

Classics: Ancient History

Advanced Subsidiary GCE F391

Greek history from original sources

Mark Scheme for June 2010

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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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Option 1: Athenian Democracy in the 5 th century BC		
Section A		
Question Number	Answer	Max mark
1	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>The Old Oligarch 1.1-3</p> <p>‘As to the constitution of the Athenians...But all those offices which involve the receipt of money and benefit for ones household, these the common people seek to hold.’</p>	
1 (a)	<p>What does this passage tell us about how the Athenian democratic system worked?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • the poor had more power than the rich; • the use of lot and election offered opportunities to the poor; • leadership positions were generally held by the rich; • all citizens have access to offices of state • payment for office was important for the poor. 	<p>[10]</p> <p>(AO1) [10]</p>
1 (b)	<p>How far do the sources you have studied support the view that state pay was very important in the Athenian democratic system?</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Wasps</i>, <i>Knights</i> • Xenophon <i>Recollections</i> • Xenophon <i>History of Greece</i> • <i>Thucydides</i> • <i>Ath.Pol.</i> <p>Answers should show knowledge of the use of state pay in Athens (and where it was not used).</p> <p>Evaluation of the sources and the use of detail drawn from them to answer ‘how far’ required for the highest marks.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>
1 (c)	<p>On the basis of this passage and other sources you have studied, to what extent were ordinary Athenians able to act as political leaders in Athens?</p> <p>Answers should show:</p> <ul style="list-style-type: none"> • The problematic nature of leadership in 5th century Athens; • relevant knowledge of the leadership roles available to Athenians and the status of those who held them; • understanding of the selection process for leaders in Athens; • understanding of the skills required for success in the Athenian system. <p>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>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Question Number	Answer	Max mark
2	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>Aristophanes, <i>Acharnians</i> 19-42</p> <p>‘Regular meetings of the Assembly,... And look at them! just like I said – all fighting for the best places.’</p>	
2 (a)	<p>What can we learn from this passage about assembly meetings in Athens?</p> <p>Answers might include;</p> <ul style="list-style-type: none"> • the timing and location of meetings; • the lack of enthusiasm for assembly meetings shown by the need for the red rope • the lack of enthusiasm of the ‘Executive’; • what assembly meetings decided (peace); • behaviour at a meeting of the assembly. 	<p>[10]</p> <p>(AO1) [10]</p>
2 (b)	<p>What do the sources you have studied tell us about how decisions were made in Athens?</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Knights, Wasps</i>; • <i>Ath.Pol.</i>; • The Old Oligarch; • Thucydides; • Xenophon <i>History of Greece</i>. <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Answers should evaluate the evidence presented in the chosen examples and show how decisions were made; assessment of bias in the sources is needed.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>
2 (c)	<p>On the basis of this passage and other sources you have studied, to what extent did decisions taken in the assembly reflect the views of the whole citizen body of Athens?</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • the extent of popular participation in the democracy; • the role of leaders such as Cleon and Perikles; • examples of decisions taken in the Assembly. <p>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>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Section B		
Question Number	Answer	Max mark
	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 do not provide an exhaustive list and any relevant points should be credited.	
3	<p>According to the sources, to what extent were the courts an important element in the democracy?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline the various roles the courts fulfilled in the democratic system; • include what the sources tell us about the political role of the courts; • evaluate how reliable the sources are in their accounts of the courts. <p>Answers might include:</p> <ul style="list-style-type: none"> • the different roles the courts fulfilled, including their role checking candidates for office; • the significance of the <i>graphe paranomon</i>; • the use of the courts by leaders such as Cleon in political disputes; • examples should be drawn from the sources, such as the <i>Ath.Pol</i> and Aristophanes. 	[45]
(AO2) [25]	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.	(AO1) [20] (AO1) [20]
4	<p>How far do the sources enable us to assess the contribution of Perikles to the development of the democracy in Athens?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • describe the changes Perikles made to the political system; • include what the sources tell us about Perikles' contribution to the Athenian political system; • assess the reliability of the evidence for Perikles' contribution during this period. <p>Answers might include:</p> <ul style="list-style-type: none"> • Perikles' changes to the democratic system (including the reforms of Ephialtes); • the significance of Perikles' repeated generalships and his role in the assembly; • the opposition to Perikles; • examples drawn from the sources, such as Thucydides and the <i>Ath.Pol.</i> <p>Evaluation of the potential bias of the sources, especially Thucydides. Answers should address 'how far'.</p>	[45]
		(AO1) [20] (AO2) [25]

Option 2: Delian League to Athenian Empire		
Section A		
Question Number	Answer	Max mark
	<p>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 do not provide an exhaustive list and any relevant points should be credited.</p> <p>The Old Oligarch 1.16-18 “The common people of Athens seem ill-advised in compelling the allies to sail to Athens for court cases...for this is the law of Athens.”</p>	
5 (a)	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>What can be learned from this passage about what the Athenian people gained from forcing the allies to come to Athens for court cases?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • money from legal deposits; • administration of the empire without using the fleet; • supporting the pro-Athenian element in allied cities; • tax revenue, hiring charges; • raising the status of ordinary Athenians in the eyes of their allies. 	<p>[10]</p> <p>(AO1) [10]</p>
5 (b)	<p>What do the sources you have studied tell us about how the allies of Athens were exploited?</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Thucydides; • Aristophanes; • Inscriptions (such as the Khalkis decree, Kleinias decree, Standards decree). <p>Credit discussion of the tribute, and example of Athens putting pressure on allies.</p> <p>Answers should evaluate the evidence presented in the chosen examples, with discussion of the potential bias of the sources.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) 10</p>
5 (c)	<p>On the basis of this passage and other sources you have studied, discuss to what extent the common people of Athens gained from the empire.</p> <p>(AO1) [10]</p> <p>Answers should refer to a range of sources (eg Thucydides, Plutarch, the Old Oligarch) and might include:</p> <ul style="list-style-type: none"> • the income gained from service on campaign; • opportunities offered by new colonisation; • the use of cleruchies; • common standards for trading in the Aegean; • the suppression of piracy by the Athenian navy. • <p>Evaluation of the potential bias of the sources, especially Thucydides, and the limited evidence for the common people. Answers should address ‘to what extent’.</p>	<p>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Question Number	Answer	Max mark
6 (a)	<p>Thucydides, <i>History of the Peloponnesian War</i> 5.91-95 ‘Athenians...one is not so much frightened, your hatred is evidence of our power.’</p> <p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>What can we learn from this passage about Athenian attitudes towards other Greek states outside the empire?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Athens attitude towards Sparta; • the mutual benefits to both sides from joining the empire; • the Athenians’ acceptance of the slave/master characterisation; • the Athenian concern that neutral states in fact pose a threat; • the importance of power over morality. 	<p>[10]</p> <p>(AO1) [10]</p>
6 (b)	<p>What can we learn from other sources about how Athens maintained control of her allies?</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"> • the suppression of revolts through use of the navy; • the destruction of defences and removal of ships from subdued states; • the use of oaths as part of treaties; • support offered to the common people against their enemies, both external and internal; • the use of rewards and incentives; • the threat posed by Persia; • the use of the navy and settlements (such as cleruchies) for deterrence. <p>There should be analysis of the examples chosen and evaluation of the sources referred to, with discussion of potential bias.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) 10</p>
6 (c)	<p>On the basis of this passage and other sources you have studied, to what extent did Athens increase her power between 431 and 415 BC?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • an understanding of the limitations of Athenian power on the mainland; • the attitude of mainland states such of Corinth; • the use of the navy to maintain control of the empire and the ineffectiveness of any Spartan support; • Perikles’ strategy for the war and the changes made to it after his death; • the threat posed by Brasidas in the north and later by the Spartan navy after their alliance with Persia; • the importance of Athenian legislation which affected other states, such as the Standards decree. <p>Answers need not develop an argument over the entire period specified but should select some points to develop; credit accurate knowledge of detail and clear reference to the sources.</p>	<p>[25]</p> <p>(AO1) [10]</p>

Question Number	Answer	Max mark
	Candidates should address 'to what extent' and discuss the increase in Athenian power; they should show an awareness of the divide in the Greek world between coastal and island states and those on the mainland.	(AO2) [15]
Section B		
	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 do not provide an exhaustive list and any relevant points should be credited.	
7	<p>According to the sources, to what extent was the tribute used solely for the benefit of Athens?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline the uses to which the tribute was put; • consider what the sources tell us about the benefits brought by the tribute; • assess the reliability of the evidence for the benefits of the tribute. • <p>Answers may include:</p> <ul style="list-style-type: none"> • maintaining the naval and land forces for use against Persia; • the suppression of revolt; • the suppression of piracy; • payment for service in the navy; • use of tribute money to support state pay more generally in Athens; • the Athenian building programme. <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"> • Thucydides; • inscriptions; • Plutarch; • The Old Oligarch; • Aristophanes. <p>Answers should address 'to what extent' and there should be some discussion of 'solely', with assessment of the benefit gained by the allies.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>
8	<p>To what extent do the sources enable us to judge how the allies reacted to the growing power of Athens?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline how individual states responded to changes in the Delian League; • include what the sources tell us about the relationships between the allied states and Athens; • evaluate the reliability of the sources for the attitudes of the allies towards Athens. • <p>Answers may include:</p> <ul style="list-style-type: none"> • examples of revolts and the reasons for them; • loyal states and the reasons for loyalty; • the economic benefits for allies; 	<p>[45]</p> <p>(AO1) [20]</p>

Question Number	Answer	Max mark
	<ul style="list-style-type: none">• the political impact on independent states (eg democracy, central control). <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">• Thucydides;• inscriptions;• Plutarch;• The Old Oligarch.	
	Answers should address 'to what extent' and there should be some discussion of problems of the limited evidence for the views of allies.	(AO2) [25]

Option 3: Politics and society of Ancient Sparta		
Section A		
Question Number	Answer	Max mark
	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 do not provide an exhaustive list and any relevant points should be credited.	
9 (a)	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>Herodotus, <i>The Histories</i> 6.56-57 ‘The prerogatives of the Spartan kings are these:...and who take their meals with the kings of public expense’</p> <p>What does this passage tell us about the privileges of the Spartan kings?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • their religious roles as priests; • the power of declaring war; • their military role of expedition, including sacrifice; • their public religious role in peace time; • the seats of honour at public games; • their appointment of public officials. 	<p>[10]</p> <p>(AO1) [10]</p>
9 (b)	<p>How much can we learn from the sources about the importance of Spartan kings within the social structure of Sparta?</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"> • their involvement in the religious life of Sparta; • their supervision of some legal cases, including inheritance; • the relationship between the kings and other civil authorities such as the ephors; • the honours paid to kings on their death; • the limited evidence available for Spartan life. <p>Appropriate weight should be given to the limited nature of our evidence for what happened inside Sparta, and the potential bias of the external sources.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>
9 (c)	<p>On the basis of this passage and other sources you have studied, discuss to what extent kings became less powerful.</p> <p>Answers should provide examples drawn from sources such as Thucydides, Herodotus, Plutarch, Xenophon:</p> <ul style="list-style-type: none"> • the leadership of early kings such as Cleomenes and Leonidas; • the leadership of later kings such as Pleistoanax and Archidamus; • the importance of the assembly in Sparta; • the role of the <i>gerousia</i>; • the role of the <i>ephors</i>. 	<p>[25]</p> <p>(AO1) [10]</p>

	There should be discussion of 'to what extent' and due weight given to the limited evidence from within Sparta, together with evaluation of the evidence used.	(AO2) [15]

Question Number	Answer	Max mark
10	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>Thucydides, <i>History of the Peloponnesian War</i> 1.80-81 ‘When we are engaged with Peloponnesians and neighbours, the forces on both sides are the same type...since most of them are on the same islands.’</p>	
10 (a)	<p>What can we learn from this passage about the strengths and weaknesses of Sparta?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • the contrast between dealing with near-by, land based states and Athens; • the importance of speed of response; • population size; • lack of navy; • the financing of campaigns at a distance; • the importance of the Spartan hoplite force; • the threat posed by the Spartan army to food supplies; • the problem of Athenian resources; • the strength of Athens based on her maritime empire. 	<p>[10]</p> <p>(AO1) [10]</p>
10 (b)	<p>How much can we learn from the sources about the extent to which Sparta dominated other states?</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"> • the significance of the standing army not required for agricultural work; • the use of the hoplite army to conquer territory such as Messenia; • the organisation of the Peloponnesian League; • the importance of keeping enemies in check (eg Argos); • Sparta’s relations with the more important states (eg Corinth); • Sparta’s reputation as ‘slow to go to war’. <p>There should be evaluation of the sources selected, and discussion of the key term ‘dominated’ during this period</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>
10 (c)	<p>On the basis of this passage and other sources you have studied, discuss to what extent their economy restricted the Spartans.</p> <p>Answers should provide examples drawn from sources such as Thucydides, Herodotus, Plutarch (NB: only a few examples are needed for full marks) of:</p> <ul style="list-style-type: none"> • Sparta’s military successes within the Peloponnese, resulting from her standing army; • the lack of resources for longer expeditions and the development of a navy; • the significant changes resulting from the alliance with Persia; • Sparta’s reliance on her allies (and their limited resources); • the restrictions imposed on Spartan policy by her social structure – <i>helots</i> and manpower. 	<p>[25]</p> <p>(AO1) [10]</p>

	There should be discussion of 'to what extent', with analysis to show how the economy supported local military success through the standing army supported by the labour of helots. Reward discussion of the limitations inherent in the system (in particular, the restrictions imposed by the helot population and the lack of financial resources) and evaluation of the evidence presented.	(AO2) [15]
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Section B		
Question Number	Answer	Max mark
	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 do not provide an exhaustive list and any relevant points should be credited.	
11	<p>According to the sources, to what extent did the Spartan education system promote equality in Sparta?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline briefly the Spartan education system; • consider what the sources tell us about the impact of the education system on Spartan society; • assess the reliability of the evidence for the equality of Spartans during this period. <p>Answers may include:</p> <ul style="list-style-type: none"> • the <i>agoge</i> and the limitations on private property and coinage; • the communal messes • the intimate connection between the <i>agoge</i> and the Spartan army; • the significance of the kings; • the political role of ordinary Spartans; • relationship between Spartans and other groups (women, <i>perioikoi</i> etc). <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"> • Herodotus • Thucydides • Plutarch • Xenophon. <p>Answers should address 'to what extent' and there should be some discussion of the factors limiting equality.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>
12	<p>To what extent do the sources help us to understand the relationship between the Spartans and other groups in Sparta?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • describe the roles fulfilled by non-Spartans in Sparta; • outline what the sources tell us about the attitudes of Spartans and other groups to each other; • evaluate the reliability of the evidence for the relationships between the different groups. <p>Answers may include:</p> <ul style="list-style-type: none"> • the relationship between the Spartiates, <i>perioikoi</i> and <i>helots</i>; • population size, and its impact on this relationship; • the declaration of war against the <i>helots</i>; • revolts by the <i>helots</i> • the role of the <i>krypteia</i>; • the roles of <i>perioikoi</i> and <i>helots</i> in peace and war; • the lack of evidence for life in Sparta. 	<p>[45]</p> <p>(AO1) [20]</p>

Section B		
Question Number	Answer	Max mark
	<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">• Herodotus• Thucydides• Plutarch• Xenophon.	
	<p>Answers should address 'to what extent'. There should be evaluation of the limited evidence for life within Laconia during the Fifth century.</p>	(AO2) [25]

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"> Recall and application of subject knowledge and sources; Relevance to question/topic; Understanding and application of sources and evidence; Understanding of concepts and/or context.
Level 5	9–10	18–20	<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.
Level 4	7–8	14–17	<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.
Level 3	5–6	9–13	<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.
Level 2	2–4	5–8	<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.
Level 1	0–1	0–4	<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.

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>	
Level 5	9–10	14–15	22–25	<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	10–13	17–21	<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgments; • 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	6–9	12–16	<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	3–5	6–11	<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	0–2	0–5	<ul style="list-style-type: none">• Very superficial analysis of evidence and/or issues;• Little or no interpretation and/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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