

**Ancient History**

General Certificate of Secondary Education

Unit **A031**: The Greeks at war

**Mark Scheme for June 2011**

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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 the Persians did not attack Greece immediately after the defeat at Marathon.</b></p> <p>AO1: two reasons with relevant factual detail.[5]  Preparations needed after defeat at Marathon; extent of preparations needed to mobilise larger force; death of Darius; Accession of Xerxes; Revolt of Egypt.</p>	[5]
2	<p><b>Read the following passage from Herodotus, and answer the question which follows.</b></p> <p>When Xerxes learned this, in his anger at the Hellespont he ordered that it should receive 300 lashes and have a pair of fetters thrown into its waters. I have also heard that in addition he sent people to brand the Hellespont. He ordered the men who were flogging it to say arrogant and barbarous words: 'O bitter water, your master places this penalty upon you, because you wronged him when you had suffered nothing at his hands. Xerxes the King will cross over you, whether you want him to or not. Rightly no one offers sacrifices to you as you are a muddy and salty river.' Xerxes gave instructions that the sea should be punished in this way and that the heads of those responsible for the building of the bridge should be cut off.  Herodotus 7.35</p>	
	<p><b>(a) Outline the orders which Xerxes gives in this passage.</b></p> <p>AO1: Key elements understood and identified. [4]  The punishment aimed at the Hellespont: 300 lashes and a pair of fetters and branding. The instructions to those flogging the Hellespont to insult it. The beheading of the bridge builders.</p>	[4]
	<p><b>(b) Explain what this passage shows about Xerxes' character.</b></p> <p>AO2: understanding [4]  Answers should show understanding of Xerxes' emotional nature, as shown by the events described. They may choose any relevant examples: his attitude towards the divine; the punishments dictated by his anger; his attitude towards his own men.</p>	[4]
	<p><b>(c) How accurate is Herodotus' account of the events described in this passage.</b></p> <p>AO3: Interpretation and Evaluation [5]  Evaluation of the passage: what were Herodotus' sources for this? How could he know what Xerxes told his men to do? How well informed were the Greeks about what happened in Xerxes' army (by Ionian Greeks and others, for example)? Best answers will choose a number of examples, some of which will be more straightforward to find out about (e.g. the way the bridge across the Hellespont was built). Any reasonable explanation and evaluation of Herodotus' account should be rewarded. For the highest bands answers must be specific to the passage and consider the difficulties of knowing what was happening in the Persian camp.</p>	[5]

Question Number	Answer	Max mark
3	<p><b>Read the following passage from Herodotus, and answer the questions which follow.</b></p> <p>There is a story about Artemisia's involvement which raised her reputation still higher with the king. When the king's fleet had lost formation in the confusion of battle, Artemisia's ship was being pursued by an Athenian one. Since she was unable to escape (there were friendly ships ahead of her and she happened to be very close to the enemy), she decided to do the following (which turned out very well for her): the Athenian ship was still pursuing her, so she rammed a friendly ship from Calynda, commanded by Damasithymus, the king of the Calyndians. I cannot say whether there had been some quarrel with this man while they were in the Hellespont, or if she did it intentionally, or if it was by chance that she chose that direction. She rammed this ship and sank it, and gained a double reward from her good fortune.</p> <p>Herodotus 8.87</p>	
(a)	<p><b>In what ways does this passage help us to understand what the Battle of Salamis was like for those taking part?</b></p> <p>AO1: relevant factual knowledge [4]  Selection of relevant information from the passage and developed with knowledge of the role of Artemisia in the battle. The focus should be on the confrontation and the way Artemisia sought to escape from her difficulty by attacking her own side; her luck in sinking the ship on her own side. The result of this was her own safety but also the impact of this on Xerxes, who misinterpreted what he saw. Answers may also focus on the confusion of naval battle and the difficulty of manoeuvring.</p> <p>AO2: Understanding [5]  Answers should show some understanding of the conditions of naval warfare at this time; the role of the captain and the crew on a trireme; the tactics generally used, and what made Salamis different, particularly for the more experienced Persian crews. There may be discussion of the role of luck, and also on the interest taken by both sides in the performance of individual ships.</p> <p>AO3: Evaluation and interpretation of the source [5]  Answers should consider Herodotus' understanding of how naval warfare was conducted; his description of the battle itself and his sources for the battle in general and for particular ships as well; his understanding of the Persian actions in the battle and his sources for this.</p>	[14]

Question Number	Answer	Max mark
(b)	<p><b>Do you think Herodotus gives a clear and reliable account of the Battle of Salamis? Explain your opinion.</b></p> <p><b>You must refer <u>both</u> to this passage <u>and</u> to other passages of Herodotus which you have studied.</b></p> <p>AO1: Factual Details [5]  Details of the Battle of Salamis drawing on other parts of Herodotus' narrative, showing what is clear and what is not; his interest in personalities rather than strategy and his interest in individual actions and divine interventions.</p> <p>AO2: Understanding [5]  Answers should show understanding of the limited focus of the passage on one example, and the potential for bias (Artemisia from Halicarnassus). Herodotus' uncertainty over the details of military encounters.</p> <p>AO3: Interpretation, Evaluation and Response [8]  Evaluation of Herodotus' account at this point; does Herodotus have an understanding of the battle as a whole or does he just focus on individuals because of his sources; discussion of his interest in divine intervention should be rewarded.</p>	[18]

Section B		
Question Number	Answer	Max mark
	<p><b>General Note</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.</p>	
4	<p><b>‘The Persian soldiers were no match for the Greeks.’ To what extent do you agree with this view?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give a brief account of the strengths and weaknesses of the Persian army;</li> <li>• explain why the Persian army was successful at Thermopylae but unsuccessful at Plataea;</li> <li>• show knowledge of relevant sections of Herodotus;</li> <li>• consider how reliable you think Herodotus is.</li> </ul> <p>AO1: Factual details of the Persian army and the two battles Factual details about the Persian army: its size, weaponry, training, including special forces such as the Immortals; the problems posed by the use of national contingents (lack of training, language); the problem of geography at Thermopylae, the organisation of troops at Plataea; the effectiveness of the Greek hoplites.</p> <p>AO2: Understanding the reasons for the results Understanding of the difficulties posed by the narrow pass at Thermopylae and the restricted access, so numbers less effective; the problems of morale within such a diverse army; Xerxes’ leadership; Xerxes’ departure; Mardonius’ generalship at Plataea; the superior hoplite training, particularly of Sparta.</p> <p>AO3: Interpretation, Evaluation and Response to Herodotus’ account The best answers will question and evaluate Herodotus’ account and consider whether it is accurate; details from Herodotus may be taken from the prescribed material on Thermopylae. Knowledge of Herodotus’ account of Plataea is not required but can be credited. Answers will also consider critically Herodotus’ understanding of the structure of the Persian army, and his sources for what happened in the battles.</p>	<p>[10]</p> <p>[10]</p> <p>[10]</p>

Question Number	Answer	Max mark
5	<p><b>‘Because of Themistocles, the Greeks won in the end.’ Using Herodotus’ account, explain how far you agree with this view.</b></p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• give an account of the contribution of Themistocles both to the preparation for war and the events of 480/79 BC;</li> <li>• explain whether or not Themistocles contributed more than anyone else;</li> <li>• show knowledge of relevant sections of Herodotus;</li> <li>• consider how reliable you think Herodotus is.</li> </ul> <p>AO1: Factual details of the Themistocles’ role in the lead-up to the invasion and during 480-479 BC  Details of Themistocles’ role, including his creation of the Athenian navy and his political role in Athens, as well as his involvement in the Hellenic League, and in particular the role attributed to him by Herodotus at Salamis. Credit appropriately answers which focus only on Salamis.</p> <p>AO2: Understanding the importance of his contribution  The importance of the Athenian navy and also Themistocles’ pivotal role in getting the Greeks to make a stand at Thermopylae and then Salamis; the importance of Salamis for the outcome of the war. There should be a range of ‘others’ considered (the Spartan army at Thermopylae and Plataea, the generalship of Pausanias etc); the best answers will use a range of examples and present a well-argued case.</p> <p>AO3: Interpretation, Evaluation and Response to Herodotus’ account  The best answers will question and evaluate Herodotus’ account; how accurate was he in his description of Themistocles’ involvement in these events; was he right in his assessment of the significance of Salamis.</p>	<p>[10]</p> <p>[10]</p> <p>[10]</p>

Section A		
Option 2: Alexander the Great		
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>	
6	<p><b>Briefly outline <u>two</u> reasons why Alexander was successful in battle.</b></p> <p>AO1: two reasons with relevant factual detail. [5]</p> <p>Very powerful and well-trained army, with powerful infantry and cavalry; brilliant and effective leadership, very quick to see weaknesses in enemy positions; luck.</p>	[5]
7	<p><b>Read the following passage from Arrian, and answer the questions which follow.</b></p> <p>The first of the Macedonians who engaged with the Persians were cut down by them, though they were brave men, apart from those of them who were driven back towards Alexander as he approached. Alexander was already near, bringing with him the right wing, and he led the attack against the Persians where the whole mass of cavalry and the leaders of the Persians were stationed. Around him a fierce battle was waged; and in the meantime, wave after wave of Macedonian battalions crossed the river, by now with much less difficulty. The battle was fought on horseback, but it seemed much more like an infantry battle. Horse struggled with horse and man with man; the Macedonians strove to thrust back the Persians completely from the bank and force them into the plain, while the Persians tried to prevent the Macedonians leaving the river and thrust them back into it.</p> <p><i>Arrian Anabasis of Alexander 1.15</i></p>	
	<p><b>(a) Using this passage, outline <u>two</u> problems the Macedonians faced at this point.</b></p> <p>AO1: Key elements understood and identified. [4]</p> <p>Any two elements with evidence for each: Macedonians advancing through a deep, swiftly flowing river; steep banks ahead of them; enemy forces massed at the top of the banks, able to throw missiles at Macedonians; difficulty of emerging from water and fighting up hill; confusion as men at front pressed back into their own forces.</p>	[4]
	<p><b>(b) Explain what this passage shows about how the Macedonian army fought in this battle.</b></p> <p>AO2: understanding [4]</p> <p>Understanding of the importance of the cavalry under the command of the king on the right wing; the training of both army and cavalry to execute manoeuvres over difficult terrain, maintaining formation; the advantage offered by the long pikes of the Macedonians, particularly in adverse conditions; the organisation of the troops even in close combat; their tenacity in adversity.</p>	[4]

Question Number	Answer	Max mark
	<p data-bbox="260 264 300 297"><b>(c)</b></p> <p data-bbox="339 264 1225 327"><b>In your opinion, how accurate is Arrian’s account of the events described in this passage?</b></p> <p data-bbox="339 360 836 394">AO3: Interpretation and Evaluation [5]</p> <p data-bbox="339 427 1283 593">Evaluation of the passage: details of the battle and of Macedonian training; the role of Alexander. Discussion of Arrian’s reliability as a military historian. Credit discussion of the view that the accounts of the Granicus have been ‘tidied up’ to get rid of an initial defeat followed by a subsequent victory after a regrouping overnight.</p>	[5]
8	<p data-bbox="339 602 1161 665"><b>Read the following passage from Plutarch, and answer the questions which follow.</b></p> <p data-bbox="339 698 1283 1066">By this time Cleitus was drunk, and being by nature rough in temper and stubborn he became very angry, saying that it was not right that the Macedonians should be insulted in the presence of barbarians and enemies, when they were better than those who were laughing, even though they had had some bad luck. When Alexander claimed that Cleitus was making excuses for himself when he called cowardice misfortune, Cleitus stood up and said, “Yet this cowardice of mine has already saved you, son of a God though you are, when you turned your back on the sword of Spithridates, and you have become so powerful through the blood and wounds of Macedonians that you deny Philip was your father and make yourself the son of Ammon.”</p> <p data-bbox="339 1099 730 1133"><i>Plutarch, Life of Alexander 50</i></p>	
	<p data-bbox="260 1140 300 1173"><b>(a)</b></p> <p data-bbox="339 1140 1217 1202"><b>In what ways does this passage help us to understand Cleitus’ behaviour towards Alexander?</b></p> <p data-bbox="339 1236 1283 1503">AO1: relevant factual knowledge [4] Selection of relevant information about Cleitus’ behaviour in the context of the drinking parties Alexander regularly had with his companions; the presence of non-Macedonians (Persians) and the impact this has on the discussion of recent defeats; the significance of the incident at the Battle of the Granicus where Cleitus saved Alexander’s life; the tensions caused by Alexander’s (apparent) attitude towards his father and Ammon; Cleitus’ belittling of Alexander’s achievements.</p> <p data-bbox="339 1536 1283 1668">AO2: Understanding [5] Should include discussion of the significance of these parties, the Macedonian tradition of free speech, and the importance to Alexander of his own success and his relationship with Ammon.</p> <p data-bbox="339 1702 1257 1870">AO3: Evaluation and interpretation of the source [5] Discussion of how Arrian has described this event and any sources he used, including any judgments he makes about Cleitus’ behaviour and the significance of the words he attributes to Cleitus. Comparison with other sources may also be credited.</p>	[14]

Question Number	Answer	Max mark
(b)	<p data-bbox="339 259 1289 322"><b>How far do Arrian and Plutarch help us to understand the character of Alexander?</b></p> <p data-bbox="339 360 1206 425"><b>You must refer both to this passage and other passages from Arrian and Plutarch which you have studied.</b></p> <p data-bbox="339 463 655 495">AO1: Factual Details [5] This incident should be compared with other similar moments emphasised in the sources; the particular focus should be on his relationship with his companions and any changes over time, and his attitude towards his father Philip. Reward discussion of Alexander's problems with alcohol, bearing in mind Arrian's remarks about this. Reward accurate knowledge of details from the main sources.</p> <p data-bbox="339 732 1265 860">AO2: Understanding [5] Answers should show understanding of a range of examples in the context of the sources named and the differences in approach of these two sources.</p> <p data-bbox="339 898 1283 1093">AO3: Interpretation, Evaluation and Response [8] Evaluation of both Arrian (as an historian) and Plutarch (as a biographer interested in character), and any bias in the approaches of these two sources . Answers should show understanding that there is room for a number of interpretations of Alexander's behaviour at different points in the campaign.</p>	[18]

Section B		
Question Number	Answer	Max mark
	<p><b>General Note</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.</p>	
9	<p><b>To what extent did the Macedonian army's support for Alexander change during his lifetime?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give a brief account of the ways the Macedonian army supported Alexander;</li> <li>• explain how and why support from the Macedonian army changed during Alexander's lifetime;</li> <li>• show knowledge of the relevant sections of Arrian and Plutarch;</li> <li>• consider how reliable you think Arrian and Plutarch are.</li> </ul> <p>AO1: Factual Details of the relationship between Alexander and the army Factual details of the relationship between the Macedonian king and the army; Alexander's leadership and the impact this had on the men, with a selection of incidents. Confrontations between Alexander and his army over his divine parentage and Persian dress: the so-called mutinies; the reconciliation at Opis; the reaction to Alexander's illness and death.</p> <p>AO2: Understanding the reasons for the changes Understanding of the changing nature of the campaign over time and the distance from Macedon, together with uneasiness about the Macedonian king appearing to change into an oriental monarch; the reasons for the mutinies and the aftermath; the significance of Alexander's last days and the reaction of the army to his death.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts The best answers will question the nature of the sources and consider how accurate they are likely to be, looking in some detail at the accounts of the incidents chosen. Better responses will show an understanding of the polarised views of Alexander which lie behind the accounts of Arrian and Plutarch.</p>	<p>[10]</p> <p>[10]</p> <p>[10]</p>

Question Number	Answer	Max mark
10	<p><b>‘By the end of his life, Alexander believed that he was a god.’</b></p> <p><b>How far does this opinion explain Alexander’s behaviour towards the end of his life?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an account of Alexander’s behaviour towards the end of his life;</b></li> <li>• <b>explain the reasons why you think his behaviour changed;</b></li> <li>• <b>show knowledge of relevant sections of Arrian and Plutarch;</b></li> <li>• <b>consider how accurate you think Arrian and Plutarch are.</b></li> </ul> <p>AO1: Factual Details of the Alexander’s belief in his divinity  Details of his visit to the oracle of Ammon and the effect of this on his army and companions; his adoption of Persian customs, including the obeisance and Persian dress, and the reaction of his companions; the issue of divine honours in Greece itself.</p> <p>AO2: Understanding the reasons for this belief  Understanding of the different interpretations possible of Alexander’s adoption of local custom, such as being accepted as Pharaoh in Egypt and Persian king in Babylon, together with the need to face down any pretenders to the throne, such as Bessus.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch’s accounts  The best answers will question the nature of the sources and consider how accurate they are likely to be, particularly on this issue which polarised Greek opinion. Credit knowledge of the passages of the sources which discuss interpretations of Alexander’s behaviour.</p>	<p><b>[10]</b></p> <p><b>[10]</b></p> <p><b>[10]</b></p> <p><b>[10]</b></p>

## 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>	<b>8-10</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. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	<b>8-10</b> <b>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question</b>	<b>8-10</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>	<b>6-7</b> 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.	<b>6-7</b> Answers demonstrate a <b>sound</b> understanding of issues, events, and sources relevant to most of the question	<b>6-7</b> 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/Partial</b>	<b>4-5</b> 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.	<b>4-5</b> Answers show <b>some</b> understanding of issues, events, and sources relevant to <b>some</b> of the question	<b>4-5</b> 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>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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