

GCSE

Ancient History

Unit **A031**: The Greeks at war

General Certificate of Secondary Education

Mark Scheme for June 2016

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
BOD	Indication of where the examiner has given ‘Benefit of Doubt’ to part of an answer either due to lack of clarity or potential confusion in Section B
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.

Subject-specific Marking Instructions

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 level.

MARK SCHEME

Option 1: the Greeks defend themselves 499-479 BC
Section A

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p>AO1: two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> prevented Persian occupation of the mainland; preserved the Athenian democracy; gave confidence to the Athenians (and other Greeks) that the Persians could be beaten; provided evidence of Athenian military might; alliance between Athens and Plataea demonstrates what a united Greek front can achieve; prevented Persia gaining a hold on mainland Greece; led to greater determination on the part of the Persians to conquer Greece as a whole. 	[5]	<p>Outline two reasons why the battle of Marathon was significant.</p> <p>The focus should be on reasons why the battle of Marathon was significant, at least one of these needs some development.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>
2a	<p>AO1: Key elements understood and identified.</p> <p>The Persians retreated round Sunium, taking the slaves from Eretria with them. They were trying to get to Athens before the Athenians could return by land; this may have been because of a shield signal from the Alcmaeonidae. The Athenians managed to get to the city before the Persians arrived.</p>	[4]	<p>What does Passage 1A tell us about what happened after the battle of Marathon?</p> <p>The focus should be on details from the passage.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2b	AO2: understanding Answers should show understanding of why Herodotus focuses on this incident. The Persian forces intended to capture the city, and the shield signal suggests that they thought someone would betray the city to them, or at least that opinion about what to do would be divided in Athens (as it had been at Eretria).	[4]	Using details from Passage 1A, explain why the Persians intended to reach the city of Athens before the Athenian force. Candidates should explain what can be learned from this passage about the intentions of the Persians.	AO2 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1
2c	AO3: Interpretation and Evaluation Evaluation of the passage: what were Herodotus' sources for this? The actions of the Athenians and Persians would presumably be a strong tradition that Herodotus could discover, but the shield signal could reflect his use of sources hostile to the Alcmaeonidae.	[5]	Using details from Passage 1A, how accurate do you think Herodotus' account of these events is? Candidates should give reasons for the accuracy (or otherwise) of Herodotus' account. Credit discussion of the likely sources for Herodotus' account.	AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1
3a	AO1: relevant factual knowledge [4] Selection of relevant information from the passage: there is detail about the actions of Themistocles in the aftermath of Salamis and the attempts to coerce money from Greek states who had fought with the Persians. Herodotus presents a negative account of Themistocles' actions. AO2: Understanding [5] Answers should show some understanding of the potential slanting of the account of Themistocles' activities here, and how what he does reveals his character.	[14]	In what ways does Passage 1B help us to understand Themistocles' character? You must use and evaluate details from Passage 1B. Credit discussion of the focus on the motive of an individual in Herodotus' account.	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1 AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1 AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO3: Evaluation and interpretation of the source [5]</p> <p>Answers should consider why Herodotus has chosen to present Themistocles in this fashion, and his understanding of his character. Although Herodotus acknowledges Themistocles' contribution to the war effort, there is also a strong anti-Themistocles element, which may reflect the sources used by Herodotus. Candidates may also comment on Herodotus' preference for focusing on individuals and their personal motives, and how he presents here the situation in Greece.</p>		<p>Credit under AO3 discussion of the reliability of Herodotus' account of Themistocles elsewhere.</p>	
3b	<p>AO1: Factual Details [5]</p> <p>The passage focuses on the character of Themistocles, which can be paralleled elsewhere in Herodotus' account of the invasion; Herodotus does not provide a strategic explanation of this expedition, even though one could have been given. In the other parts of his account we do get a sense of what Themistocles contributed to the Greek forces (e.g. at Salamis), though here too there is often negative detail included (e.g. his use of the input of Aristides before the battle of Salamis 8.78ff). There is further detail about Themistocles' cunning at 8.108ff.</p>	[18]	<p>'Themistocles was the best of the Greek commanders.' In your opinion, to what extent does Herodotus' account of the invasion of 480-79 BC support this view? You must use and evaluate details from both Passage 1B and other passages of Herodotus which you have studied.</p> <p>Credit under AO1 detail of other commanders.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding [5] Answers should show understanding of Herodotus' account of the battles in which Themistocles was directly involved and his role in them, including whether he was 'the best of the Greek commanders'. Even though there is a strong emphasis on negative aspects of Themistocles' approach (his deception of Xerxes, but also his deception of his own side), we can still get some sense of his dynamic involvement in the important decisions of the campaign (e.g. where to fight).</p> <p>AO3: Interpretation, Evaluation and Response [8] Evaluation of the strengths and weaknesses of Herodotus' account both in this passage and in the other passages discussed by the candidate:</p> <ul style="list-style-type: none"> • does Herodotus rely too heavily on individual informants, and can this make him unreliable? • to what extent does Herodotus' bias against Themistocles make his account problematic? • to what extent does Herodotus' use of examples for which he can have had little evidence undermine his reliability? • does Herodotus' account enable us to understand contribution made by Themistocles in 480-79 BC? 		<p>Credit under AO2 comparisons with other Greek commanders, such as Leonidas and Pausanias.</p>	

Section B

Question	Answer	Marks	Guidance	
			Content	Levels of Response
4	<p>AO1: Factual details about Xerxes' focus on the Greek world to 479 BC: [10] Factual details about what Xerxes did from the beginning of his reign and in particular what his intentions were towards Greece:</p> <ul style="list-style-type: none"> • Xerxes' initial focus on the revolt in Egypt; • the presentation of the decision to invade Greece in Herodotus, including the role of Mardonius and the dreams; • the sending of demands for earth and water; • the scale of the expedition by land and sea; • Xerxes' role in the battles (Thermopylae, Salamis); • Xerxes' reaction to the defeat at Salamis; • Persian activity after 479 BC. <p>AO2: Understanding of Xerxes' intentions [10] Understanding of Xerxes' intentions down to 479 BC:</p> <ul style="list-style-type: none"> • the coherence of Xerxes' intentions as revealed by his actions as king; • the role of Mardonius (and other advisers); 	[30]	Credit focus on the question: 'Xerxes was always determined to conquer the whole of Greece.' Using Herodotus' account, explain to what extent you agree with this assessment of Xerxes' expedition.	<p>AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> the problematic nature of the evidence provided by Herodotus for Xerxes' intentions, including his accounts of Xerxes' dreams. <p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account and consider whether we can rely on his account of Xerxes' reign, and, in particular, his discussion of the lead up to the invasion; his sources, including any for events in the Persian court (and Xerxes' dreams).</p>		Credit under AO3 discussion of the possible bias of Herodotus and his sources against the Persians.	
5	<p>AO1: Factual details of the battle of Salamis which reveal the different roles of Greek forces, both those fighting for the freedom of Greece and those on the Persian side. Consideration of the different strategies proposed before the battle of Salamis, the role of different leaders and the use by Themistocles of deception (according to Herodotus) to ensure that a battle was fought at Salamis.</p> <p>Candidates may also discuss the equipment of the two sides and the strategies adopted in the battle.</p> <p>The role of Greek forces on the Persian side (such as Artemisia and the island states). Details of the actual involvement of Greek forces in the battle itself.</p>	[30]	<p>Credit focus on the question: What can we learn about the strengths and weaknesses of Greek opposition to the Persian invasion from the battle of Salamis?</p> <p>Credit an attempt to provide a balanced answer to the question using appropriate detail from the accounts of Salamis.</p> <p>Candidates may focus primarily or entirely on the Greek side; this is acceptable.</p>	<p>AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding of what we can learn from the course of events at Salamis. Candidates should place their discussions of strengths and weaknesses in the context of Herodotus' account of the battle (in particular) and should demonstrate their understanding of the importance of Greek morale, the role played by geography and the determination of the rival Greek contingents (e.g. Athenians, Corinthians etc.).</p> <p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account of Salamis; how accurate was he in his description of what different commanders and groups did in the battle, how he could have gained knowledge of particular events (from eyewitnesses on the Greek side and Ionians who were fighting for Xerxes) and the tendency to dramatise events and focus on specific individuals with anecdotes that illuminate the human background.</p>		<p>The discussion should be related closely to the particular examples chosen by the candidate.</p>	

Option 1: Alexander the Great, 356-323 BC
Section A

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p>AO1: two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> the training of Macedonian soldiers; the equipment used by the phalanx; the deployment of the phalanx by Alexander; the opposition against which the phalanx was deployed. 	[5]	<p>Outline two reasons why the Macedonian phalanx was so successful during Alexander's expedition against Persia.</p> <p>The focus should be on reasons why the phalanx was successful; at least one of these needs some development.</p>	<p>AO1 = 5</p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
7a	<p>AO1: Key elements understood and identified.</p> <p>Any two elements with evidence for each:</p> <ul style="list-style-type: none"> Alexander's position in the thick of battle, engaging at close quarters with the enemy; the focus of Alexander's stare on Darius, which suggests his leadership in the heat of battle; Alexander's role with the cavalry (and his riding of Boucephalas here); The impact of Alexander's direct confrontation of the enemy shown on the faces of the Persians. 	[4]	<p>Using details from Image 2A, describe what Alexander is doing at the battle of Issus.</p> <p>The details must be drawn from the image.</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p>
7b	<p>AO2: understanding</p> <p>Understanding of:</p> <ul style="list-style-type: none"> the role of the Persian king leading his troops into battle; the close following behind him of determined soldiers; 	[4]	<p>Using details from Image 2A, explain what we can learn about the leadership of Darius.</p> <p>Candidates should explain what can be learned from this image about Darius' leadership.</p> <p>Accept reasonable interpretations of</p>	<p>AO2 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> the expression on Darius' face and what it suggests about his reaction to Macedonian tactics; the turning of the chariot away from the Macedonian forces. 		Darius' expression and gesture.	
7c	<p>AO3: Interpretation and Evaluation</p> <p>Evaluation of the mosaic itself as evidence for the battle: the clarity of the surviving detail, but the lack of contemporary corroborating sources; discussion of the close juxtaposition of the two leaders and the interpretation of events that underlies the depiction.</p>	[5]	<p>Using details from Image 2A, how reliable do you think this Mosaic is for the battle of Issus?</p> <p>Credit any use of comparative material from other sources outside the specification; credit some discussion of artistic license.</p> <p>To secure full marks there must be reference to the detail of the image.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>
8a	<p>AO1: relevant factual knowledge [4]</p> <p>Selection of relevant information from the passage:</p> <ul style="list-style-type: none"> reference to mistakes made through haste or anger; his arrogant behaviour (towards his Macedonian companions, for example); his position as Macedonian king; the remorse he showed for ill-judged actions (such as the killing of Cleitus); his interest in his own deification (and a rational explanation given); his decision to adopt Persian customs (with different explanations). 	[14]	<p>In what ways does Passage 2B help us to understand the character of Alexander? You must use and evaluate details from Passage 2B.</p> <p>There should be a range of examples chosen from the passage with appropriate detail, to illustrate Alexander's character.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p> <p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p> <p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding [5] Answers should use examples from the passage as the basis for an assessment of the character of Alexander (e.g. examples where Alexander has 'done wrong', his attitude to divine origin, his adoption of Persian dress, his relationship with his Macedonian forces.)</p> <p>AO3: Evaluation and interpretation of the source [5] Answers should include discussion of the stance of Arrian towards Alexander as shown here and the way he deals with aspects of his behaviour that were criticised by some. Discussion of how Arrian has presented the material here, and the extent to which this undermines the reliability of his account.</p>		<p>Reward discussion under AO2 of the way this passage helps us understand Alexander's character.</p> <p>Credit understanding of what Alexander's actions show us about his character.</p> <p>Comparison with other sources may also be credited under AO3.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8b	<p>AO1: Factual Details [5] Candidates should use the passage as a starting point, and may point to the mistakes made through haste or anger (such as the killing of Cleitus). Arrian offers alternative explanations of some of the faults noted by others; candidates can develop further what is in the passage with supporting detail; but they might also want to consider his excessive emotional reaction to the deaths of Cleitus and Hephaestion, and also the way he dealt with some of his supporters such as Parmenio.</p> <p>AO2: Understanding [5] Answers should show understanding of the attitude of the main sources to Alexander's faults; in this passage, Arrian is markedly in favour of Alexander, and it is worth comparing this with main narrative in Arrian and also the evidence of Plutarch, who is more focused on character.</p> <p>AO3: Interpretation, Evaluation and Response [8] Evaluation of sources and their approaches to the writing of history/biography, together with some assessment of the problematic nature of their sources, especially the Court Journals. The passage tells us about Arrian's attitude to his subject, while Plutarch's account is very much a biography, focused on aspects of character (as interpreted many years after the events).</p>	[18]	<p>To what extent do the ancient sources provide us with a reliable account of Alexander's weaknesses? You must use and evaluate details from both Passage 2B and other ancient sources which you have studied.</p> <p>Credit under AO1 discussion of the different faults that emerge from the accounts of Plutarch and Arrian. There should be coverage of both Arrian and Plutarch.</p> <p>Credit discussion of Alexander's use of alcohol.</p> <p>Credit under AO2 attempts to assess explanations for some of these given in the passage by Arrian.</p> <p>Answers should show understanding that there is room for a variety of interpretations of Alexander's behaviour and actions, especially towards those Greeks and Macedonians who fell out of favour, such as Parmenio.</p>	<p>AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO3 = 8 Level 5 7-8 Level 4 5-6 Level 3 3-4 Level 1/2 0-2</p>

Section B

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p>AO1: Details of the battle of the River Granicus, including the arrival at the site, the disposition of the enemy (and the enemy commanders) and the decisions made by Alexander which led to the confrontation described in the sources. Candidates may choose to present an alternative 'finest victory' with appropriate supporting detail; or may focus more on debunking the value of the Granicus.</p> <p>AO2: Understanding of the cases that can be made for the Granicus (or other battles) being the 'greatest victory'. Candidates should demonstrate an understanding of what happened at the Granicus and its significance both in establishing Alexander's presence in Asia and in the expedition overall. Candidates may focus on Alexander's daring and tactical brilliance in engaging quickly with the enemy in spite of the difficult terrain. They may also consider the significance of the battle for the campaign as a whole and the impact on the Persian forces.</p>	[30]	<p>'Alexander's greatest victory.' To what extent do you agree with this opinion of the battle of the River Granicus?</p> <p>There should be a range of examples chosen from the sources.</p> <p>Candidates may choose to present another battle as the 'finest', but they must include supporting detail about the Granicus.</p> <p>Credit under AO2 discussion of alternative 'finest victories', provided the essay does not become an extended narrative without analysis.</p>	<p>AO1 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	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, with some assessment of the different backgrounds of the authors. Credit knowledge of the passages of the sources which discuss the Granicus (and other battles, where appropriate).		Credit under AO3 interpretation and evaluation of the passages of the sources which discuss Alexander's ability as a general.	
10	AO1: Details of what Alexander did in years after the death of Darius in 330 BC (e.g.): <ul style="list-style-type: none"> deals with the 'conspiracy of Philotas'; establishes himself as Persian king; the 'conspiracy of the pages'; the invasion of India (327-325 BC); marriages at Susa between Persian women and Macedonians (324 BC). There should be a balanced range of relevant details related to an assessment of what he achieved. AO2: Understanding what Alexander actually achieved. Understanding of Alexander's ability to gain and maintain control of disparate territories which had been part of the Persian Empire, and also his attempts to achieve new heights through extending that empire further. In addition, candidates may choose to look at Alexander's attempts to integrate Persian and Macedonian elements though	[30]	'After the death of Darius, Alexander achieved nothing.' Using Arrian and Plutarch, explain how far you agree with this opinion. There should be a range of relevant examples from the sources. Credit under AO1 details of the founding of cities by Alexander. Credit under AO2 appropriate discussion of Alexander's ambitions for westward conquest at the time of his death. Credit discussion of what was actually achieved: the creation of a wide empire, even if this broke up almost immediately after his death; the continuing importance of dynasties created by surviving companions/generals.	AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1 AO2 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1 AO3 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>bringing new Persian forces into the heart of the Macedonian army and also the intermarriage of Macedonians with Persian women.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts The best answers will question the nature of the sources (the importance of genre, the potential for bias) and consider how accurate they are likely to be, looking in some detail at the accounts of the incidents chosen. Examples might include:</p> <ul style="list-style-type: none"> • the successful assumption of the Persian throne; • the continued success on the battlefield; • the changes in Alexander's behaviour, including his attitude to the divine; • Alexander's changing relationship with his closest companions. 			

APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

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

GCSE Ancient History: Marking Grids for Section B

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

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

APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5–6 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 3–4 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1–2 marks
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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