

GCSE

Ancient History

Unit **A031**: The Greeks at war

General Certificate of Secondary Education

Mark Scheme for June 2018

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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.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.

- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

MARK SCHEME

Option 1: the Greeks defend themselves 499-479 BC

Section A

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1	<p>AO1: two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> • They were directed there by Hippias who had been tyrant of Athens; • The Ionian Revolt, and Athens' role in the burning of Sardis; • They wanted to draw Athenian forces away from the city of Athens, to make attacking the city easier; • The plain of Marathon was good for cavalry • The plain of Marathon was close to Euboea, and the Persians had just captured Eretria; • The plain of Marathon was close to Athens. 	[5]	Briefly outline two reasons why the Persians chose to land at Marathon in 490 BC.	<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>Candidates should identify characteristics of Greek and Persian forces from what can be seen on the vase:</p> <ul style="list-style-type: none"> • The Greek hoplite, with helmet, shield and thrusting spear, together with some upper body armour, short skirt and bare legs; • The Persian soldier with short sword and bow, decorated sleeves and trousers but limited defensive armour. 	[4]	<p>What does Image 1A tell us about the clothing and weaponry used by Greeks and Persians?</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 the way Greek hoplites were organised for fighting in formation, and the advantage that this gave them over the less well-armoured Persians; the heavy shield and thrusting spear could be very effective in close confrontation; the long spear gave the Greeks an advantage over the Persian's sword.	[4]	Using Image 1A, explain why the Greek forces were successful against the Persians.	AO2 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1
2c	AO3: Interpretation and Evaluation Candidates should discuss the way the forces are characterised in the Image. The artist would have good access to examples of Greek weaponry, and certainly picks out aspects of Persian weaponry. Reward discussion of the value of red figure vases as an historical source.	[5]	Using details from Image 1A, how accurately do you think this shows Greek and Persian clothing and weaponry? Credit comparison of detail in the Image with the evidence of Herodotus in his descriptions of battles such as Marathon and Thermopylae.	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: Demaratus is replying to the suggestion that he fight with ten Persians; he shows a reluctance to fight unless it were necessary. He highlights the importance of law for the Spartans, which has a particular application for war, as they must stand their ground and not run away. Demaratus also claims to be speaking the truth and unwilling to invent an answer more acceptable to Xerxes.	[14]	In what ways does Passage 1B help us to understand the Spartans? You must use and evaluate details from Passage 1B. Credit discussion of the focus on the private conversations of Xerxes.	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding [5] Answers should show some understanding of the way Demaratus presents the fighting spirit of the individual Spartan and the social structures that compel Spartans to stand their ground and not retreat because of their laws.</p> <p>AO3: Evaluation and interpretation of the source [5] Answers should consider why Herodotus has chosen to present the speech by Demaratus at this point, and what this shows about the way he presents Xerxes. Credit also discussion of the reliability of speeches in Herodotus (and this speech in particular). Candidates may also evaluate the importance of the information about Sparta (from an ex-king) and assess its reliability.</p>		<p>Credit under AO3 discussion of the reliability of Herodotus' account of Xerxes' conversations with advisers elsewhere, especially Greeks such as Artemisia.</p>	<p>AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
3b	<p>AO1: Factual Details [5] The passage focuses on the military strength and fighting spirit of the Spartans, which was an important element in the decision; candidates may look at battles such as Thermopylae or Plataea to illustrate the contribution of the Spartans in battle and the role of their generals in decision making. Candidates may also look at the Hellenic League and the decision to award the leadership by land and sea to Sparta: this suggests that no other state was trusted to the same extent.</p>	[18]	<p>In your opinion, how far does Herodotus help us to understand why the Spartans were chosen to lead the Greek forces? 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 potential leaders such as Athens.</p>	<p>AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding [5] Answers should show understanding of Herodotus' presentation of the Spartans in battle and their leaders in deliberation. Credit understanding of the range of Greek states allied against Persia.</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"> • how reliable is Herodotus' account of a private conversation between Demaratus and Xerxes? • 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 the contributions made by leading figures such as Themistocles and Leonidas? 		<p>Credit under AO2 understanding of the broader role Sparta had played in the Greek world in the Peloponnese and beyond, such as the conflict with Argos and her actions against tyrants.</p> <p>Credit also discussion of Eurybiades at Salamis and Pausanias at Plataea.</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
4	<p>AO1: Details of stories told by Herodotus about gods and oracles, together with a range of significant events from the Persian invasions.</p> <p>Candidates may select appropriate specific events:</p> <ul style="list-style-type: none"> • oracles such as the 'wooden wall' for Athens and the death of a Spartan king before Thermopylae; • Pheidippides' encounter with Pan; • Xerxes' dreams before the Persian invasion; • Hippias' tooth (Hdt. 6. 107-8); Epizelus (Hdt. 6. 117); Megistias' prophecy (Hdt. 2. 219); • The Corinthians and the strange boat at Salamis (Hdt. 8. 94). <p>Candidates should focus on Herodotus' account in some detail for the areas they select.</p> <p>AO2: Understanding of the way Herodotus uses gods and oracles to prefigure events or explain what happened during the Persian Wars.</p> <p>Candidates should show understanding of some of the following:</p> <ul style="list-style-type: none"> • Herodotus' use of gods and oracles in his explanation of what happens; 	[30]	<p>Credit focus on the question: 'Herodotus' love of stories about powerful gods and oracles makes his explanation of events in the Persian invasions unbelievable.' To what extent do you agree?</p> <p>Candidates need only select two or three examples for discussion.</p> <p>Credit discussion of supernatural figures such as those reported at Marathon or during Salamis.</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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> The description of battles and other events from a human perspective, with emphasis placed on the importance of human leadership; Herodotus' presentation of Greek leadership (e.g. Leonidas at Thermopylae, Themistocles at Salamis or Pausanias at Plataea); Herodotus' emphasis on the Greek spirit to resist the invaders (the Athenians at Marathon, the Hellenic League more generally during Xerxes' invasion). <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 human activity when he places so much emphasis on the role of oracles, gods and other supernatural figures in his accounts of battles.</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>
5	AO1: Factual details of the events at Thermopylae and particularly its significance for the later conduct of the war. Candidates may discuss the importance of Leonidas' contribution to Greek morale, as well as the importance of the example set even in a losing cause. They may also look at the value of the delay, which allowed time for an	[30]	Credit focus on the question: 'The Battle of Thermopylae was not important for the outcome of the war.' How far do you agree with this view?	<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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>orderly withdrawal of other Greek forces from Thermopylae, and the evacuation of Athens, together with the gathering of the Greek naval resources before the Battle of Salamis.</p> <p>AO2: Understanding of the significance of Thermopylae for other Greek states and the effect the battle of Spartan leadership. Candidates should place their discussions of the might of the Spartan army in the context of Herodotus' account of the various battles and should demonstrate their understanding of the importance of Leonidas' contribution at Thermopylae in enabling an orderly retreat and time for the evacuation of Athens. Candidates may wish to argue that the battle itself (as a defeat) proved to be of limited significance, and that the Battle of Salamis (which led to Xerxes' withdrawal) or the Battle of Plataea was more important.</p> <p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account of the Battle of Thermopylae and its aftermath; how accurate was he in his description of events in the battle and afterwards (from</p>		<p>Credit an attempt to provide a balanced answer to the question using appropriate detail from Herodotus' accounts of the Thermopylae and later events.</p> <p>Credit understanding of the importance of Salamis and Plataea.</p> <p>The discussion should be related closely to the particular examples chosen by the candidate.</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
	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.			

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

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p>AO1: two problems with relevant factual detail.</p> <ul style="list-style-type: none"> The nature of the terrain, with the city of Tyre isolated from the mainland by a stretch of sea; Alexander's initial weakness by sea, and the strength of the Tyrian navy; The problems of constructing a mole from the mainland to the city; The strength of the city defences. 	[5]	Briefly outline two problems Alexander faced at the siege of Tyre.	<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"> The importance of Aristotle, both for specific areas of instruction and more generally for Alexander's approach to living nobly; Alexander's interest in healing; The value he placed on the <i>Iliad</i> as a manual and on reading in general. 	[4]	<p>What does Passage 2A tell us about the education of Alexander?</p> <p>The details must be drawn from the passage.</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"> Alexander's interest in helping his friends; The value Alexander placed on learning and on poetry; Alexander's interest in living nobly; This also shows his appreciation for 	[4]	<p>Explain what Passage 2A tells us about Alexander's character.</p> <p>Candidates should explain what can be learned from this passage about his character.</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
	others and their abilities, as well as a willingness to learn from the past.			
7c	<p>AO3: Interpretation and Evaluation</p> <p>Evaluation of the details in the passage: Alexander's interest in healing, in military skill learned from the <i>Iliad</i> and in living nobly, and the importance of Aristotle in developing different aspects of his character. Credit discussion of the range of sources available to Plutarch.</p>	[5]	<p>Using details from Passage 2A, how accurate do you think this account of Alexander is?</p> <p>Credit any use of comparative material from other sources; credit discussion of Plutarch's interest as a biographer.</p> <p>To secure full marks there must be reference to the details in the passage.</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"> The prominence of Darius amongst the Persian forces; The way the king was protected by cavalry; The reaction of Darius' forces to Alexander when he attacked them; Darius' reaction to the powerful attack by Alexander; The reliance on numbers and the close formation around the king. <p>AO2: Understanding [5]</p> <p>Answers should use examples from the passage as the basis for an assessment of the strengths of the Persian forces and their close organisation around the king himself; they may also comment on the strengths and weaknesses of Darius' leadership here. Candidates may also comment on the</p>	[14]	<p>In what ways does Passage 2B help us to understand the strengths and weaknesses of the Persians? 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 the strengths and weaknesses of the Persians.</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
	<p>problems caused by Darius' reaction to Alexander's attack and his decision to flee from the battlefield.</p> <p>AO3: Evaluation and interpretation of the source [5] Answers should include discussion of the stance of Plutarch towards Darius as shown here and the contrast he draws between the two leaders. Credit discussion of the dramatic description of the battle and the reactions of the Persians to events.</p>		<p>Reward discussion under AO2 of the way this passage helps us understand the impact of Alexander's leadership.</p> <p>Comparison with other sources may also be credited under AO3. Credit also discussion of the late date of our sources and the lack of objective accounts.</p>	<p>AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
8b	<p>AO1: Factual Details [5] Candidates should use the passage as an important element in Alexander's leadership, where we can see Plutarch emphasise the personal involvement of Alexander and his focus on the king in his chariot. Candidates may choose to focus on Alexander's preparations for Gaugamela in 331 BC and his famous decision not to attack at night; credit discussion of the interpretations placed on this by the sources. There may also be discussion of Alexander's willingness to help his own forces when under pressure (Parmenio towards the end of the battle), even though this prevented him from pursuing and capturing Darius.</p>	[18]	<p>How far do the ancient sources help us understand the reasons for Alexander's actions at Gaugamela? You must use and evaluate details from both Passage 2B and other ancient sources which you have studied.</p> <p>There should be coverage of both Arrian and Plutarch.</p>	<p>AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding [5] Answers should show understanding of the attitude of the main sources to Alexander's leadership in battle; in this passage, Plutarch emphasises the importance of Alexander's organisation of his troops, placing of cavalry and direct targeting of the Persian king, and more generally his willingness to lead his troops against the enemy and support them when they were under pressure.</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. The passage tells us about what happened in a dramatic way, with an emphasis on the personal reaction of Darius.</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 Alexander's attitude towards religion, as shown by his performance of regular sacrifice as king, his relationship with oracles (e.g. Ammon), his attitude to omens (e.g. Plut. <i>Alexander</i> 73-5, Arrian 2.18 (Tyre), 4.9 (after death of Cleitus)), his attitude towards his own status and deification (including his adoption of obeisance and his request to be accepted as a god by the Greeks).</p> <p>AO2: Understanding of the different elements in the response. Alexander's religious role as king, and his taking of auspices before battle can be seen as easy to understand; his attitude towards his own status is more complicated. Candidates may choose to argue that Alexander used aspects of religious practice to make the control of the growing empire easier (by adopting aspects of Persian culture towards their king).</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch. 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 and interests of the authors. Credit knowledge of the passages of the sources which explicitly</p>	[30]	<p>'It is very hard to understand Alexander's attitude towards religion.' Explain how far you agree with this view.</p> <p>There should be a range of examples chosen from the sources.</p> <p>Candidates may choose to discuss other examples where they have been introduced by Arrian and Plutarch.</p> <p>Credit detail from sources outside the set texts.</p> <p>Credit under AO3 interpretation and evaluation of the passages of the sources which discuss Alexander's attitude to religion.</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
	discuss the importance of religion to Alexander.			
10	<p>AO1: Details of the breakdown of Alexander's relationship with his Macedonian forces during the final stages of his campaign:</p> <ul style="list-style-type: none"> • The 'Pages' Conspiracy (327 BC) • The mutiny at Hyphasis (326 BC) • March through the Gedrosian Desert (325 BC) • The marriages at Susa (324 BC) • Alexander's last days (323 BC). <p>There should be a balanced range of relevant details related to an assessment of the relationship with his Macedonian troops.</p> <p>AO2: Understanding the relationship between the Macedonian troops and Alexander. Understanding of our relatively limited evidence for the views of Alexander's Macedonian troops, and the potential for bias towards Alexander in the sources (e.g. Arrian 7.30, and his account of Cleitus' death (4.8-12)). Credit candidates who discuss the close bond between the Macedonians and their king, even towards the end of Alexander's life.</p>	[30]	<p>'By the end of his life, Alexander had destroyed his relationship with his Macedonian troops.' To what extent do Arrian and Plutarch support this view? There should be a range of relevant examples from the sources.</p> <p>Candidates may discuss Macedonian commanders.</p> <p>Credit under AO2 appropriate discussion of the dropping of any plans for further westward expansion after the death of Alexander.</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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<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, the focus on Alexander himself) 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 support for his campaign against Persia; • the reaction to Alexander's adoption of Persian dress and obeisance. 			<p>AO3 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

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>

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
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>
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>

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