

# **Classics: Ancient History**

Advanced Subsidiary GCE

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

## **Mark Scheme for June 2011**

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Telephone: 0870 770 6622  
Facsimile: 01223 552610  
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- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.

Option 1: Athenian Democracy in the 5th century BC		
Section A		
Question	Answer	Max Mark
1 (a)	<p><b>What does this passage tell us about the origins of the Athenian democratic system?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• happened after the fall of the tyrants ('liberty')</li> <li>• rivalry between Cleisthenes and Isagoras</li> <li>• involvement of the aristocratic Alcmaeonid family</li> <li>• Cleisthenes 'took the people into his party'</li> <li>• Cleisthenes changed the traditional tribal structure, introducing 10 new tribes</li> <li>• the tribes took their names from local figures.</li> </ul>	[10]  AO1 (10)
(b)	<p><b>What can we learn from other sources about competition between political leaders in Athens?</b></p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Aristophanes <i>Wasps</i>, <i>Knights</i></li> <li>• Plutarch <i>Nicias</i></li> <li>• Xenophon <i>History of Greece</i></li> <li>• <i>Thucydides</i></li> <li>• <i>Ath.Pol.</i></li> </ul> <p>Answers should show knowledge of the competition between political leaders in Athens (such as Themistocles, Cimon, Ephialtes, Pericles, Cleon, Nicias, Alcibiades) with specific examples drawn from the sources: eg Cimon &amp; Ephialtes/Pericles, Nicias &amp; Alcibiades, the Mytilene debate. Level 3 limit in AO1 if response makes no specific reference to sources.</p>	[20]  AO1 (10)
	<p>The interpretation of detail drawn from the sources to answer the question required for the highest marks. Credit evaluation if appropriate, but it is not needed for full marks.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	AO2 (10)
(c)	<p><b>On the basis of this passage and other sources you have studied, to what extent could political leaders in Athens rely on the support of the people?</b></p> <p>Answer should show:</p> <ul style="list-style-type: none"> <li>• the problematic nature of leadership in 5th century Athens</li> <li>• relevant knowledge of the role of political leaders in political decision making in Athens</li> <li>• understanding of the nature of the assembly</li> <li>• understanding of the skills required for success in the Athenian system.</li> </ul>	[25]  AO1 (10)
	<p>Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources</li> <li>• make judgments on the value of the examples as historical evidence</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul>	AO2 (15)

Question	Answer	Max Mark
2 (a)	<p><b>What do these passages tell us about the people involved in politics in Athens?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• the composition of the Athenian assembly, including the different groups who could attend</li> <li>• attitudes to political participation</li> <li>• the importance of individual participation in general politics</li> <li>• the dismissal of those who do not participate.</li> </ul>	<p>[10]</p> <p>AO1 (10)</p>
(b)	<p><b>What can we learn from other sources about participation in the democracy in Athens?</b></p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Aristophanes <i>Acharnians</i>, <i>Knights</i></li> <li>• <i>Ath. Pol.</i></li> <li>• The Old Oligarch</li> <li>• Thucydides</li> <li>• Xenophon <i>History of Greece</i>.</li> </ul> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p>	<p>[20]</p> <p>AO1 (10)</p>
	<p>The interpretation of detail drawn from the sources to answer the question required for the highest marks. Credit evaluation if appropriate, but it is not needed for full marks.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	<p>AO2 (10)</p>
(c)	<p><b>On the basis of these passages and other sources you have studied, to what extent are the sources hostile to the Athenian democracy?</b></p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>• the behaviour and decision-making of the assembly and other democratic institutions</li> <li>• the impact of state pay</li> <li>• the quality of leadership in Athens.</li> </ul> <p>Sources may include Aristophanes <i>Acharnians</i>, <i>Knights</i>; Thucydides' view of the democracy; the Old Oligarch etc.</p>	<p>[25]</p> <p>AO1 (10)</p>
	<p>Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources</li> <li>• make judgments on the value of the examples as historical evidence</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul>	<p>AO2 (15)</p>

Section B		
Question	Answer	Max Mark
3	<p><b>To what extent was the Old Oligarch right to say that the poor had more power in Athens than the rich?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline what the Old Oligarch says about the rich and poor in Athens;</b></li> <li>• <b>include what the other sources tell us about the relationship between rich and poor;</b></li> <li>• <b>evaluate how reliable the sources are.</b></li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• details from the Old Oligarch about the roles of the rich and the poor under the democracy</li> <li>• the importance of state pay and the impact this had on decision-making</li> <li>• the contributions made by the rich to the running of the state, such as office holding (generals), liturgies and leadership roles in the assembly</li> <li>• comparisons should be made with other sources, such as the <i>Ath.Pol.</i>, Thucydides and Aristophanes.</li> </ul>	<p>[45]</p> <p>AO1 (20)</p>
	<p>Answers should address 'to what extent', and there should be analysis of the bias of the sources used. Credit analysis of the evidence for the different examples selected.</p>	<p>AO2 (25)</p>
4	<p><b>To what extent do the sources allow us to assess Cleon's political and military leadership?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>describe what we know about Cleon's role as an Athenian leader;</b></li> <li>• <b>include what the sources tell us about Cleon's leadership and character;</b></li> <li>• <b>assess the reliability of the evidence about Cleon.</b></li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Cleon's background and character</li> <li>• details of Cleon's career in Athens, including both his political and military achievements</li> <li>• how Cleon achieved success in the Athenian assembly</li> <li>• the opposition to Cleon</li> <li>• examples drawn from the sources, such as Thucydides, Aristophanes and the <i>Ath.Pol.</i>.</li> </ul>	<p>[45]</p> <p>AO1 (20)</p>
	<p>Evaluation of the potential bias of the sources, especially Thucydides. Answers should address 'to what extent'.</p>	<p>AO2 (25)</p>

Option 2: Delian League to Athenian Empire		
Section A		
Question	Answer	Max Mark
5	<p><b>What does this passage tell us about the importance of the tribute to Athens?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• formal decree focused on collection</li> <li>• the details of the collection process to ensure compliance both by allies and by Athenians</li> <li>• the role of the Council and Assembly, especially the fixed business for the meeting of the assembly after the Dionysia</li> <li>• the detail of the follow-up after collection</li> <li>• the continuing role of the prytaneis and the requirement to update the assembly.</li> </ul>	<p>[10]</p> <p>AO1 (10)</p>
(b)	<p><b>What can we learn from other sources about the attitude of the allies towards Athenian control of the Delian League?</b></p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Thucydides</li> <li>• Aristophanes</li> <li>• Old Oligarch</li> <li>• Inscriptions (such as the Khalkis decree, Methone decree, Standards decree (and ATL)).</li> </ul> <p>Candidates may focus on selected incidents involving allies (eg revolts). Level 3 limit in AO1 if response makes no specific reference to sources.</p>	[20]
	<p>The interpretation of detail drawn from the sources to answer the question required for the highest marks. Credit evaluation if appropriate, but it is not needed for full marks. Credit discussion of the problems of discovering the views of allies and the difficulty in disentangling the background to revolts. Level 3 limit in AO2 if response makes no specific reference to sources.</p>	AO2 (10)
(c)	<p><b>On the basis of this passage and other sources you have studied, to what extent did the Athenians interfere with the autonomy of their allies?</b></p> <p>Answers should refer to a range of sources (eg Thucydides, Plutarch, the Old Oligarch, the Standards decree, the Khalkis decree) and might include:</p> <ul style="list-style-type: none"> <li>• the imposition over time of the requirement to pay tribute</li> <li>• the conflicts with allies brought about by Athenian imperialism (eg Thasos)</li> <li>• the aftermath of revolts by states (eg Samos)</li> <li>• mechanisms of control (the use of the navy, cleruchies, oaths, confiscations, demolition of walls)</li> <li>• interference with local courts</li> <li>• imposition of common standards for weights and measures and coinage.</li> </ul>	<p>[25]</p> <p>AO1 (10)</p>
	<p>Evaluation of the potential bias of the sources, especially Thucydides, and the limited evidence for the views of the allies. Answers should address 'to what extent'.</p>	AO2 (15)

Question	Answer	Max Mark
6 (a)	<p><b>What does this passage tell us about the economic advantages of the empire for the Athenians?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• Athenian control of the wealth of allies</li> <li>• timber specifically valuable for the navy</li> <li>• Athens' control of the trading routes for most exportable goods</li> <li>• the centralising effect of the empire (all goods to Peiraeus)</li> <li>• the advantage of drawing together goods from a wide range of areas to Athens.</li> </ul>	<p>[10]</p> <p>AO1 (10)</p>
(b)	<p><b>What can we learn from other sources about the economic impact of the Athenian Empire on the other Greek states?</b></p> <p>Answers should include at least some sources (such as the Old Oligarch, inscriptions, Thucydides, Aristophanes' <i>Birds</i> etc.). Examples may include:</p> <ul style="list-style-type: none"> <li>• the suppression of piracy and the imposition of common standards</li> <li>• the response to revolts, such as at Mytilene (siege)</li> <li>• the interference over control of local resources (eg Thasos)</li> <li>• the imposition of cleruchies &amp; confiscation of land</li> <li>• interference with trade (eg Megara)</li> <li>• the tribute</li> <li>• impact on Corinth</li> <li>• impact on Aegina.</li> </ul> <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p>	<p>[20]</p> <p>AO1 (10)</p>
	<p>The interpretation of detail drawn from the sources to answer the question required for the highest marks. Credit evaluation if appropriate, but it is not needed for full marks. Credit awareness of the limited evidence we have from states besides Athens.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	<p>AO2 (10)</p>
(c)	<p><b>On the basis of this passage and other sources you have studied, to what extent did the Athenians use the resources of their empire for their own advantage?</b></p>	<p>[25]</p>
	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the development of the navy</li> <li>• the use of the navy to maintain control of the empire</li> <li>• Pericles' strategy for the war and the changes made to it after his death</li> <li>• the development of the democracy and state pay</li> <li>• the importance of Athenian legislation which affected other states, such as the Standards decree</li> <li>• the advantages gained by allies from the control exercised by the Athenians over the Persians, pirates and competing neighbours (eg Methone decree).</li> </ul> <p>Credit accurate knowledge of detail and clear reference to the sources.</p>	<p>AO2 (10)</p>
	<p>Candidates should address 'to what extent' and discuss the implications of 'for her own advantage'; they should show an awareness of the advantages as well as the disadvantages for allied states.</p>	<p>AO2 (15)</p>

Section B		
Question	Answer	Max Mark
7	<p><b>According to the sources, to what extent did the Delian League move away from its original purposes?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline the purposes of the Delian League;</b></li> <li>• <b>include what the sources tell us about the development of the Delian League;</b></li> <li>• <b>evaluate how reliable the sources are in their accounts of the Delian League.</b></li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• liberation of the Greek cities on the islands and coast of Asia Minor</li> <li>• compensation from the Persians for the losses sustained during the Persian Wars</li> <li>• the changes in the way the league was run</li> <li>• the development of the Delian League over time into the Athenian Empire (including discussion of the 'Peace of Callias')</li> <li>• the restrictions placed upon allies</li> <li>• the advantages for allies.</li> </ul> <p>There should be a range of detail from the period studied with appropriate citation of evidence, which may include:</p> <ul style="list-style-type: none"> <li>• Thucydides</li> <li>• inscriptions</li> <li>• Plutarch</li> <li>• The Old Oligarch.</li> </ul>	<p><b>[45]</b></p> <p><b>AO1 (20)</b></p>
	<p>Answers should address 'to what extent' and there should be discussion of the difficulty of assessing the Persians' intentions, as well as the increasingly dominant role taken by Athens over time.</p>	<p><b>AO2 (25)</b></p>

Question	Answer	Max Mark
8	<p><b>To what extent does Thucydides provide us with a reliable picture of the development of Athenian imperialism?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline how Athens' relations with allied cities changed;</b></li> <li>• <b>include what the sources say about the way Athens imposed its will on allied cities;</b></li> <li>• <b>evaluate the reliability of the sources for the development of Athenian imperialism.</b></li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the developing relationship between Athens and her allies</li> <li>• specific examples where Athens imposed its will on allies (eg Naxos, Thasos, Samos)</li> <li>• the evidence of Thucydides for Athenian imperialism (the Mytilene debate, the Melian dialogue)</li> <li>• evidence from other sources to compare with Thucydides.</li> </ul> <p>There should be a range of detail from the period with appropriate citation of evidence, which may include:</p> <ul style="list-style-type: none"> <li>• Thucydides</li> <li>• inscriptions</li> <li>• Plutarch</li> <li>• The Old Oligarch</li> <li>• Aristophanes.</li> </ul>	<p><b>[45]</b></p> <p><b>AO1 (20)</b></p>
	<p>Answers should address 'to what extent' and there should be some discussion of the problems of the limited evidence for the views of allies, together with the difficulty of checking Thucydides' reliability.</p>	<p><b>AO2 (25)</b></p>

Option 3: Politics and society of Ancient Sparta		
Section A		
Question	Answer	Max Mark
9 (a)	<p><b>What does this passage tell us about the importance of the kings in Sparta?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• the king's marriage is of interest to the ephors</li> <li>• the importance of the royal family line</li> <li>• the instructions given to the king by the ephors</li> <li>• Anaxandrides' response</li> <li>• the further instructions from the ephors and elders</li> <li>• Anaxandrides' compliance with their request.</li> </ul>	[10]  AO1 (10)
(b)	<p><b>What can we learn from other sources about the importance of the family in Sparta?</b></p> <p>Answers should include at least some sources (such as Plutarch, Xenophon, Herodotus). Examples may include:</p> <ul style="list-style-type: none"> <li>• the role of men and women in bringing up young children</li> <li>• the <i>agoge</i> and the education of girls</li> <li>• the Spartan messes</li> <li>• Spartan marriage customs</li> <li>• extra-marital relationships in Sparta.</li> </ul> <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p>	[20]  AO1 (10)
	<p>The interpretation of detail drawn from the sources to answer the question required for the highest marks. Credit evaluation if appropriate, but it is not needed for full marks.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	AO2 (10)
(c)	<p><b>On the basis of this passage and other sources you have studied, to what extent did Spartan women play an important role in Spartan society?</b></p> <p>Answers should provide examples drawn from sources such as Herodotus, Plutarch, Xenophon:</p> <ul style="list-style-type: none"> <li>• the value attached to fitness and childbirth in Sparta</li> <li>• the role of women in early education and the education of girls</li> <li>• the role of women in upholding Spartan values</li> <li>• the control of households by women, especially when the army was on campaign</li> <li>• individual anecdotes about the role of women in Sparta.</li> </ul>	[25]  AO1 (10)
	<p>There should be discussion of 'to what extent' and due weight given to the limited evidence from within Sparta, together with recognition of the differences between Spartan customs and elsewhere in Greece, and evaluation of the evidence used.</p>	AO2 (15)

Question	Answer	Max Mark
10 (a)	<p><b>What does this passage tell us about the way the Spartans treated the helots?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• the role and significance of the krypteia</li> <li>• the reasons for the killing of helots</li> <li>• the selection of the 2000 helots</li> <li>• the declaration of war by the ephors</li> <li>• the use of helots for entertainment.</li> </ul>	<p>[10]</p> <p>AO1 (10)</p>
(b)	<p><b>What can we learn from other sources about how much Spartan society relied on the helots?</b></p> <p>Answers should include at least some sources (such as Thucydides, Plutarch, Xenophon, Herodotus). Examples may include:</p> <ul style="list-style-type: none"> <li>• the economic role of the Messenian and Laconian helots</li> <li>• the importance of domestic helot labour</li> <li>• the significance of the agoge and the system of messes</li> <li>• the role of the perioikoi</li> <li>• the decline in Spartan manpower and the military use of helots.</li> </ul> <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p>	<p>[20]</p> <p>AO1 (10)</p>
	<p>The interpretation of detail drawn from the sources to answer the question required for the highest marks. Credit evaluation if appropriate, but it is not needed for full marks.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	<p>AO2 (10)</p>
(c)	<p><b>On the basis of this passage and other sources you have studied, to what extent was Spartan foreign policy limited by their fear of a helot rebellion?</b></p> <p>Answers should provide examples drawn from sources such as Thucydides, Herodotus, Plutarch of:</p> <ul style="list-style-type: none"> <li>• the problems posed by the helots (eg the helot revolt in the 460s BC after the earthquake)</li> <li>• Sparta's limited responses to campaigns beyond the Peloponnese during the period</li> <li>• the decline in population over the 5th century and the impact on the Spartan army</li> <li>• the increasing use of helots in the army</li> <li>• the Peace of Nicias</li> <li>• the developing of a broader outlook in foreign policy towards the end of the Peloponnesian War with Persian help.</li> </ul>	<p>[25]</p> <p>AO1 (10)</p>
	<p>There should be discussion of 'to what extent', with analysis to show how the Spartans responded to threats posed by the helots. Reward discussion of the limitations inherent in the Spartan system (in particular, the restrictions by the lack of financial resources until the treaties with Persia) and evaluation of the evidence presented.</p>	<p>AO2 (10)</p>

Section B		
Question	Answer	Max Mark
11	<p><b>According to the sources, to what extent was the gerousia able to control decision-making in Sparta?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline briefly the role of the <i>gerousia</i> in Sparta;</b></li> <li>• <b>consider what the sources tell us about decision-making in Sparta;</b></li> <li>• <b>assess the reliability of the evidence for the role of the <i>gerousia</i>.</b></li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the composition of the <i>gerousia</i></li> <li>• the role of the <i>gerousia</i> in Spartan decision-making</li> <li>• alternative centres of political power, such as the ephors, kings and assembly</li> <li>• the limited nature of our evidence.</li> </ul> <p>There should be a range of detail from the period with appropriate citation of evidence, which may include:</p> <ul style="list-style-type: none"> <li>• Herodotus</li> <li>• Thucydides</li> <li>• Plutarch</li> <li>• Xenophon.</li> </ul>	<p>[45]</p> <p><b>AO1 (20)</b></p>
	Answers should address 'to what extent' and there should be discussion of the limitations of what we know about the internal workings of Sparta.	<b>AO2 (25)</b>
12	<p><b>To what extent do the sources help us to understand the Spartans' relationship with Corinth and Argos?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>describe the Spartans' relationship with Corinth and Argos;</b></li> <li>• <b>outline what the sources tell us about the reasons for Spartan decisions concerning Corinth and Argos;</b></li> <li>• <b>evaluate the reliability of the evidence for Spartan policy towards Corinth and Argos.</b></li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• details of Sparta's relations with Argos</li> <li>• details of Sparta's relations with Corinth</li> <li>• examples drawn from the sources to illustrate the character of the relationship</li> <li>• reasons for changes in these relationships (eg Battle of Mantinea)</li> <li>• the limitations of our understanding of Spartan decision-making.</li> </ul> <p>There should be a range of detail from the period with appropriate citation of evidence, which may include:</p> <ul style="list-style-type: none"> <li>• Herodotus</li> <li>• Thucydides</li> <li>• Plutarch</li> <li>• Xenophon.</li> </ul>	<p>[45]</p> <p><b>AO1 (20)</b></p>
	Answers should address 'to what extent'. There should be evaluation of the limited evidence for Sparta's relationship with these states, and particularly for our understanding of decisions made in Sparta.	<b>AO2 (25)</b>

## AS Classics Marking Grid for units AH1–AH2 (F391 and F392): AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
			<ul style="list-style-type: none"> <li>• Recall and application of subject knowledge and sources;</li> <li>• Relevance to question/topic;</li> <li>• Understanding and application of sources and evidence;</li> <li>• Understanding of concepts and/or context.</li> </ul>
<b>Level 5</b>	9–10	18–20	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference to the sources;</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 4</b>	7–8	14–17	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference to the sources;</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 3</b>	5–6	9–13	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference to the sources;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 2</b>	2–4	5–8	<ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 1</b>	0–1	0–4	<ul style="list-style-type: none"> <li>• Little or no factual knowledge;</li> <li>• Rarely relevant to the question;</li> <li>• Minimal or no supporting evidence;</li> <li>• Displays minimal or no understanding of concepts and contexts of events and or sources.</li> </ul>

## AS Classics Marking Grid for units AH1–AH2 (F931 and F392): AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	<i>Max. mark and mark ranges</i>			<i>Characteristics of performance</i>
	<i>10</i>	<i>15</i>	<i>25</i>	
<b>Level 5</b>	9–10	14–15	22–25	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and effective communication of ideas;</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>
<b>Level 4</b>	7–8	10–13	17–21	<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgments;</li> <li>• Sound interpretation and evaluation of the sources and/or evidence;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>
<b>Level 3</b>	5–6	6–9	12–16	<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements;</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Mostly accurately written with specialist vocabulary sometimes accurately used.</li> </ul>
<b>Level 2</b>	2–4	3–5	6–11	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>
<b>Level 1</b>	0–1	0–2	0–5	<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence and/or issues;</li> <li>• Little or no interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas;</li> <li>• Little or no accuracy in the writing with little or no specialist vocabulary.</li> </ul>

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

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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