

**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 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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**PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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.)*

**Contradictory Responses**

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

**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 RM Assessor **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 RM Assessor 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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
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)
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)
Consistently meets the criteria for this level	At top of level

**11. Annotations**

Annotation	Meaning
	Blank Page
Highlight	Factual error
	Evaluation
	Knowledge and Understanding
	Omission
	Context
	Noted but no credit given/ irrelevant
	AO1
	AO2
	AO3

**12. Subject Specific Marking Instructions**

<b>Question 1</b>		Explain how far medism by some Greek states affected the Hellenic League.		<b>[10 marks]</b>
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO2</b> = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements		
<b>Additional guidance</b>		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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>	
Level 5	9–10	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) 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)	No set answer is expected. Responses should be marked in-line with the level descriptors.  Candidates may cover the following points on how far medism by some Greek states affected the Hellenic League: <ul style="list-style-type: none"><li>• The medism of states in northern and central Greece</li><li>• Encouragement to the Persians from e.g. the Aleuadae and Pisistratids</li><li>• The reactions of the Athenians and Spartans</li><li>• The formation of the Hellenic League</li><li>• The early decisions of the League</li><li>• Defensive decisions of the League</li><li>• Behaviour of other specific states – eg Argos, Thebes</li></ul>	
Level 4	7–8	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)  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)		

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	



<b>Question 2</b>	On the basis of this passage and other sources you have studied, how oppressive were Athenian relations with her allies? <b>[20 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>		
<b>Additional guidance</b>	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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
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 either agreeing, disagreeing, or anywhere between providing the response has addressed the issue in the question. Responses should be marked in-line with the level descriptors.</p> <p>For the top level, candidates need to use the source material to come to a judgement and conclusion.</p>

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 the passage:</p> <ul style="list-style-type: none"> <li>• Chalkidians not to revolt</li> <li>• Chalkidians to denounce any who do revolt</li> <li>• Chalkis to pay whatever tribute the Athenians decide</li> <li>• Chalkis to <b>obey</b> the Athenian people</li> <li>• Loss of right to try serious political offences involving exile, execution or loss of civic rights</li> </ul> <p>Details from other sources could include:</p> <ul style="list-style-type: none"> <li>• Aristophanes <i>Peace</i> 639-48, LACTOR 1 No 202 (Allies' fear of accusations in Athens)</li> <li>• Aristotle <i>Politics</i> 1284a38, LACTOR 1, No.84 (humiliation of Chios, Samos and Lesbos)</li> <li>• Thucydides 1.98 (Naxos forced back into Delian League ... <i>'and the process was continued in the case of other allies...'</i>)</li> <li>• Thucydides 1.100-101 (Treatment of Thasos)</li> <li>• Thucydides 1.115-117 (Samos: imposition of democracy and garrison, followed by revolt, loss of fleet and paying tribute); cf Plutarch <i>Pericles</i> 28.1-3 re alleged Athenian atrocities against the Samians</li> <li>• Thucydides 2.8 (Spartan policy was to 'liberate the Greeks' and general antagonism towards Athens in the Greek world)</li> <li>• Thucydides 2.63 (Pericles' description of the Athenian Empire)</li> <li>• Thucydides 4.80, 108 (Thracian allies want to revolt); cf Aristophanes <i>Peace</i> 619-622, LACTOR 1, No 110</li> <li>• Thoudippos decree, LACTOR 1 No 138 (unilateral rise in tribute to pay for the war)</li> </ul>
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>	Reference to non-prescribed sources is not to be expected but should be credited.
	0	No response or no response worthy of credit	

<b>*Question 3</b>		How far was the behaviour of Sparta and her allies responsible for the outbreak of the Peloponnesian War in 431 BC? <b>[30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
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><b>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely</b></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 the issues of 'how far' and responsibility. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> <li>Spartan behaviour after the Thirty Years' Peace to the outbreak of war (in favour of helping Samos revolt)</li> <li>Some may also mention Spartan readiness to invade Attica throughout the pentacontaetia, citing the Hetoimaridas debate, promise to help Thasos, Tanagra, invasion of 446</li> <li>The crucial role of Corinth – change of attitude between 440 and 432</li> <li>Athenian provocation of Corinth to cause that change (Corcyra and Potidaea)</li> <li>Other provocative acts by Athens – e.g. Megarian Decree</li> </ul>

		<b>relevant and substantiated.</b>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Diodorus 11.50, LACTOR 1 No 28 (Debate at Sparta)</li> <li>• Thucydides 1.40 (Corinth persuading Peloponnesian League not to intervene over Samos revolt)</li> <li>• Thucydides 1.56 (Potidaea)</li> <li>• Thucydides 1.66-67 (Corinth urges allies to send embassies to Sparta); cf also 1.121-122</li> <li>• Thucydides 1.101 (Thasos)</li> <li>• Thucydides 1.107-108 (Tanagra)</li> <li>• Thucydides 1.114 (Pleistoeanax invasion 446)</li> <li>• Thucydides 1.139-140 (Megarian Decree); cf Plutarch <i>Pericles</i> 30-31, Aristophanes, <i>Acharnians</i> 524-539, LACTOR 1 No 99</li> <li>• Thucydides 7.18</li> </ul>
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><b>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</b></p>	<p>Credit all relevant source material</p> <p>Analysis of sources might focus on:</p> <ul style="list-style-type: none"> <li>•</li> <li>• The attitude of the Spartans</li> <li>• The changing attitude of the Corinthians</li> <li>• The importance, or otherwise, of Athenian actions</li> <li>• The role of Pericles</li> <li>• Evaluation and interpretation of the sources</li> <li>• How the sources portray the issues mentioned above</li> </ul>

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><b>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</b></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><b>The information has some relevance and is presented with limited</b></p>	

		<b>structure. The information is supported by limited evidence.</b>	
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><b>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</b></p>	
	0	No response or no response worthy of credit	

<b>*Question 4</b>		'The Peace of Nicias (421 BC) was completely ineffective in solving the issues between the Greek states.' How far do you agree with this statement? <div style="text-align: right;"><b>[30 marks]</b></div>	
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements <b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
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><b>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</b></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 the issues of 'how far'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> <li>The reasons for the Peace</li> <li>The terms of the Peace</li> <li>Dissent amongst Sparta's allies</li> <li>Alliance of Argos, Elis and Mantinea</li> <li>Alcibiades' role</li> <li>The battle of Mantinea</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Thucydides 4.117 (Spartan desire to recover prisoners from Sphacteria)</li> </ul>



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><b>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</b></p>	<ul style="list-style-type: none"> <li>• Thucydides 5.14 (further Spartan reasons for wanting peace – peace with Argos due to expire)</li> <li>• Thucydides 5.16 (general desire for peace)</li> <li>• Thucydides 5.17 (Boeotia, Corinth, Elis and Megara vote against accepting Peace)</li> <li>• Thucydides 5.18 (terms of the Peace)</li> <li>• Thucydides 5.25 (beginnings of breakdown)</li> <li>• Thucydides 5.43 (Alcibiades' role; alliance between Athens, Argos, Elis and Mantineia)</li> </ul> <p>Credit all relevant source material</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> <li>• Sparta's allies who had pressed for war in the 430s</li> <li>• How the situation in Greece changed for Athens and Sparta in the late 420s</li> <li>• Why the peace did not satisfy Sparta's allies</li> <li>• Athenian complaints that not all terms of the peace were adhered to</li> <li>• Athenian interference in the Peloponnese</li> <li>• The battle of Mantineia and its effect</li> <li>• Evaluation and interpretation of the sources</li> <li>• How the sources portray the issues mentioned above</li> </ul>
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><b>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by</b></p>	

		<b>some evidence.</b>	
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><b>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</b></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</p>	

		<p>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><b>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</b></p>	
	0	No response or no response worthy of credit	

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