of issues, events, and sources relevant to some of the question.		2 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.	3 – 4
Level 1/2 Limited/None	0 – 1 Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.		0 – 1 Answers show limited or no understanding of events or sources.		0 – 1 Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.	0-2

Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	<p>8-10</p> <p>Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p>8-10</p> <p>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.</p>	<p>8-10</p> <p>Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.</p>
Level 4 Sound	<p>6-7</p> <p>Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>6-7</p> <p>Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.</p>	<p>6-7</p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.</p>
Level 3 Some/Partial	<p>4-5</p> <p>Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p>4-5</p> <p>Answers show some understanding of issues, events, and sources relevant to some of the question.</p>	<p>4-5</p> <p>Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.</p>

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 2 Limited	<p style="text-align: center;">2-3</p> <p>Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;">2-3</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">2-3</p> <p>Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.</p>
Level 1 Minimal/None	<p style="text-align: center;">0 – 1</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0 – 1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0 – 1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

