

GCE

Classics: Ancient History

Unit **F391/01**: Greek history from original sources

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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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MARK SCHEME

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

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	AO1
A2	AO2
EVAL	Evaluation
^	Area of partial knowledge
IRRL	Significant amount of material which doesn't answer the question
SEEN	Indication that an examiner has seen and given due credit for material on a separate page or where it is out of sequence

MARK SCHEME**Option 1: Athenian Democracy in the 5th century BC.**

Question	Answer	Marks	Guidance																				
	Indicative Content		Levels of Response																				
1a	AO1 Answers might include: <ul style="list-style-type: none"> • the nature of politicians in Athens; • the low birth of political leaders; • the education of political leaders; • the negative perception of 'good birth'; • the sort of people on the Council; • the importance of 'ignorance and depravity' in Athenian political life. 	[10]	<p>What do these passages tell us about those involved in politics in Athens?</p> <p>The focus should be on details from the passage that reveal the backgrounds and prejudices of those involved in politics and Athens.</p> <p>For higher bands, candidates should deal with both passages.</p> <p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1										
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1b	AO1 Answers should include at least some sources which relate to the background of political figures in Athens. Sources may include: <ul style="list-style-type: none"> • Aristophanes <i>Acharnians</i>, <i>Knights</i>, <i>Wasps</i>; • <i>Constitution of the Athenians</i>; • The Old Oligarch; • Plato; • Thucydides, <i>Funeral Oration</i> • Xenophon <i>History of Greece</i>. <p>Candidates may focus on specific individuals such as Pericles (member of the wealthy Alcmaeonidae, lengthy public career going back to being <i>choregos</i> for Aeschylus' <i>Persians</i>, considerable involvement in politics from the 460s onwards) and Cleon (wealthy family background, but not aristocratic, tanner by profession, politician who courted popularity).</p>	[20]	<p>What can we learn from other sources about the background of politicians in Athens during the 5th century BC?</p> <p>Answers should not include discussion of the specific passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to illustrate the background of politicians. Credit discussions of specific examples (such as Pericles, Nicias, Cleon), and reward appropriately candidates who show a good understanding of the sources as a whole (e.g. the underlying attitude of the Old Oligarch) and the changes later in the period (after the death of Pericles).</p> <p>Credit evaluation where it occurs.</p> <p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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	Indicative Content			Levels of Response
	AO2 Answers should interpret the evidence presented in the chosen examples about the background of political leaders, and consider the nature of the source (e.g. comedy, political pamphlet).			
1c	AO1 Answers may include: <ul style="list-style-type: none"> • examples of poor leadership in the <i>ekklesia</i> (such as Nicias and Cleon in the Pylos debate, Nicias and Alcibiades in the Sicilian debate) and their importance in decision making in the assembly; • specific examples where the actions of leaders weakened the democracy (e.g. the Pylos debate); • the pressures of the Peloponnesian War, particularly after 411 BC and the closing stages of the war (including the trial of generals). <p>Answers may include discussion of the significance of the changes in leadership after Pericles (as noted by Thucydides 2.65), the debates about strategy in the Archidamian War, and the trial of the generals after Arginousae.</p> <p>Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Knights, Wasps</i>; • <i>Constitution of the Athenians</i>; • The Old Oligarch; • Thucydides (e.g. the <i>Funeral Speech</i>); 	[25]	<p>On the basis of these passages and other sources you have studied, to what extent did poor leadership undermine the Athenian democracy?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to show the importance of leaders within the democracy.</p> <p>Credit discussion of further examples drawn from Thucydides, such as the Mytilene debate, the Mutilation of the Hermae and profanation of the Mysteries in 415 BC, the reaction to the defeat in Sicily (8.1) and his account of the events of 411 BC.</p>	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance											
			Levels of Response											
	<p>Indicative Content</p> <ul style="list-style-type: none"> • Plutarch, <i>Life of Nicias</i> (e.g. the ostracism of Hyperbolus); • Xenophon <i>History of Greece</i>. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 		<p>Credit discussion of what 'poor leadership' is.</p> <p>Credit discussion of the context of the Old Oligarch and the attitude towards the leaders of the democracy found there.</p>	<p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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2a	AO1 Answer might include; <ul style="list-style-type: none"> • the role of the leader Arkhedemos and the fine imposed on the generals; • the problems faced by generals in warfare; • prosecution before a jury court about money and general misconduct; • imprisonment; • the proposal to imprison the other generals and the reaction of the Council; • the discussion of the actions of the generals at an assembly meeting; • attacks by political leaders such as Theramenes at the assembly; • the restrictions imposed on the defence offered by the generals. 	[10]	What does this passage tell us about problems faced by Athenian generals? The focus should be on details from the passage that relate to political leaders.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
2b	AO1 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • Aristophanes <i>Knights</i>, <i>Wasps</i>, <i>Acharnians</i>; • Thucydides (e.g. his presentation of debates in the <i>ekklesia</i> such as the Pylos debate; the reaction against Pericles at the start of the Peloponnesian War (2.65)); • The Old Oligarch; • Plutarch, <i>Nicias</i> 11.1-6 	[20]	What can we learn from other sources about how the Athenian democracy held magistrates and officials to account? Answers should not include discussion of the passage on the paper. There should be a range of examples chosen from the sources, with appropriate detail, to illustrate how the Athenian democracy held magistrates and officials to account. Candidates may discuss <i>euthunai</i> or about other ways in which the democracy held officials to account.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<p>AO2</p> <p>Answers should interpret the evidence presented in the chosen examples and bring out how magistrates, officials and generals were accountable to the Athenian people, thorough institutions such as the assembly, Council or law courts.</p>		<p>Credit discussion of other examples from Thucydides, such as the Mytilene debate or the reaction to the Sicilian expedition (8.1). The careers of other political figures may be discussed (e.g. Cleon (and the aftermath of the Pylos campaign), Cimon, Nicias, Alcibiades).</p> <p>Credit evaluation where it occurs.</p>	

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2c	<p>AO1 Answers may include:</p> <ul style="list-style-type: none"> • Herodotus' account of Cleisthenes, including his relationship with Isagoras and his initial development of democracy after taking the people into his party; • the control exercised by political leaders demonstrated in the Pylos debate (and elsewhere in Thucydides); • the influence exerted on the law courts by Cleon (Aristophanes' <i>Wasps</i>); • the nature of political debate and decision making (e.g. Aristophanes' <i>Knights</i>); • the reactions of the assembly in the trial of the generals in Xenophon; • the evidence of the Old Oligarch • the account of ostracism in Plutarch, <i>Nicias</i>. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence; • address 'to what extent'. 	[25]	<p>On the basis of this passage and other sources you have studied, to what extent were individuals able to control decision making in Athens?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail to illustrate the ability of individuals to control decision making in Athens.</p> <p>Credit discussion of particular examples where competition between political leaders can be shown to have impacted on Athens. Candidates may use examples from a broader range of sources than covered in the specification: e.g. Thucydides' account of the aftermath of the Peace of Nicias in 421 BC and the Sicilian debate, etc.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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3	<p>AO1 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • Herodotus on Cleisthenes; • <i>Constitution of the Athenians</i>; • Thucydides (the Funeral Speech, his comments on Pericles); • the Old Oligarch; • Aristophanes <i>Acharnians</i>. Answer might include; <ul style="list-style-type: none"> • some detail of the changes introduced by Cleisthenes; • the development of the democracy under Pericles and the reforms associated with Pericles and Ephialtes; • the increasing importance of institutions such as the assembly; • the significance of political pay from the mid-fifth century onwards and the impact of this on the democracy. <p>AO2 Answers should evaluate the evidence presented in the chosen examples and present an argument about which leader had the greater impact. Candidates may choose to argue either way. The focus should be on the development of the Athenian democracy.</p> </p>	[45]	<p>'Pericles, not Cleisthenes, was the most significant figure in the development of the Athenian democracy.' How far do you agree with this view?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to support the discussion of the statement.</p> <p>Credit discussion of other sources that relate to leadership by individuals in Athens.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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4	<p>AO1 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • <i>Constitution of the Athenians</i>; • the Old Oligarch; • Aristophanes <i>Knights, Wasps, Acharnians</i>; • Thucydides (especially in the <i>Funeral Speech</i>); • the trial of the generals (Xenophon); • inscriptional evidence. Answer might include; <ul style="list-style-type: none"> • the role of the individual Athenian citizen in the institutions of government; • the significance of political pay (and the failure to extend this to the assembly until the 390s); • the exclusion of women from citizen families from participation; • other excluded groups such as slaves and metics. <p>AO2 Answers should evaluate the evidence presented in the chosen examples and show to what extent we can judge the extent of participation within the population of Attica.</p> </p>	[45]	<p>'What made Athenian democracy extraordinary was the participation of all sections of society.' How far do you accept this assessment?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to support discussion of the statement.</p> <p>Credit discussion of specific examples drawn from the sources.</p> <p>Credit understanding of our limited evidence for some sections of the population of Attica and their role in the democratic process.</p> <p>Credit discussion of other sources outside the specification.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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Option 2: Delian league to Athenian Empire

Question	Answer Indicative Content	Marks	Guidance	Levels of Response
5a	AO1 Answers might include; <ul style="list-style-type: none"> • the assembly discusses what to be done with prisoners; • the punishment is extended to all Mytilenians, because the Athenians are angry; • the anger was because Mytilene was not a 'subject state' like the others; • the presence of a Peloponnesian fleet suggested premeditation; • the decision was made entirely by the Athenians and a trireme was sent to Paches; • the next day brought a change of heart; • the deputation from Mytilene was able to get the assembly to reconsider. 	[10]	What does this passage tell us about Athenian views of the Mytilene revolt? The focus should be on details from the passage about Athenian views of the Mytilene revolt.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

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5b	<p>AO1 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • The Old Oligarch • Thucydides (1.89-115, 5.84-116); • inscriptional evidence (e.g. Khalkis decree). Credit discussion of specific incidents where the Athenians deployed military forces against their allies.</p> <p>AO2 Answers should interpret the evidence presented in the chosen examples and discuss how Athens military power was deployed.</p>	[20]	<p>What can we learn from other sources about the use of military power by Athens against her allies?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to illustrate the use of military power by Athens against her allies.</p> <p>Credit discussion of examples drawn from sources outside those prescribed (e.g. other material from Thucydides such as the revolt of Potidaea).</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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5c	<p>AO1 Answers should include some specific examples which can be used to show the Athenian view of her allies; these may be taken from the earlier part of the period, or may include both early and later events. Answers may include: <ul style="list-style-type: none"> • relationship between Athens and her allies at the inception of the Delian League; • examples of Athenian actions towards allies in the early years of the Delian League, such as at Carystus, Skyros, Naxos; • later actions such as the responses to the revolts of states (e.g. Samos, Mytilene and Scione); • more positive aspects such as the Methone decree; • discussion of what these events show about Athenian views of their allies; • the evidence of the sources, particularly Thucydides, Plutarch, Aristophanes and the Old Oligarch. AO2 Answers should: <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. </p>	<p>[25]</p> <p>On the basis of this passage and other sources you have studied, to what extent did Athens' view of her allies change after the setting up of the Delian League?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to show how, if at all, Athenian views of her allies changed after the setting up of the Delian League.</p> <p>Credit discussion of the variation in Athenian practice and the reasons for this (the strength or strategic significance of a particular state, external conditions such as the state of the war with Sparta etc.).</p> <p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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6a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> • Athens rules large mainland states by fear and small ones by necessity/force; • the Old Oligarch says this is because of the control of 'imports and exports'; • Athens rules the seas; • the Athenians support the poor in allied states and act against the rich; • Athenian experience suggests that siding with the poor keeps allies loyal to Athens; • this also affected their relationship with Sparta. 	[10]	<p>What does this passage tell us about the relationship between Athens and other states?</p> <p>The focus should be on details from the passage about the relationship between Athens and other states, including Sparta. Credit understanding of the context of this passage.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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6b	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Birds</i>; • The Old Oligarch; • Thucydides (e.g. the Pentekontaeteia, the Mytilene debate); • inscriptions such as the Khalkis and Methone decrees. <p>Credit discussion of specific examples, where the allies react to Athenian control, such as revolts from the Delian League (e.g. Naxos), especially where there is specific Athenian interest at stake (e.g. Thasos). Candidates may also focus on examples where we know something about the reasons for the allied reaction (e.g. Samos, Potidaea).</p>	[20]	<p>What can we learn from other sources about the reactions of allied states to Athenian interference in their affairs?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, about the reactions of allied states to Athenian interference in their affairs.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	AO2 Answers should interpret the evidence presented in the chosen example.		Credit awareness of the limited sources for the views of allies. Credit evaluation where it occurs.	AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
6c	AO1 Answers may include: <ul style="list-style-type: none"> • a range of sources such as Thucydides (the Pentekontaeteia, the Mytilene debate), the Old Oligarch, Aristophanes (<i>Birds</i>) and inscriptional evidence (Khalkis, Methone and others); • examples where the Athenians seem to have controlled their allies – largely an argument from silence, though credit examples such as Methymna during the Mytilene revolt and specific discussion of the Methone decree; • examples where Athens was unable to maintain control without intervention (e.g. Naxos, Thasos; later Samos, Potidaea, Mytilene) or where control was lost (e.g. her ‘land empire’, Megara). AO2 Answers should: <ul style="list-style-type: none"> • address ‘how effectively’ directly in the answer; • evaluate the factual information in the sources and the potential for bias, given the background of our sources; 	[25]	<p>On the basis of this passage and other sources you have studied, how effectively was Athens able to maintain political control of her allies?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which can be used to show how effectively the Athenians were able to maintain political control of her allies.</p> <p>Credit discussion of particular examples drawn from the sources (e.g. states where cleruchies were imposed (Naxos, Andros) or <i>proxenoi</i> used).</p>	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<ul style="list-style-type: none">make judgments on the value of the examples as historical evidence;show understanding of how to interpret ancient evidence.			

Question	Answer	Marks	Guidance	Levels of Response																				
	Indicative Content																							
7	<p>AO1 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • inscriptional evidence (such as the Khalkis, Methone, Kleinias and Standards decrees); • Thucydides (such as the Pentekontaeteia, the Mytilene debate, the Melian dialogue); • Aristotle <i>Constitution of the Athenians</i>; • Plutarch <i>Lives of Aristides, Perikles</i>; • the Old Oligarch. Answer might include: <ul style="list-style-type: none"> • discussion of specific incidents from different periods in the Delian League/Athenian Empire, with appropriate discussion (e.g. Naxos, Thasos, Mytilene, Samos); • discussion of the benefits gained by the Athenians (tribute, navy, self-confidence). <p>AO2 Answers should evaluate the evidence presented in the chosen examples and focus on the issues of benefit from the very beginning for the Athenians (and indeed for others). Credit assessment of 'solely'.</p> </p>	[45]	<p>'From the very beginning the Delian League was run solely for the benefit of the Athenians.' To what extent do you agree with this view?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which relate to the statement.</p> <p>Reward judicious evaluation of the potential bias in Thucydides' account, and credit discussion of the limited context for many inscriptions.</p> <p>Reward appropriately candidates who go beyond the set material to answer this question, for example drawing on a wider range of inscriptions or on other parts of Thucydides' account.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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Question	Answer	Marks	Guidance	Levels of Response																				
	Indicative Content																							
8	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • inscriptional evidence, such as the Khalkis decree, Methone decree, Kleinias decree, Standards decree; • Plutarch, <i>Perikles</i>; • Thucydides (his accounts of revolts and any insight provided into the impact on other Greek states); • the Old Oligarch. <p>Answer might include:</p> <ul style="list-style-type: none"> • the impact of the Empire on Athens both positive (increased wealth (through tribute), security (through the powerful navy) and self-confidence (as leader of a powerful alliance against the Persians and others) and negative (arrogant imperialism towards others (Mytilene, Melos), increased demand for military activity and eventual collapse in the Peloponnesian War); • the impact on allied states, whether negative (e.g. Thasos, Mytilene, Scione) or positive (e.g. Methone, Samos (& citizenship)); • the impact on states outside the Empire (such as Syracuse, Melos); • the significance of more general issues such as freedom from the Persian threat, improvement in trade, cultural developments. 	[45]	<p>'The Athenian Empire proved to be a disaster for all Greek states.' How far do you agree with this assessment?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, together with discussion of statement posed.</p> <p>Credit discussion of the Empire from a variety of perspectives: Athens, her allies, and other states such as Melos, Megara and Sparta.</p> <p>Reward discussion of the limited evidence available to us of the impact on other Greek states and the extent to which we can argue from silence during this period.</p> <p>Credit discussion of the impact of the Peloponnesian War on all states (including Sparta) and particularly Athens.</p> <p>Credit appropriately answers which focus on the earlier part of the period.</p> <p>Credit discussion of Scione, Sparta, Megara, Corinth.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	AO2 Answers should evaluate the evidence presented in the chosen examples and assess the extent to which the description 'a disaster' is applicable to the full range of Greek states.			

Option 3: Politics and Society of Ancient Sparta.

Question	Answer	Marks	Guidance	
				Levels of Response
9a	AO1 Answers might include: <ul style="list-style-type: none"> • the ephor puts the question to the assembly; • the assembly decides by acclamation not voting; • Sthenelaidas judges the result; • Sthenelaidas introduces a different form of voting; • this example also involves allies who are not present at the Spartan assembly; • they also seek to get their allies to come for an allied congress to make a final decision so that it will be unanimous. 	[10]	What does this passage tell us about how the Spartans made decisions? The focus should be on details from the passage that show how the Spartans made decisions.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
9b	AO1 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • Plutarch, <i>Lycurgus</i> 7,28,29; • Thucydides, 1. 79-86; • Diodorus 11.50; • Xenophon <i>Constitution of the Spartans</i>. • Herodotus 5.39 Credit awareness of the lack of contemporary non-Athenian sources as this makes it difficult to assess the perspective of states other than Athens. Credit also an understanding of the very limited nature of our evidence. AO2	[20]	What can we learn from other sources about the role of the ephors in Sparta? Answers should not include discussion of the passages on the paper. There should be a range of examples chosen from the sources, with appropriate detail, to explain the role of the ephors. Reward examples supported with evidence, and also understanding of the very limited surviving evidence.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance	Levels of Response																				
	Indicative Content																							
	Answers should interpret the evidence presented in the chosen examples and show to what extent we can discover what happened in Sparta.		Credit evaluation where it occurs.																					
9c	<p>AO1 Answers may include: <ul style="list-style-type: none"> • the limited evidence for the role of individuals in the assembly; • the importance of the ephors who were drawn from the body of Spartiates; • the importance of the decision of the assembly in this extract; • the importance of the army in Spartan life. Sources may include: <ul style="list-style-type: none"> • Plutarch, <i>Lycurgus</i> • Xenophon, <i>Constitution of the Spartans</i> • Diodorus • Thucydides, 1. 79-87 AO2 Answers should: <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. </p>	[25]	<p>On the basis of this passage and other sources you have studied, to what extent do you agree that ordinary Spartiates had little influence on Spartan policy?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which illustrate the influence ordinary Spartans had on policy.</p> <p>Credit discussion of the limited evidence we have for many aspects of Spartan policy and how they were agreed.</p> <p>Credit appropriate discussion of the <i>gerousia</i> and the role of the kings, especially on expeditions beyond Sparta's boundaries.</p> <p>Credit knowledge of Tyrtaeus 4.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
10a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> • the importance of fighting bravely in the front line; • the impact on the coward's family; • the consequences of cowardice, including exile; • death is preferable to cowardice; • the importance of holding the line and not running away; • the importance of bravery in the young; • the consequences of bravery, even if a soldier is killed. 	[10]	<p>What does this passage tell us about the importance of courage in Sparta? The focus should be on details from the passage that show the importance of courage. Credit understanding of the context of this passage in the work of Tyrtaeus.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
10b	<p>AO1 Sources may include:</p> <ul style="list-style-type: none"> • Herodotus 7.202–239; • Plutarch <i>Lycurgus</i>; • Xenophon <i>Constitution of the Spartans</i>. <p>Credit discussion of the Spartan value system and the organisation of education in Sparta.</p> <p>AO2 Answers should interpret the evidence presented in the chosen examples and show how the sources reflect the unusual Spartan situation.</p>	[20]	<p>What can we learn from other sources about the training of young men for battle? Answers should not include discussion of the passages on the paper. There should be a range of examples chosen from the sources, with appropriate detail, which illustrate the training of young men for battle. Selected detail should be related to training for battle. Credit discussion of our limited evidence for what happens inside Sparta, and the extent to which the 'Spartan mirage' complicates this. Credit use of other relevant texts such as the <i>sayings of the Spartan women</i>. Credit evaluation where it occurs.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

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10c	<p>AO1 Answers may include: <ul style="list-style-type: none"> • the effectiveness of the Spartan army (e.g. in Herodotus 7.202-239, Thucydides 1.101-103); • the problems of our limited evidence; • the significance of the Spartan ‘mirage’; • the importance of Thermopylae for how Sparta was viewed; • examples of Spartan cowardice in battle, such as tremblers Aristodemus and Pantites at Thermopylae (Herodotus 7). AO2 Answers should: <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. </p>	[25]	<p>On the basis of this passage and other sources you have studied, to what extent do you agree that Sparta’s reputation for bravery in battle was deserved?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which illustrate Sparta’s reputation for bravery in battle.</p> <p>Credit discussion of the limitations of our understanding of Sparta’s status, especially given the traditions of secrecy.</p> <p>Credit discussion of Sphacteria (Thucydides 4).</p> <p>Credit discussions of brave individuals and Sparta’s reputation for bravery.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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Question	Answer	Marks	Guidance	
			Levels of Response	
11	<p>AO1 Sources may include: <ul style="list-style-type: none"> • Plutarch <i>Lycurgus</i> • Herodotus (esp. 6.56-9); • Diodorus; • Xenophon <i>Constitution of the Spartans</i>; • Thucydides (1.79-87). Answer might include: <ul style="list-style-type: none"> • the constitutional role of the kings within Spartan society and particularly their relationship with the <i>ephors</i> and the <i>gerousia</i>; • the social roles of the kings outlined by Herodotus (6.56ff); • the religious role of the kings; • the limited evidence we have for what happened in Sparta; • the greater range of evidence we have for the actions of the kings beyond the boundaries of Sparta and their role in the army. AO2 Answers should evaluate the evidence presented in the chosen examples and show to what extent we can rely on the evidence of our sources for what happened in Sparta itself. </p>	[45]	<p>AO1 = 20</p> <p>Discuss how far the kings were able to control what happened in Sparta</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which illustrate how far the kings were able to control events in Sparta.</p> <p>Credit discussion of the limitations of our knowledge about what the kings actually did, and the problematic nature of many of our sources.</p> <p>Credit discussion of the checks on the role of kings on campaign.</p> <p>AO2 = 25</p>	<p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question	Answer	Marks	Guidance																					
			Levels of Response																					
12	<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Lysistrata</i>; • Xenophon <i>Constitution of the Spartans</i>; • Herodotus; • Thucydides; • Plutarch <i>Lycurgus</i>. <p>Answer might include;</p> <ul style="list-style-type: none"> • the unusual (from a Greek perspective) freedom allowed to women, reflected in their opportunities for physical exercise; • the importance of Thermopylae; • the importance of men in fighting and decision-making; • the purpose for which the play was written; • the limited information in our selection about Sparta. <p>Areas covered more fully in other sources (such as Xenophon and Plutarch) include: the Spartan political system; the <i>agoge</i>; the role of individuals in Sparta; the roles of the helots and the <i>perioikoi</i>.</p> <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and assess the reliability of the picture of Sparta presented by Aristophanes.</p>	[45]	<p>'Aristophanes' <i>Lysistrata</i> adds little to our understanding of Spartan society.' To what extent do you agree with this view?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which illustrate what we can learn from the <i>Lysistrata</i> and how much of this can be supported by other sources.</p> <p>Credit discussion of the limitations of our knowledge of the Spartan social structure, and the problematic nature of many of our sources.</p> <p>Credit discussion of the limited value of Aristophanes for understanding Spartan society, together with recognition of detail both from the set portions of the play and more widely (e.g. relating to religion, including dancing). Credit discussion of Aristophanes' attitude towards war and his presentation of the relationship between Sparta and Athens (and other Greek states).</p> <p>Credit discussion of the importance of Sparta's relationship with Athens in the past.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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APPENDIX 1

AS Classics Marking Grid for essays and contexts in Units AH1 and AH2

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
Level 5	9-10 (a) (b) (c)	18-20 ESSAY
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • fully relevant to the question; • well-supported with evidence and reference to the sources; • displays a very good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • thorough interpretation and evaluation of the sources and/or evidence; • very well structured response with clear and developed argument; • fluent and effective communication of ideas; • very accurately written with a range of specialist vocabulary accurately used.
Level 4	7-8 (a) (b) (c)	14-17 ESSAY
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge; • mostly relevant to the question; • mostly supported with evidence and reference to the sources; • displays a good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • sound interpretation and evaluation of the sources and/or evidence • well structured response with clear argument; • mostly fluent and effective communication of ideas; • accurately written with some specialist vocabulary accurately used.
Level 3	5-6 (a) (b) (c)	9-13 ESSAY
	<ul style="list-style-type: none"> • A range of basic factual knowledge; • partially relevant to the question; • partially supported with evidence and reference to the sources; • displays some understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • partial interpretation and/or evaluation of the sources and/or evidence • structured response with some underdeveloped argument; • generally effective communication of ideas; • mostly accurately written with specialist vocabulary sometimes accurately used.
Level 2	2-4 (a) (b) (c)	5-8 ESSAY
	<ul style="list-style-type: none"> • Limited factual knowledge; • occasionally relevant to the question; • occasionally supported with evidence; • displays some understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • limited interpretation and/or evaluation of the sources and/or evidence • poorly structured response with little or no argument; • occasionally effective communication of ideas; • occasionally accurately written with specialist vocabulary rarely used or used inappropriately.

Level 1	0-1 (a) (b) (c)	0-4 ESSAY	0-1 (b)	0-2 (c)	0-5 ESSAY
	<ul style="list-style-type: none"> • Little or no factual knowledge; • rarely relevant to the question; • minimal or no supporting evidence; • displays minimal or no understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • little or no interpretation or evaluation of the sources and/or evidence; • very poorly structured or unstructured response; • little or no effective communication of ideas; • little or no accuracy in the writing with little or no specialist vocabulary. 		

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9-10	18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used. 		
Level 4	7-8	14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used. 		
Level 3	5-6	9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> • A range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used. 		
Level 2	2-4	5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. 		

Level 1	0-1	0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • Little or no interpretation or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary. 		

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