



Oxford Cambridge and RSA

GCE

Ancient History

H007/01: Relations between Greek states and between Greek and non-Greek states 492-404 BC

AS Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

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11. Annotations

Annotation	Meaning
BP	Blank Page
	Highlight/factual error
EVAL	Evaluation
KU	Knowledge and Understanding
λ	Omission
CONT	Context
SEEN	Noted but no credit given/ irrelevant
A1	AO1
A2	AO2
A3	AO3

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12. Subject Specific Marking Instructions

Question 1		How effective were the strategies of Sparta during the Archidamian War (431-421 BC)? [10 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	9–10	<p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</p> <p>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements about the historical issue in the question. (AO2)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of effectiveness. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information concerning the Spartan strategies during the Archidamian War:</p> <ul style="list-style-type: none"> • Spartan invasions of Attica • Spartan embassy to Persia and its purpose • Pylos and Sphacteria and their effect on the Spartans' reputation and strategy • Brasidas' campaign in Thrace • Sparta inducing Athenian allies to revolt
Level 4	7–8	<p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</p>	<p>Some candidates may also mention points from Archidamus' speech.</p>

Level 3	5–6	<p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</p>	
Level 2	3–4	<p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</p>	
Level 1	1–2	<p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p>	
	0	No response or no response worthy of credit	

Question 2		On the basis of these passages and other sources you have studied, to what extent did both the Spartans and the Athenians seek the help of the Persians during the Peloponnesian War? [20 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	17–20	<p>Response uses a good range of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between providing the response has addressed how far the candidate agrees with the statement in the question.</p> <p>For the top level, candidates need to use the source material to come to a judgement and conclusion regarding the extent to which the Spartans and Athenians sought the assistance of the Persians during the Peloponnesian War</p> <p>Information from the Thucydides & Andokides passages:</p> <ul style="list-style-type: none"> • In 425/4 the Persians sent an envoy to Sparta • The Spartans had sent ambassadors on many previous occasions to Persia, though with no consistent message • The Athenians also on this occasion sent ambassadors to Persia • Athenians make a treaty with the King of Persia but then revoked • The Athenians made a treaty with Persia some time during the Archidamian War (favored date is 424/3), but broke it off in preference for Amorges (c411)

Level 4	13–16	<p>Response uses a range of appropriate examples from set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</p>	<p>Information from other sources might include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Acharnians</i> 61-71 (embassy recently returned to Athens from Persia, 425) • Thucydides 8.6 (Tissaphernes and envoys from Pharnabazus in embassy to Sparta, 411) • Thucydides 8.18, 37 (formal alliances between Sparta and Persia, 411) • Thucydides 8.52 (Alcibiades' continuing attempts to bring Tissaphernes over to the Athenians) • Xenophon <i>Hellenica</i> 1.4.1-7 (Darius' decision to support Sparta, not Athens, though an Athenian embassy also present at Persian court, 407) <p>Some candidates might also mention, though not covered in the prescribed sources:</p> <ul style="list-style-type: none"> • Archidamus' suggestion that the Spartans would have to be prepared to seek alliances with 'foreigners' (Thucydides 1.82)
Level 3	9–12	<p>Response uses some appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p>	
Level 2	5–8	<p>Response uses a limited selection of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p>	

Level 1	1–4	<p>Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p>	
	0	No response or no response worthy of credit	

Question 3*		How effective was the Thirty Years Peace of 446/5 BC in resolving the conflicts between the various cities of mainland Greeks? [30 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	25–30	<p>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <p>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of effectiveness. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> • Events in Greece immediately before the Peace • Details of the terms of the Thirty Years Peace • The Revolt of Samos • The complaints which led to war being declared in 432 • <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Thucydides 1.112-114; Chalkis Decree • Thucydides 1.115 & 35, 40, 67, 140, 5.14, 7.18 (various places where terms of the Treaty are mentioned) • Thucydides 1.115-117 & 1.40; Plutarch <i>Pericles</i> 28.1-2 (Revolt of Samos) • Thucydides 1.23, 88 & 118 (his assessment of the reasons

Level 4	19–24	<p>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible</p>	<p>for the outbreak of war)</p> <ul style="list-style-type: none"> • Thucydides 1.33, 35, 40-41, 44, 55 (Epidamnus & Corcyra) • Thucydides 1.56-58, 60-61, 66 (Potidaea) • Thucydides 1.67, 139-140, Plutarch <i>Pericles</i> 30-31 & Aristophanes <i>Acharnians</i> 524-539 (Megarian Decree)
		<p>conclusions about the historical issue in the question. (AO3)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Answers could focus on:</p> <ul style="list-style-type: none"> • What the Peace was intended to achieve • The changing role of Corinth • The attitude of the Spartans • The role of Pericles in Athens <p>but candidates should consider the nature of the conflicts between the Greek states and the effectiveness of the Peace in resolving these.</p>
Level 3	13–18	<p>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

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Level 2	7–12	Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced.
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		<p>There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported</i></p>	
	0	No response or no response worthy of credit	

Question 4*		'Persian desire for expansion and conquest made conflict with the cities of mainland Greece inevitable.' To what extent do you agree with this statement? [30 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	25–30	<p>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <p>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> • The attitude of the Persian Kings to expansion and foreign conquest • The purpose of Darius' expedition of 492 • The purpose of the 490 expedition • The debates in Persia prior to the 480 invasion • The continued conflict to the peace of Callias <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • The Naqs-e Rostam Inscriptions (Nos. 1 & 2) • Herodotus 6.42-49 • Herodotus 6.94; 6.112 • Herodotus 7.5-10h • Xerxes Inscription <p>Credit all relevant source material</p>

Level 4	19–24	<p>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Answers could focus on:</p> <ul style="list-style-type: none"> • Other Persian motivations (e.g. revenge) • The behavior of both Athens and Sparta, and other Greek states, towards the Persians • The reactions of Athens, Sparta and other Greek states to Persian contact and whether their actions could be considered provocative • Some candidates might mention the Ionian Revolt; although not within the specification, due credit should be given to relevant discussion <p>Discussion should focus on to what extent conflict was inevitable, therefore considering other possible motivations.</p>
Level 3	13–18	<p>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

Level 2	7–12	<p>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported</i></p>	
	0	No response or no response worthy of credit	

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