

# **Ancient History**

General Certificate of Secondary Education **A033**

Women in Ancient Politics

## **Mark Scheme for June 2010**

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PO Box 5050  
Annesley  
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NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

<b>Section A: Option 1: Cleopatra and her impact on Roman politics, 69-30BC</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	<p><b>General Note</b>  <b>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 band.</b></p>	
<b>1</b>	<p><b>Briefly outline two details of Cleopatra's death.</b></p> <p><b>AO1: Two details with relevant factual detail.</b></p> <ul style="list-style-type: none"> <li>• suicide</li> <li>• threat of Octavian's men</li> <li>• shame at being paraded through Rome</li> <li>• took out poisonous snakes and allowed them to bite her (or similar);</li> <li>• had fled from Octavian's troops</li> <li>• Antony was already dead</li> </ul>	<p><b>[5]</b></p> <p><b>AO1</b> <b>[5]</b></p>
<b>2</b>	<p><b>Read the following passage from Velleius Paterculus, and answer the questions which follow.</b></p> <p>Then the day of the greatest battle arrived. Now Octavian Caesar and Antony led out their fleets to fight, one to save the world, the other to destroy it. ... At the start of the battle, one side had everything — general, rowers, and soldiers; the other had nothing except soldiers. Cleopatra was the first to flee. Antony preferred to join the fleeing queen rather than his fighting soldiers; the general, who ought to have punished deserters severely, became a deserter from his own army. Even though they had lost their leader, they were determined to carry on the fight for as long as and bravely as they could; despite losing hope for victory they fought to the death. ... To be honest, the soldiers had been the best of generals, while the general took the role of the worst soldier fleeing the battle; it might be asked whether he would have acted in victory as he wished or as Cleopatra wished since it had been her decision which had led him to flee.</p> <p style="text-align: right;"><b>Velleius Paterculus, <i>History of Rome</i> 2.85</b></p> <p><b>(a) Describe what is happening in this passage and explain why these events were significant for Cleopatra.</b></p> <p><b>AO1: Key elements of story understood and identified.</b>  Battle of Actium; between Octavian and Antony; in northern Greece; Cleopatra fighting for Antony; Cleopatra leading the flight from the battle. Other relevant details from the passage should be rewarded.</p> <p><b>AO2: Understanding</b>  Answers should show understanding of the significance of the key points in the text: Cleopatra as a woman leading the opposition to Octavian (rather than Mark Antony); highest point of influence in Roman political/military life in Cleopatra's life; the flight from the battle to her death; death of Antony ultimately leads to her suicide.</p>	<p><b>[4+4]</b></p> <p><b>AO1</b> <b>[4]</b></p> <p><b>AO2</b> <b>[4]</b></p>

Question Number	Answer	Max Mark
(b)	<p data-bbox="331 257 1209 324"><b>How accurate do you think Velleius Paterculus' account of the events in this passage is? Explain your opinion.</b></p> <p data-bbox="331 353 823 387"><b>AO3: Interpretation and Evaluation</b></p> <p data-bbox="331 394 1262 663">Evaluation of this particular passage should question how VP could have known the details of the battle, and might contrast his account with those of Propertius, Horace and Virgil, but these should not be required for the highest marks. They may note the lack of sources from the non-Augustan perspective and general negativity towards Antony in this passage. Candidates may give a general evaluation of Velleius Paterculus, noting his enthusiasm for the Augustan regime, and therefore his antipathy towards Anthony.</p>	<p data-bbox="1353 271 1398 304">[5]</p> <p data-bbox="1342 591 1409 658"><b>AO3</b> <b>[5]</b></p>

Question Number	Answer	Max Mark
3	<p><b>Read the following passage from Horace, and answer the questions which follow.</b></p> <p>Now friends is the time to drink and to dance, ....</p> <p>She [Cleopatra] had with her that disgraceful mob of diseased men; she herself was out of control, hoping for whatever she wanted, made drunk by sweet good fortune. But hardly one ship was saved from the fire; and although she was out of her mind, drunk on Italian wine, Caesar brought her back to her senses and to real fears; as she fled from Italy, Caesar pursued her, just like the hawk hunts the gentle dove, or a quick hunter pursues the hare on the snow-filled plains of Thessaly. His aim: to put in chains this doomed, destructive monster.</p> <p>But she sought a nobler way to die; she did not, like most women, fear the sword, nor did she escape on a swift ship to some secret shore where she could hide. She dared to look upon her defeated palace calmly and bravely held onto the bitter snakes so that her body might drink their black poison.</p> <p>Determined to die, she became even more fierce; she had no intention, although no longer a queen, to be brought in ships to Rome, and led in a proud triumph, for she was not some obscure, ordinary woman.</p> <p style="text-align: right;"><b>Horace, Odes 1.37</b></p> <p><b>(a) In what ways does this passage help us to understand Cleopatra's character and political significance?</b></p> <p><b>AO1: Relevant factual knowledge</b>  Details drawn from the passage: the crazy queen, the evil debauchees and plans to attack/destroy Rome, the flight from the battle. Her noble death. Other factual information about her as the ruler of Egypt and her background as a Ptolemy, as well as relevant details on her relationships with Rome should be rewarded, but not required. Likewise, relevant details about Horace as an author and his relationship with the Augustan regime should be credited, but not required.</p> <p><b>AO2: Understanding</b>  Shows understanding of her character and qualities as a queen/ruler, as well as her position as the ruler of Egypt and her connection with Mark Antony.</p> <p><b>AO3: Evaluation and interpretation of the source</b>  Evaluation of Horace as a source, both as a poet rather than an historian and as an adherent of the Augustan regime at the time of writing. Candidates might note his change of sides in the Civil War, and use this to suggest a more balanced approach, but they should be cautious about the value of this as an historical source.</p>	<p>[14]</p> <p><b>AO1</b> [4]</p> <p><b>AO2</b> [5]</p> <p><b>AO3</b> [5]</p>

Question Number	Answer	Max Mark
(b)	<p><b>How far do you think that the portrayal of Cleopatra's character in the ancient sources is reliable?</b></p> <p><b>You must refer both to this passage and to other ancient sources which you have studied.</b></p> <p><b>AO1: Factual Details</b> Factual details of the contents of the sources: these might include Propertius' account of Actium, that of Virgil in the Aeneid and the Velleius Paterculus in question 2. For the highest marks candidates must go beyond the Velleius.</p> <p><b>AO2: Understanding</b> Answers should show an understanding of the character of Cleopatra as shown in the sources as an oriental queen, on the wrong side in a Roman civil war.</p> <p><b>AO3: Interpretation, Evaluation and Response</b> Answers should include evaluation of the sources basis of the understanding of them as biographies. They should understand the limitations of this evidence, and consider areas which are not covered, especially the political significance of the relationship both for Roman and possibly Egyptian politics.</p>	<p>[18]</p> <p><b>AO1</b> [5]</p> <p><b>AO2</b> [5]</p> <p><b>AO3</b> [8]</p>
	<b>Total</b>	<b>[50]</b>

Section B: Option 1: Cleopatra and her impact on Roman politics, 69-30BC		
Question Number	Answer	Max Mark
4	<p><b>'Cleopatra must be held responsible for Mark Antony's political and military failure.'</b> From your reading of the ancient sources, to what extent do you think this is a fair assessment?</p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an account of the involvement of Cleopatra in Mark Antony's political and military actions;</b></li> <li>• <b>explain how you think this affected Mark Antony's behaviour;</b></li> <li>• <b>show knowledge of what the sources say about Cleopatra's involvement;</b></li> <li>• <b>consider how reliable you think these sources are.</b></li> </ul> <p><b>AO1: Factual details of the accounts</b>  Details of Cleopatra's involvement with Mark Antony, including her role at Actium. Her affair with him before the battle should be outlined, and the existence of her relationship with Julius Caesar might be noted, but not expected. Further details of Mark Antony's own actions and the conflict with Octavian should be given. Loss of support due to Cleopatra: desertions (e.g. Ahenobarbus); giving away parts of the empire (Donations). Outline of Roman views about women and their involvement in political affairs.</p> <p><b>AO2: Understanding of the importance and effects of the relationship with Antony</b>  Understanding of the effects of Cleopatra on Mark Antony's strategy and image: appears to be in the hands of a woman (affects Roman politics), appears to direct Actium, association with the oriental/Egyptian, importance of Caesarion. Cleopatra's responsibility for the Parthian affair (delay in him setting out) might be included. Answers should question whether the relationship was a cause of his difficulties or merely something which was reinterpreted after the event.</p> <p><b>AO3: Interpretation, Evaluation and Response</b>  Answers should show knowledge of the sources, and be sceptical about their value. These might include: Propertius, Horace, Virgil and Suetonius. Candidates should note the effects of the Augustan regime on the sources, and note the obvious antipathy towards Cleopatra/Antony. Plutarch: portrait of Cleopatra virtually in control of Antony; advice from allies to leave Egypt ignored and her role at Actium.</p>	<p><b>[30]</b></p> <p><b>AO1 [10]</b></p> <p><b>AO2 [10]</b></p> <p><b>AO3 [10]</b></p>

Question Number	Answer	Max Mark
5	<p><b>‘Gaining political influence in Rome was Cleopatra’s only motive in her relationships with leading Romans.’ From your reading of the ancient sources, to what extent do you think this is a fair assessment?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give a brief account of Cleopatra’s personal and political relations with Julius Caesar and Mark Antony;</b></li> <li>• <b>explain what you think Cleopatra’s motives were in her relationships with leading Romans;</b></li> <li>• <b>show knowledge of what the sources say about Cleopatra’s motives;</b></li> <li>• <b>consider how reliable you think these sources are.</b></li> </ul> <p><b>AO1: Factual details of Cleopatra’s relationship with both Caesar and Antony</b>  Cleopatra’s meeting with Julius Caesar and his role in the removal of her brother (relevant details of the political situation in Egypt at the time should be rewarded). Details of the outcome of her relationship with Caesar and the importance of Caesarion. Details of the relationship between Antony and Cleopatra, including his early visits to Egypt, and then the battle of Actium and their flight to Egypt. Details of Antony’s position in Roman politics and the importance of Cleopatra both in Egypt and in the Roman political scene before Antony should be included. Details of Cleopatra’s own political motives in bringing about the expansion of the Roman Empire and re-establishing Egyptian influence.</p> <p><b>AO2: Understanding</b>  Understanding of the power held by Cleopatra as the queen of Egypt, and the difficult situation in which she found herself in her own country. Understanding of her political aims in the expansion of Egyptian influence. Her need for Julius Caesar’s help in 49-8BC and the reasons for her visit to Rome. Likewise understanding of Mark Antony’s position and his own with Roman politics, and the factors which might have brought them together: internal politics in Rome, the desire of Cleopatra to gain power, and possible love interest.</p> <p><b>AO3: Interpretation, Evaluation and Response</b>  Evaluation of the written sources showing Cleopatra as an evil, crazy and powerful Eastern potentate (Propertius, Virgil, Horace, Plutarch and Suetonius – not all these should be expected, but a selection will be required). Answers should consider the effects of the Augustan regime on the sources. Answers may also make use of the numismatic evidence to question how attractive Cleopatra was, and whether the whole issue was connected with power. What we know of her negotiations with Octavian after Actium, and the importance of Caesarion might be used to help consider her motives. Answers might also use her suicide as evidence to help in the interpretation of her motives.</p>	<p>[30]</p> <p><b>AO1</b> [10]</p> <p><b>AO2</b> [10]</p> <p><b>AO3</b> [10]</p>
	<b>Total</b>	<b>[30]</b>

<b>Section A: Option 2: Agrippina the Younger and her influence on Roman politics, AD41-59</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	<p><b>General Note</b>  <b>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 band.</b></p>	
1	<p><b>Briefly outline two ways in which Agrippina used her influence in Roman politics.</b></p> <p><b>AO1: Two reasons with relevant factual detail.</b></p> <ul style="list-style-type: none"> <li>• ensuring that Nero succeeded Claudius;</li> <li>• using freedmen to gain what she wanted within the court;</li> <li>• controlling the court of Nero; relations with foreign powers;</li> <li>• controlling Nero.</li> </ul>	<p>[5]</p> <p><b>AO1</b> [5]</p>
2	<p><b>Read the following passage from Tacitus, and answer the questions which follow.</b></p> <p>At last, considering her a serious problem no matter where she was held, he decided to kill her. He had only to work out how – poison, sword or some other means. His first thought was poison. But if it was given during a meal with the emperor, it could not be put down to bad luck after Britannicus' similar death. Also it seemed difficult to bribe her servants when her own experience of criminal acts prepared her for plots against herself. In addition she had protected her body by taking antidotes in advance. No one could suggest how they could cover up a murder by the sword. Besides they feared that anyone chosen for this crime would refuse such an order.</p> <p style="text-align: right;"><b>Tacitus, <i>Annals</i>, 14.3</b></p> <p><b>(a) Using this passage, outline the ways Nero thought of to kill his mother and explain the difficulties with each of them.</b></p> <p><b>AO1: Key elements of story understood and identified.</b>  He thought of the use of poison or a dagger; credit answers for 'some other means'.</p> <p><b>AO2: Understanding of the difficulties</b>  Answers should show an understanding of the problems outlined: poison presented a problem because of the death of Britannicus; she was well able to guard herself against plots and had used antidotes; stabbing would be impossible to hide and an assassin might decide not to go ahead with the plot, covering up what was happening, ensuring that she did not get wind of it, getting someone reliable to enact the plot and ensuring that it was successful.  Other answers might include, but are not required:  Potential political fall-out for Nero as an emperor who has murdered his mother/the person who guided him to power – lack of military support because of her connections with Germanicus.</p>	<p>[4+4]</p> <p><b>AO1</b> [4]</p> <p><b>AO2</b> [4]</p>

Question Number	Answer	Max Mark
(b)	<p><b>Explain whether you think Tacitus' account of Nero's plans in this passage is accurate.</b></p> <p><b>AO3: Interpretation and Evaluation [5]</b>            Answers should note that the passage is from Tacitus, and consider how reliable he might be in this case (access to imperial records might be mentioned and contrasted with the desire for a good story). Consideration of the fact that he finally did murder his mother might confirm these difficulties.</p>	<p><b>A03 [5]</b></p>
3	<p><b>Read the following passage from Suetonius, and answer the questions which follow.</b></p> <p>Soon afterwards he also made his will and sealed it with all the magistrates as witnesses. However, Agrippina stopped him from going further with his plans. For her own conscience and quite a few informers were now accusing her of many crimes. There is general agreement that Claudius was poisoned, but a lot of argument about when it happened and who poisoned him. One version is that it was his food-taster, the eunuch Halotus, during a feast with the priests in the Citadel. Another view is that Agrippina herself did it at a family dinner when she gave him poisoned mushrooms, his favourite food.</p> <p>There are differences in the stories of what happened afterwards. Many say that the minute he swallowed the poison, he was unable to speak; then that he was in the greatest pain throughout the night until dawn when he died. ...</p> <p>His death was kept secret until everything was arranged for his successor.</p> <p style="text-align: right;"><b>Suetonius, <i>Claudius</i>, 44-45</b></p> <p>(a) <b>In what ways does this passage help us to understand Agrippina's involvement in Claudius' death?</b></p> <p><b>AO1: Relevant factual knowledge</b>            Details of Claudius' death: poisoning; possible methods – Halotus and the feast, Agrippina and the mushrooms; details of Claudius' final moments.</p> <p><b>AO2: Understanding</b>            Explanation that we have details about poisoning, but doubt about who did it and doubts about accuracy of reports.</p> <p><b>AO3: Evaluation and interpretation of the source</b>            Answers should note Suetonius' own doubt about the details; Context of Agrippina's power and her positioning of Nero could be used to help evaluate the likelihood of these events.</p>	<p><b>[14]</b></p> <p><b>A01 [4]</b></p> <p><b>A02 [5]</b></p> <p><b>A03 [5]</b></p>

Question Number	Answer	Max Mark
(b)	<p><b>How far do you think that the descriptions of Agrippina's actions in the ancient sources are reliable?</b></p> <p><b>You should refer to both this passage and other ancient sources which you have studied.</b></p> <p><b>AO1: Factual Details</b> The following are by way of example, and candidates should not be expected to refer to them all:</p> <ul style="list-style-type: none"> <li>• Agrippina's position as the mother of Nero;</li> <li>• wife of Claudius;</li> <li>• her role in the recall of Seneca;</li> <li>• relationship with Burrus;</li> <li>• relationship with freedmen;</li> <li>• details of her involvement in the deaths of rivals to herself or Nero: e.g. (Lollia), Junius Silanus and Acte.</li> </ul> <p><b>AO2: Understanding</b> Shows an understanding of the power which Agrippina could have held within the imperial court set up (might even contrast with Livia, but this is not to be required); this will mainly relate to her role with the advisors and the youth of Nero. Also shows understanding of how a woman in this position might have been seen.</p> <p><b>AO3: Interpretation, Evaluation and Response</b> Answers should evaluate and interpret the sources in the light of the understanding above. They should focus on the idea of 'how far' and evaluate the reliability of the sources, and may use their understanding to come to any reasonable conclusion. The best answers may compare and contrast Suetonius and Tacitus, noting the more personal interests of Suetonius and the political views of Tacitus to aid their interpretation.</p>	<p>[18]</p> <p><b>AO1</b> [5]</p> <p><b>AO2</b> [5]</p> <p><b>AO3</b> [8]</p>
	<b>Total</b>	<b>[50]</b>

Section B: Option 2: Agrippina		
Question Number	Answer	Max Mark
4	<p><b>‘The influence of freedmen in the Imperial Court made it easy for Agrippina to gain power in Rome.’ From your reading of the ancient sources, to what extent do you think this is a fair assessment?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give a brief account of the means by which Agrippina gained position and power;</b></li> <li>• <b>explain how Agrippina’s relationship with imperial freedmen made it easier for to increase her power;</b></li> <li>• <b>show knowledge of what the sources tell us about Agrippina’s position and power;</b></li> <li>• <b>consider how reliable you think these sources are.</b></li> </ul> <p><b>AO1: Factual details of the accounts</b> Factual details of the freedmen in the court of Nero and their role: their actions and influence. This will probably focus on Pallas and Narcissus. Details of the relationship between Agrippina and the freedmen, and examples of her use of them. Details of the roles of Seneca and Burrus should also be rewarded. The power of the freedmen within the court to initiate policy and guide the court should be outlined. Details of other powerful factions in Rome (including the Senate) should be given, if relevant to the argument. Knowledge of relevant sections of Tacitus and Suetonius should be rewarded, as well as the relevant coins.</p> <p><b>AO2: Understanding of the power of Agrippina</b> Understanding of the position of freedmen, and how a woman in Agrippina’s position could make them do as she wished. The difference between the official, legal powers and the power due to position within the court, and the limited power of the Senate should be understood.</p> <p><b>AO3: Interpretation, Evaluation and Response</b> Answers should show understanding of the nature of Tacitus and Suetonius as the sources. They might note their sources, especially Suetonius’ reliance of court gossip. They question whether the sources over-play her power, simply for effect. The significance of the coins with her appearing on them might enable candidates to argue the opposite. Answers should also question the idea of whether it was ‘easy’ for Agrippina to have such power.</p>	<p><b>[30]</b></p> <p><b>AO1 [10]</b></p> <p><b>AO2 [10]</b></p> <p><b>AO3 [10]</b></p>

Question Number	Answer	Max Mark
5	<p><b>'It is impossible for us to know the truth about Agrippina's character.'</b> From your reading of the ancient sources, to what extent do you think this is a fair assessment?</p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give a brief account of at least three of Agrippina's actions;</b></li> <li>• <b>explain what you think these actions tell us about Agrippina's character;</b></li> <li>• <b>show knowledge of what the sources tell us about Agrippina's character;</b></li> <li>• <b>consider how accurate you think these source are.</b></li> </ul> <p><b>AO1: Factual details of Agrippina's character</b>            Answers should show knowledge of Agrippina's position within the imperial family, as the wife of Claudius and the mother of Nero. They should outline her obvious desire for power, and the various instances when that is shown. They might also note her political savvy, and her involvement in the murders of Claudius and Britannicus, as well as the recall of Seneca. Her intelligence and authority should be outlined with suitable examples to illustrate these.</p> <p><b>AO2: Understanding</b>            Understanding of the difficulties involved in knowing about Agrippina – the sources' interest in a 'powerful' and 'tyrannical' woman – is she just a stereotype; the position in which she found herself; the nature of the imperial court and Nero/Claudius as emperors. Understanding also of what a traditional Roman woman was supposed to be, as opposed to the role in politics which women like Agrippina gained.</p> <p><b>AO3: Interpretation, Evaluation and Response</b>            Evaluation and interpretation of the sources to lead to the answer of 'a fair assessment'. The best answers will consider whether the sources allow us to make a fair assessment – both Suetonius and Tacitus have cast Agrippina in a negative light, and are clearly opposed to her influence. This may affect how they saw her character. Evaluation and response to these events without evaluation of the sources themselves should be rewarded, but not placed in the highest bands.</p>	<p>[30]</p> <p><b>AO1</b> [10]</p> <p><b>AO2</b> [10]</p> <p><b>AO3</b> [10]</p>
	<b>Total</b>	<b>[30]</b>

## Marking Grids for Section A

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

## Marking Grids for Section B

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

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

**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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