

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 2025

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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

The Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question.

The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels.

When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

Question 1		Explain the effect the events around the revolt of Samos had on the relations between Greek states in the period 440-431 BC. [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements	
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	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 in their explanation: • The events leading up to the revolt of Samos • Samian appeal to Pissuthnes • The siege, surrender and terms imposed on Samos • The response of Sparta despite the terms of the Thirty Years Peace • The intervention of Corinth • The effect these events had on both Athens and Sparta
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	The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 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)	
Level 2	3–4	The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 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)	
Level 1	1–2	The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1) 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)	
	0	No response or no response worthy of credit	

Question 2	On the basis of these passages and other sources you have studied, how important a factor was the Spartan occupation of Decelea in the eventual defeat of Athens? [20 marks]		
Assessment Objectives	AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - 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	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) 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)	No set answer is expected. It is possible to reach the highest marks with a conclusion on either side on the question, providing the response has addressed the issue of 'how important'. Responses should be marked in line with the level descriptors. For the top level, candidates need to use the source material to come to a judgement and conclusion. Information from the passages provided showing the importance of the Spartan occupation of Decelea might include: - The economic impact on Athens of loss of property - The economic impact on Athens of loss of revenue from the Laurium silver mines - The loss of revenue from the land and law-courts (and what this means) - The psychological effect on the allies leading to loss of tribute - Thucydides analysis in the second passage

Level 4	13-16	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) 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)	Other factors and information from other sources could include: - the effects of the occupation as detailed by Thucydides in the rest of 7.27 & 28, including constant threat of attack, being deprived of the country, loss of 20,000 slaves, fatigue of defending forces, especially cavalry, disruption of importation of food from Euboea, the strain on resources of also maintaining the war in Sicily - financial hardship leads to 5% tax on all imports and exports (Thucydides 7.28) as expenses grew and revenue declined. Some candidates might also mention in this context the general drain on resources caused by the war as evidenced by the Thoudippos decree - The impact that Persian influence had (Thuc. 8.6, 18, 37) - Some might discuss Thucydides' analysis of why Athens lost the war at 2.65, especially the penultimate sentence ascribing it to 'internal strife'; poor leadership in Sicily leading to defeat, allies rebelling and consequent further loss of tribute Reference to non-prescribed sources is not to be expected but should be credited.
Level 3	9-12	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) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)	
Level 2	5-8	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) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)	

Level 1	1-4	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) The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)	
	0	No response or no response worthy of credit	

*Question 3		‘It was the formation of the Hellenic League under the leadership of Sparta which was the key factor in the defeat of the Persians in 480-479 BC.’ To what extent do you agree with this statement? [30 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - 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. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in the responses.	
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	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) 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) 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) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	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 extent. Responses should be marked in line with the level descriptors. Candidates may discuss: - The details of the formation of the League and its membership - The decisions made at its meetings - Details of Greek states who did not join the League or positively medised - The leadership of Sparta, including occasions when they reportedly did not want to defend north of the Isthmus - The contribution of the various states to the League's decisions, including especially Athens, Corinth and Sparta - Other potential factors which contributed to the Persian defeat, including: superiority of Athenian navy; Greek hoplites better equipped and trained; Greeks were citizen soldiers fighting for their freedom; better Greek leadership and generals, including individual

Level 4	19-24	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) 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) 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) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	tactical decisions; difficulties of supply for Persian forces; luck, including storms Supporting source details may include: • Herodotus 7.132 (states who offered earth and water to Xerxes) • Herodotus 7.138 (many Greeks unwilling to fight) • Herodotus 7.139 (Importance of Athens to the Greek effort) • Herodotus 7.141-143 (Athenian refusal to accept a negative Delphic oracle, and role of Thucydides) • Herodotus 7.145 (Decisions of conference of Greek states) • Herodotus 7.151-152 (medism of Argos) • Herodotus 7.175 (decision at Isthmus to defend Thermopylae & Artemisium) • Herodotus 7.207 (Peloponnesians want to retreat from Thermopylae to Isthmus, opposed by Phocians & Locrians) • Herodotus 7.219-222 (Leonidas sends most of the other Greeks away) • Herodotus 8.3 (Athenians waive claim to naval leadership) • Herodotus 8.49-50 (First decision at Salamis to retreat to Isthmus) • Herodotus 8.56-63 (after news of fall of Athens some naval commanders immediately board ships, with following speech of Themistocles, intervention of Adeimantus and Themistocles' final persuasion of Eurybiades) • Herodotus 8.74 (further misgivings at Salamis) • Herodotus 8.94 (story of Corinthian attempted retreat from Salamis) • Herodotus 8.143-144 (Athenian responses to Alexander and the Spartans) • Herodotus 9.6-8 (Athenian demands to Sparta and reasons for Spartan prevarication) • Herodotus 8.62-62 & 71 (Spartan decisive action at Plataea and best fighters) • Herodotus 8.105-106 (Athenians excel at Mycale) • The Serpent Column (list of Greek participants at Plataea) Credit all relevant source material Although not expected, candidates may include non-prescribed material which should be credited.
Level 3	13-18	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) 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) 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) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	

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. 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) 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) 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) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Analysis of sources might focus on: Herodotus' attitudes to: • The contributions of Athens, Sparta and other states • The leadership of the Spartans • The Peloponnesian states' attitude • His portrayal of the actions of the various states • Evaluation and interpretation of what he says and reasons for any potential biases
Level 1	1-6	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) 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) 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) 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.	
	0	No response or no response worthy of credit	

*Question 4	To what extent do you agree that Persia was the greatest influence on the foreign policy of the Greek states in the period 477 to 446 BC? [30 marks]		
Assessment Objectives	AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - 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. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in the responses.		
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	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) 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) 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) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	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 extent. Responses should be marked in line with the level descriptors. Candidates may discuss: - The formation of the Delian League - Early activities of the League up to and including Eurymedon - Egyptian expedition and consequences of its defeat – moving League treasury in 454/3 - Cyprus campaign of 451 - Supposed Peace of Callias (449) On the other side of the argument candidates may discuss: - Themistocles and the rebuilding of Athens' walls - The way in which Athens came to lead the Delian League; Spartan deficiencies and attitudes - Early signs of Athenian imperialism: Carystus (472), Naxos (470), Thasos (465)

Level 4	19-24	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) 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) 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) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	- Spartan unease about increasing power of Athens: Thasos (465), events around earthquake and helot revolt leading to end of alliance in 461, 'First Peloponnesian War' - Sparta more concerned about the Peloponnese and her own relationship with Athens - Continuation of the League after 449 with increasing imperialism Supporting source details may include: - Diodorus 11.46.4-47.2; 11.50; 12.2.1-2; 12.4.4-6; 12.38.2 - Harpokration sv <i>Attikois grammasin</i> - Herodotus 7.151 - Plutarch <i>Aristides</i> 23; 24.1-5 - Plutarch <i>Cimon</i> 11-12.4; 13.4-5 - Thucydides 1.89-92; 94-96; 97; 98-100; 100-103; 104; 105-108; 109-110; 112; - Chalkis Decree Credit all relevant source material
Level 3	13-18	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) 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) 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) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	Although not expected, candidates may include non-prescribed material which should be credited. Analysis of sources might focus on: - Thucydides' motives in writing the 'Pentacontaetia' and how this might have affected what he included or omitted - The reliability of Diodorus and Plutarch - Discussion of the various sources for the Peace of Callias - The lack of Persian & Spartan sources

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. 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) 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) 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) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	
Level 1	1-6	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) 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) 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) 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.	
	0	No response or no response worthy of credit	

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