

# **Ancient History**

General Certificate of Secondary Education **A031**

The Greeks at war

## **Mark Scheme for June 2010**

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Section A: Option 1: The Greeks Defend Themselves		
Question Number	Answer	Max Mark
	<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 <u>two</u> reasons why Darius decided to attack Greece in 490BC.</b></p> <p><b>AO1: Two reasons with relevant factual detail.</b></p> <ul style="list-style-type: none"> <li>• revenge for burning of Sardis</li> <li>• revenge for the Ionian Revolt</li> <li>• continue with failed expedition of Mardonius</li> <li>• desire to expand the Persian empire</li> <li>• need to keep the army busy and internal political considerations to boost his own position</li> </ul>	<p>[5]</p> <p><b>A01</b> [5]</p>
2	<p><b>Read the following passage from Herodotus, and answer the question which follows.</b></p> <p>After this, as each of the generals who had voted for engaging with the enemy became commander for a day in turn, they surrendered their position to Miltiades. Miltiades accepted their offer, but did not make the decision to fight until he was commander for the day in his own right.</p> <p>When it was Miltiades' turn, the Athenians were drawn up for battle, with the War Archon commanding the right wing; this was the usual practice in Athens at this time. The tribes then took up their positions in their usual order, and the Plataeans were drawn up last on the left wing. Ever since this battle, when the Athenians are performing sacrifices at their four-yearly festival, the herald prays that both the Athenians and the Plataeans may be granted good fortune.</p> <p style="text-align: right;"><b>Herodotus, <i>The Histories</i> 6.110-111</b></p>	
(a)	<p>What does this passage tell us about the commanders and what they did at Marathon?</p> <p><b>AO1: Key elements understood and identified.</b></p> <ul style="list-style-type: none"> <li>• Power moved between them day by day</li> <li>• Generals surrendered power to Miltiades</li> <li>• He refused to fight until his allotted day</li> <li>• The War Archon commands the right wing</li> <li>• Troops organised by tribes</li> </ul>	<p>[4]</p> <p><b>A01</b> [4]</p>

Question Number	Answer	Max Mark
(b)	<p><b>The generals ‘surrendered their position to Miltiades’ (line 2). Explain why this was important.</b></p> <p><b>A02: understanding</b>            Answers should show understanding of the situation, with the Persians gathering a large force. The element of surprise, and especially stopping the Persians using their cavalry, may form a central element of the answer. Candidates could also consider Miltiades’ leadership and its effects (esp. in relation to speech to Callimachus). Either approach should be fully rewarded if appropriate. Candidates who consider the wider implications of a victory at Marathon and relate this to this decision should also gain full credit, if the answer fulfils the criteria in the bands.</p>	<p><b>[4]</b></p> <p><b>A02</b> <b>[4]</b></p>
(c)	<p><b>In this passage Herodotus gives an account of the preparations for Marathon. Explain how accurate you think it is.</b></p> <p><b>A03: Interpretation and Evaluation</b>            Evaluation of the passage: what were Herodotus’ sources for this? How could he have known that this was what happened? Is it just a good story? How well did Herodotus understand the command structure at Marathon? Best answers may distinguish between the kernel of the event and the description and details. Any reasonable explanation and evaluation of the passage should be rewarded. For the highest bands answers must be specific to the passage, and consider the difficulties of knowing exactly what happened at this time in the battle. Answers might include:</p> <ul style="list-style-type: none"> <li>• System for command: probably generally known in Athens</li> <li>• Focus on Miltiades and Callimachus</li> <li>• Knowledge of origins of festival</li> <li>• How did Herodotus know about decisions before the battle?</li> <li>• Could anyone have given a detailed account of a battle like this?</li> </ul>	<p><b>[5]</b></p> <p><b>A03</b> <b>[5]</b></p>

Question Number	Answer	Max Mark
3	<p><b>Read the following passage from Herodotus, and answer the questions which follow.</b></p> <p>Xerxes was not at all eager to march against Greece, and gathered his army for an expedition against Egypt. Mardonius, the son of Gobryas, who was Xerxes' cousin and son of Darius' sister, was with him and had the most influence of all the Persians at his court. He made the following argument: 'Master, it is not reasonable that the Athenians who have done the Persians a great deal of harm should not pay the penalty for what they have done. You should complete what you have in hand at the moment; but when you have subdued the revolution in Egypt, lead your army against Athens so that you may have a noble reputation amongst men and everyone after this will be wary of marching against your territory.'</p> <p style="text-align: right;"><b>Herodotus, <i>The Histories</i> 7.5</b></p> <p><b>(a) In what ways does this passage help us to understand Xerxes' reasons for attacking the Greeks in 480BC?</b></p> <p><b>AO1: relevant factual knowledge</b>  Selection of relevant information from the passage, and developed with knowledge of Mardonius.  The focus should be on:</p> <ul style="list-style-type: none"> <li>• Xerxes' initial lack of enthusiasm</li> <li>• details of his attack on Egypt</li> <li>• the Persians already controlled Egypt: not an expansion</li> <li>• the role of Mardonius in encouraging him to attack</li> <li>• the 'great deal of harm' caused by the Athenians</li> <li>• Details of Demaratus' later involvement could also be included by way of further support.</li> </ul> <p><b>AO2: Understanding</b>  Should show some understanding of the role of advisors, especially that attributed to Mardonius and Demaratus in the Persian court by Herodotus, and note how dependent on them Xerxes appears to be. Might also include some discussion of Xerxes as the son of Darius and his motives in continuing the work of his father. They might also consider that he did not wish to split himself across two arenas at the same time, and that his prudence was only sensible.</p> <p><b>AO3: Evaluation and interpretation of the source</b>  The idea of the role of an advisor as given in Herodotus, and the notion that it is almost a stock character in his narrative should be considered. Discussion of what Herodotus' source for this incident might be, and whether he is likely to have been able to know accurately what happened.</p>	<p>[14]</p> <p><b>A01</b> [4]</p> <p><b>A02</b> [5]</p> <p><b>A03</b> [5]</p>

Question Number	Answer	Max Mark
(b)	<p><b>Do you think Herodotus' account of Xerxes' reasons for his attack on the Greeks is reliable? Explain your opinion. You must refer both to this passage and to other passages of Herodotus which you have studied.</b></p> <p><b>AO1: Factual Details</b>  Details of Xerxes' reasons for attacking Greece:</p> <ul style="list-style-type: none"> <li>• continuing the work of his father</li> <li>• desire for revenge (mainly attributed to Darius)</li> <li>• persuaded by courtiers</li> <li>• driven by the desire to expand the empire</li> <li>• the need to crush rebelling subjects (Egypt).</li> </ul> <p><b>AO2: Understanding</b>  Answers should show understanding of the limited focus of the passage on one area:</p> <p>Key ideas might include:</p> <ul style="list-style-type: none"> <li>• role of individuals</li> <li>• tyrannical depiction of Xerxes</li> <li>• the influence of courtiers (including Greek ones)</li> <li>• lack of economic or social motives</li> <li>• desire for expansion not developed by Herodotus</li> <li>• nature of the Persian empire might be discussed, but not expected.</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b>  Evaluation of Herodotus' account at this point:</p> <ul style="list-style-type: none"> <li>• does Herodotus just have set themes which he sees as being the cause of these attacks?</li> <li>• Are there social factors within the empire not mentioned (Herodotus' background might be mentioned here)</li> <li>• Greek view of the attacks</li> <li>• Reading Darius into Xerxes</li> <li>• Evaluation by comparison with Aeschylus should be well rewarded, but not required.</li> </ul>	<p>[18]</p> <p><b>A01</b> [5]</p> <p><b>A02</b> [5]</p> <p><b>A03</b> [8]</p>
	<b>Total</b>	<b>[50]</b>

Section B: Option 1: The Greeks Defend Themselves		
Question Number	Answer	Max Mark
4	<p><b>'Leonidas and the Spartans were more concerned with glory than victory.'</b> Using Herodotus' account, explain how far you agree with this view.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• give an account of how Leonidas and the Spartans prepared for and fought in the battle of Thermopylae;</li> <li>• explain why Leonidas and the Spartans acted as they did;</li> <li>• show knowledge of the relevant sections of Herodotus;</li> <li>• consider how reliable you think Herodotus is.</li> </ul> <p><b>A01: Factual Details of Leonidas' role and decisions, as well as the course of the battle</b> Factual details of the run up Thermopylae, and Leonidas' decision to send the other Greeks away. Details of what he is supposed to have said, and then his actions during the battle. Answers which include details of the Spartan behaviour before the battle should be given credit. Answers which show factual knowledge of Spartan customs should also be rewarded.</p> <p><b>A02: Understanding of the reasons for the decisions</b> Understanding of the culture in Sparta at the time, and the need for glory, as well as the question of what other options faced the Greeks at the time. Candidates might consider that victory was impossible, but stopping the Persians was a necessity. Discussion in relation to the other battles and the effects of Thermopylae should be rewarded.</p> <p><b>A03: Interpretation, Evaluation and Response focusing on Herodotus' account</b> The best answers will question and evaluate Herodotus' account and consider whether it is accurate and how he could have known the details about the decision making and strategy in each battle. Answers will also evaluate specifically what we know about the decisions made at Thermopylae, and what the sources for this information might be. They might also consider the famous Spartan sayings (such as Dieneces before the battle) and the impression which they create.</p>	<p>[30]</p> <p><b>A01</b> [10]</p> <p><b>A02</b> [10]</p> <p><b>A03</b> [10]</p>

Question Number	Answer	Max Mark
5	<p><b>'Xerxes' poor military planning brought about the Persian defeat.' Using Herodotus' account, explain how far you agree with this view. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give a brief account of the strengths and weaknesses of Xerxes' military planning compared to that of the Greeks</li> <li>• explain why the weaknesses of Xerxes' military planning led to the Persian defeat</li> <li>• show knowledge of relevant sections of Herodotus</li> <li>• consider how reliable you think Herodotus is.</li> </ul> <p><b>A01: Factual Details of the Persian military tactics and course of the battles</b>  Details of the Persian tactics, including the reliance on large numbers and the use of allied troops. Details of the strategies in the different battles, especially Thermopylae and Salamis in as far as they are known. Details of Artemisium should also be included. The differences between the land and sea battles, and Xerxes' role, especially at Salamis, in encouraging his forces to fight. Details of the role of Themistocles at Salamis, and the trickery involved should be rewarded. Details of the contributions of individual commanders on the Persian side (esp. Mardonius and Artemisia) might also be included.</p> <p><b>A02: Understanding</b>  Shows understanding of the role that Persian strategy played in the battles, and especially how the Greeks managed to drive the Persians into an impossible situation at Salamis. Also shows understanding of the weakness of the Persian position: a force which is not cohesive and cannot be used to fight effectively in narrow spaces. An assessment of the contribution of Xerxes' commanders (esp. Mardonius and Artemisia) might be included.</p> <p><b>A03: Interpretation, Evaluation and Response to focusing on how accurately we can assess the causes of the Greek victory</b>  The best answers will question and evaluate Herodotus' account and consider whether it is accurate and how he could have known the details about the decision making and strategy in each battle. They may note some of the formulaic themes, and even contrast Herodotus with Aeschylus, although this should not be expected.</p>	<p>[30]</p> <p>A01 [10]</p> <p>A02 [10]</p> <p>A03 [10]</p>
	<b>Total</b>	<b>[30]</b>

<b>Section A: Option 2: Alexander the Great</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 <u>two</u> details of the influence of his parents on Alexander</b></p> <p><b>AO1: Two details of the influence with relevant factual detail.</b></p> <ul style="list-style-type: none"> <li>• Death of father</li> <li>• Military training/commanding from Philip</li> <li>• The desire to emulate his father as king and leader</li> <li>• Role of Aristotle as Alexander's tutor, appointed by Philip</li> <li>• Olympias' determination</li> <li>• Olympias' interest in the mystical</li> </ul>	<p>[5]</p> <p><b>A01</b> [5]</p>
2	<p><b>Read the following passage from Plutarch, and answer the question which follows.</b></p> <p>Whilst he was still a child, his self-restraint became clear: although he was impetuous and violent in other respects, the pleasures of the body moved him little, and he made contact with such things with great moderation. Love of honour made him think seriously and in a lofty way, beyond what might have been expected at his age. He did not like all forms of fame and from any quarter, as Philip did. Philip had shown off as a sophist with his cleverness in argument and had his chariot victories at the Olympic Games engraved on coins. When, however, those around him asked if he was willing to compete in the foot-race at the Olympics – for he was a good runner – he said, 'If kings are intending to compete, yes.'</p> <p style="text-align: right;"><b>Plutarch, Life of Alexander 4</b></p> <p><b>(a) What does this passage tell us about Alexander's character?</b></p> <p><b>AO1: Key elements understood and identified.</b></p> <ul style="list-style-type: none"> <li>• self-control</li> <li>• unmoved by bodily pleasures</li> <li>• ambition</li> <li>• graceful/magnanimous</li> <li>• not eager for fame from every quarter</li> <li>• keen to be on a level with kings</li> </ul> <p><b>(b) Using this passage, explain why Alexander did not want to race at the Olympics.</b></p> <p><b>AO2: understanding</b>  Understanding of why the character traits described in the passage would mean Alexander would not want to race. Examples might include:</p> <ul style="list-style-type: none"> <li>• his dignity as a king</li> <li>• only interested in competition with equals</li> <li>• though interested in fame, source was important.</li> </ul>	<p>[4]</p> <p><b>A01</b> [4]</p> <p><b>A02</b> [4]</p>

Question Number	Answer	Max Mark
(c)	<p><b>How accurate do you think this account of Alexander’s character is? Explain your opinion.</b></p> <p><b>A03: Interpretation and Evaluation</b></p> <p>Evaluation of the passage: details of Plutarch’s interest in character rather than historical fact should be rewarded, if used to interpret passage. Details of the events described should be mentioned, and questions raised about the source for the final statement. For the highest band the answers must look at specific detail in the passage, and not just Plutarch in general. Analysis with reference to Arrian should also be rewarded.</p>	<p>[5]</p> <p><b>A03</b> [5]</p>
3	<p><b>Read the following passage from Herodotus, and answer the questions which follow.</b></p> <p>He also held weddings at Susa for himself and his companions. He himself married Barsine, the eldest of the daughters of Darius, and another woman in addition to her, Parysatis, the youngest of the daughters of Ochus, according to Aristobulus. He was already married to Roxanne, the daughter of Oxyartes from Bactria. To Hephaestus he gave Drypetis, another daughter of Darius and the sister of his own wife. For he wanted Hephaestion’s children to be cousins to his own. To Craterus he gave Amastrine the daughter of Oxyartes, Darius’ brother; to Perdikkas, a daughter of Atropates, satrap of Media. Ptolemy, his bodyguard, and Eumenes, the royal secretary, married the daughters of Artabazus, Artacama and Artonis respectively. Nearchus married the daughter of Barsine and Mentor; Seleucus the daughter of Spitamenes from Bactria, and likewise the other Companions – about eighty in all - married the most noble daughters of the Persians and the Medes. These marriages were conducted according to Persian custom.</p> <p style="text-align: right;"><b>Arrian, <i>Anabasis of Alexander</i> 7.4</b></p> <p>(a) <b>In what ways does this passage help us to understand the relationships Alexander wanted to develop between different peoples within his empire?</b></p> <p><b>A01: relevant factual knowledge</b></p> <p>Selection of relevant information about Alexander’s attempts to culturally integrate Macedonians and Greeks with the Persians. Further knowledge about how Alexander saw those close to him, especially the use of marriages to give them status (eg Craterus or Perdikkas) should be rewarded, but not expected.</p> <p><b>A02: Understanding</b></p> <p>Should include some discussion of the significance of this marriage, including the significance of the marriage being conducted in the Persian custom. May also include understanding about giving his closest associates higher status.</p>	<p>[14]</p> <p><b>A01</b> [4]</p> <p><b>A02</b> [5]</p>

Question Number	Answer	Max Mark
(b)	<p><b>AO3: Evaluation and interpretation of the source</b> Discussion of how Arrian has described this event, and his sources/view point. Answers should focus on the how far, and may consider other evidence, such as Plutarch on Alexander's family, which might help to balance the judgement.</p> <p><b>How far do Arrian and Plutarch give us a reliable account of Alexander's intentions for his empire after the death of Darius? Explain your opinion.</b></p> <p><b>You must refer both to this passage and other examples in your answer.</b></p> <p><b>AO1: Factual Details</b> Details of the campaign after the defeat of Darius, including the expedition to India. Details of Alexander's aims, including the conquest of Persia/vengeance for Persian wars for the early aims/his desire to be seen as a hero or as godlike. Answers might also include the punishment of the assassins of Darius. His aims after this might be taken to be more personal, using the characterisations given by Plutarch and Arrian: personal ambition/the desire for conquest.</p> <p><b>AO2: Understanding</b> Answers should show understanding of the difficulties of this topic: the change in aims, and then the need to deduce from the sources what Alexander's aims might have been. Understanding of his character should be rewarded.</p> <p><b>AO3: Interpretation, Evaluation and Response</b> Evaluation of both Arrian and Plutarch, and the difficulties facing each author as well as their interests. Particular attention should be paid to the personal nature of each account, and the fact that there is little by way of evidence for the aims of the later parts of the expedition.</p>	<p><b>A03</b> <b>[5]</b></p> <p><b>[18]</b></p> <p><b>A01</b> <b>[5]</b></p> <p><b>A02</b> <b>[5]</b></p> <p><b>A03</b> <b>[8]</b></p>
	<b>Total</b>	<b>[50]</b>

Section B: Option 2: Alexander the Great		
Question Number	Answer	Max Mark
4	<p>To what extent do you think Alexander's military career showed him to be a great general?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• give a brief account of at least two of Alexander's battles</li> <li>• explain whether his actions, tactics or strategies show him to be a great general</li> <li>• show knowledge of the views of Arrian and Plutarch</li> <li>• consider how reliable you think Arrian and Plutarch are.</li> </ul> <p><b>AO1: Factual Details of Alexander's military career</b> Factual details of any two battles or the military developments under his generalship. These might include the siege at Tyre, the battle of Granicus or the battle of Guagamela, but any battles can be used. The key focus should be on his strategy and ability to turn around a very difficult situation.</p> <p><b>AO2: Understanding of greatness in relation to the actions</b> Understanding of what might have made the actions great, especially when facing considerable odds. Candidates might consider what might have seemed great in the past and what would seem great today. This should be rewarded.</p> <p><b>AO3: Interpretation, Evaluation and Response focusing on Plutarch and Arrian</b> The best answers will question the nature of the sources, and consider how accurate they are likely to be, especially in relation to the theme of 'greatness', in that both authors were looking to write about a great man. The nature of their sources for Plutarch and Arrian might also be considered.</p>	<p><b>AO1</b> <b>[10]</b></p> <p><b>AO2</b> <b>[10]</b></p> <p><b>AO3</b> <b>[10]</b></p>
5	<p>'In the end Alexander was betrayed by those closest to him.' How far does this statement explain the events surrounding his death?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• give an account of the events surrounding his death</li> <li>• explain the role of those closest to him when he died</li> <li>• show knowledge of relevant sections of Arrian and Plutarch</li> <li>• consider how accurate you think the accounts of his death are.</li> </ul> <p><b>AO1: Factual details of Alexander's death and the circumstances surrounding it</b> Details of how Alexander died, and the various theories which surround it. This should not be exhaustive, but a clear idea of the different options, including death by natural causes and the different conspiracy theories should be given. The roles and actions of those present at and around his death; his own actions in the run up to his final illness, and what is known of his final days.</p>	<p><b>[30]</b></p> <p><b>AO1</b> <b>[10]</b></p>

Question Number	Answer	Max Mark
	<p><b>AO2: Understanding</b>            Understanding of the role of the different people involved in his final days: such as Medius, and possibly Antipater and Aristotle. Discussion should also look at this own use of alcohol or natural causes, and way these in the balance with the other threats. Candidates could also show understanding of the situation in which Alexander and those around him found themselves: a great empire, and how was it to be governed? A discussion of court-politics should also be rewarded.</p> <p><b>AO3: Interpretation, Evaluation and Response to Arrian and Plurach's account</b>            The best answers will focus on the issues surrounding his death, and consider whether the sources give an accurate account of these. How accurate should the possible sources for their own accounts, and the authors' motivations in writing as they did. In the main, the impossibility of knowing exactly what happened should be made clear.</p>	<p><b>AO2</b>  <b>[10]</b></p> <p><b>AO3</b>  <b>[10]</b></p>
	<b>Total</b>	<b>[30]</b>

## Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
<b>Level 5 Thorough</b>	4	5	4	5	5	7-8
	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>

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