



GCE

Classics: Ancient History

Unit **F393**: Greek History: conflict and culture

Advanced GCE

Mark Scheme for June 2018

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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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Annotations

Annotation	Meaning
A1	AO1
A2	AO2
EVAL	Evaluation
^	Areas of partial knowledge

Subject-specific Marking Instructions

- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.
- Use annotations above to indicate points in the scripts.

IMPORTANT POINTS TO NOTE

Record marks for each question out of the total for that question eg A01 15/20 A02 17/30.

Marking should be done in small batches of around 20 at any one time; avoid marking large numbers of scripts in one session.

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
1	<p>AO1</p> <p>Answers should show a detailed knowledge of the relations between the Greeks and the Persians, as outlined by Herodotus, Aeschylus, Plutarch and Nepos, as well as any epigraphical evidence which candidates might wish to add. The specific, relevant details might include:</p> <ul style="list-style-type: none"> • the Ionian Revolt and its aftermath, including the establishment of democracy in Ionia, and Darius' desire for revenge against Athens; • the early demands for earth and water from Darius and their rebuttal by the Athenians and the Spartans, including the story of Gorgo in Sparta; • the role of Hippias in the Persian invasion and its significance, followed by the flashing of the shield by the Alcmeonids (Herodotus 6.121); • the battle of Marathon and the change in Athenian spirit outlined by Herodotus (6.112); • the aftermath of the battle of Marathon, and Xerxes' lack of enthusiasm for attacking Greece; • Xerxes' expedition against Greece, including details of its size, and the various battles (Thermopylae, Salamis, Plataea and Mycale) and their outcomes; • The battle of Eurymedon and its outcome; • The peace of Callias; • The roles of various Greeks in Persia such as Democedes, Themistocles and Demaratus; • States which medised (such as Thebes) and those which did not. 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['Relations between the Persians and the Greeks changed completely during this period.' How far do you agree with this view?]</p> <p>Answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the relations between Greeks and Persians during this period - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus and other sources as outlined opposite. <p>Candidates might also like to discuss the portrayal of the Persians in Greek art, and the significance of the idea of the Barbarian. Such discussion should be rewarded in line with the marking grids.</p>	<p>AO1 = 20</p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>Candidates might also discuss the depiction of the Persian kings as the 'King of Kings' and use evidence from Persian inscriptions to consider the expansionist policies of the Persians. Examples might include the Bisitun Inscription and those from Persepolis, Lake Van and Mount Elvand.</p> <p>AO2 Candidates will need to use the evidence cited above to consider the changing nature of the relationship between the Greeks and the Persians, and to what extent there was a complete change. They should look across the period. They may also consider whether the Greeks should be treated as a whole, and whether it is reasonable to speak of relations between the Greeks and the Persians or whether the situation is in fact more complex. They should also evaluate the evidence, and consider whether the sources (Plutarch, Herodotus and Aeschylus in particular) give an accurate picture, or whether the idea of the barbarian has led to a distortion of the picture.</p>	30	<p>The evaluation in the answer should be focused on the issues raised by the question, and in particular on the nature and extent of the change in relations between the Greeks and the Persians. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand whether there was a change in relations and how great that change might have been; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
2	<p>AO1</p> <p>Candidates should give a clear account of the conflict after the battle of Marathon. They may wish to include some detail of the battle itself, but the focus should be on the continued conflict from 490 onwards. Persian sources could be used by way of contrast to the Greek ones. They should show knowledge of the following aspects:</p> <ul style="list-style-type: none"> - The defeat of the Persians at Marathon, and its aftermath; - The final years of Darius' reign to 486, and lack of further Persian aggression towards Greece; - The discussions in Xerxes' court and the role of his advisors in encouraging him to attack Greece (Herodotus 7.5ff); - Xerxes' relationship with Darius, and his desire to continue the work of his father; - The idea of revenge in Persian society, as portrayed by Herodotus (especially in relation to Darius' approach after the Ionian Revolt); - Xerxes' preparations for the expedition to Greece, and the role of Demaratus; - Aeschylus' depiction of the outcome of Salamis, and the defeat of the Persians in the <i>Persae</i>; - Inscriptional evidence of the desire of Persian Kings to expand their empire (e.g. Lactor 16, 133-135). <p>AO2</p> <p>Candidates should consider the question of whether the sources fail to explain why the Persians wanted to continue their campaign against Greece. They should</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question ['The sources fail to explain why the conflict between the Greeks and the Persians continued beyond the battle of Marathon.' How far do you agree with this view?]</p> <p>answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the battle of Marathon and the events which followed it - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus and his statements of his aims. 	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>
		30	<p>The evaluation in the answer should be focused on the issues raised by the question 'how far do you agree', the nature of the sources and the specific issue of</p>	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>focus on the effects of the defeat at Marathon, and whether we have any evidence of these, before looking at why Xerxes decided to continue the campaign. They might look not only at whether the sources could have known what was happening within the Persian court, but also whether they fully understood what motivated the Persian leaders to act as they did. Persian inscriptions can be used to shed light on the Persian perspective, and the role of the king in Persia. They might also consider the economic and social arguments for a Persian attack on the Greek world, and consider whether these were a factor in encouraging the Persians to attack Greece.</p>		<p>whether they fail to explain the continued conflict beyond the battle of Marathon. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of Herodotus' presentation of the conflict after the battle of Marathon. - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>Level 1 0 – 5</p>
3	<p>AO1 Answers should give details of how the Persian empire expanded, and the effects which this expansion had on the Greek world. A number of approaches could be taken, with candidates choosing the approach which they might wish to take. Potential approaches might include political, economic or social dimensions: the choice of theme will inevitably affect the choice of examples used. Examples might include:</p> <ul style="list-style-type: none"> • The expansion of the Persian empire outside Europe, and relations between the Persians and the Greeks of Ionia, leading to the Ionian revolt and the establishment of democracy in Ionia; • The 'unification' of the Greek states in Ionia in an attempt to throw off Persian domination in the Ionian revolt and its failure due to lack of unity; • The economic effects of taxation by the Persians on Ionia; • The involvement of the Athenians in the Ionian revolt, and its effect on relations between the Greeks and the Persians; 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['The expansion of the Persian Empire caused serious problems for the Greek World.' How far do the sources support this view?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the expansion of the Persian empire and its impact on the Greek world - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus, Aeschylus, Diodorus and Plutarch, and material evidence. 	<p>AO1 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

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	<ul style="list-style-type: none"> • The role of Hippias in the Marathon campaign, and change in Athenian spirit after the battle of Marathon; • Threat to Greek sense of freedom; • The respective roles of the Athenians and the Spartans in the campaigns against the Persians, and the effects of these on the balance of power in the Greek world; • The development of the idea of the Barbarian in Athenian thought, as demonstrated by Herodotus and Aeschylus and in art; • The growth of the Delian league and subsequent development of the Athenian empire as a response to the Persian threat; • The role of the Athenians in the Peace of Callias. <p>AO2 Answers should consider how the conflict with Persia affected the Greek world. Candidates should be free to take their own approach to the question, and may wish to consider the question from a variety of angles such as economic, social or political. The focus should be on the effects of the conflict, and how those effects can be traced to changes in the Greek world. There should also be a careful assessment of how reliable the sources are, and whether they enable us to fully assess the situation. In particular, Herodotus' accuracy should be assessed as he was writing after the events, but was also in a position to see the effects clearly on Athens and other Greek states.</p>	30	<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the effects of the expansion of the Persian empire on the Greek world.</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the effects of the expansion of the Persian Empire on the Greek world. - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Level 5</td> <td style="width: 50%;">26-30</td> </tr> <tr> <td>Level 4</td> <td>20-25</td> </tr> <tr> <td>Level 3</td> <td>14-19</td> </tr> <tr> <td>Level 2</td> <td>6-13</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
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4	<p>AO1 Answers should give details of the key individuals and the decisions which they made as presented in the sources. These might include the following:</p> <ul style="list-style-type: none"> • The roles of Miltiades and Callimachus at the battle of Marathon, and the discussion between them prior to the battle; • The decisions made at the meeting of the Hellenic League to withdraw into the Peloponnese; • The decision of Leonidas to stand and fight with the Spartans, as well as his decision to send away other Greeks; • The arguments between Eurybiades and Themistocles at the battle of Salamis, and the role of Themistocles as presented by Herodotus and Aeschylus, in particular his tricking the Persians into battle; • Eurybiades' role at Artemisium and Salamis; • Pausanias' leadership at the battle of Plataea; • The roles of Cimon and Aristides in Athens. • roles of Regent Pausanius and King Leotychides as leaders of the Hellenic League. <p>AO2 Answers should consider the role and significance of the decisions made by key individuals in the campaigns against the Persians. They should discuss whether the sources can be expected to give us a reliable picture of these decisions, and consider whether Herodotus or Aeschylus could have known the nature of the decision-making process. They should also consider whether it was these decisions that were the key factor in the</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question [To what extent was Greek success in the conflict with the Persians due to the decisions and actions of a few individuals?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge of the role of individuals in the decision-making for these campaigns; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus, other written sources. <p>Candidates might choose to discuss other factors, such as the roles of the Persian kings and commanders or the nature of the terrain. They might also consider the decisions made by both Darius and Xerxes on the Persian side. Such areas should be rewarded in line with the marking grid.</p> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of Herodotus' account and other economic and political aspects of the conflict. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know 	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18-20</td></tr> <tr><td>Level 4</td><td>14-17</td></tr> <tr><td>Level 3</td><td>9-13</td></tr> <tr><td>Level 2</td><td>5-8</td></tr> <tr><td>Level 1</td><td>0 – 4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26-30</td></tr> <tr><td>Level 4</td><td>20-25</td></tr> <tr><td>Level 3</td><td>14-19</td></tr> <tr><td>Level 2</td><td>6-13</td></tr> <tr><td>Level 1</td><td>0 – 5</td></tr> </table>	Level 5	18-20	Level 4	14-17	Level 3	9-13	Level 2	5-8	Level 1	0 – 4	Level 5	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
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	<p>Greek success, or whether there were other factors such as the lack of organisation, supplies or appropriate weaponry on the part of the Persians. Answers must, however, consider the decision-making process and the role of key individuals to some degree.</p>		<p>about/understand the significance of individuals and their decisions;</p> <ul style="list-style-type: none"> - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 											
5	<p>AO1 Answers should include factual details about the causes of the various conflicts between Athens and Sparta during this period, and look at the role of their allies in bringing them into conflict with one another. Candidates should show knowledge of relevant sections of Thucydides, Xenophon and Plutarch, and might also use Aristophanes and epigraphic evidence. Details which might be included are:</p> <ul style="list-style-type: none"> • The Thirty Years Peace and its significance; • The development of the Delian League into an Athenian Empire, and its significance for relations between Athens and Sparta; • Thucydides' statement that the true cause was Spartan fear of Athenian dominance; • Roles of Megara and Corinth in the conflict around 460BC; • Actions taken by Thebes during this period; • The significance of Epidamnus, Corcyra and Potidaea in the development of hostilities between Athens and Sparta; • The role of the Corinthians in urging the Spartans to fight as portrayed by Thucydides in Book 1; • Pericles' policy of not attacking Sparta directly, but only her allies; • The Spartan policy of attacking Attica annually; • Relations between Pericles and Archidamus; 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['Both Sparta and Athens were led by their allies into conflicts which they did not want.' To what extent do the sources support this view?'] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about how Athens and Sparta came into conflict with one another and the role of their allies in this process; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Plutarch and epigraphical evidence; <p>Candidates who make mention of the helot revolt and the actions of Cimon should be rewarded, but this is not expected.</p>	<p>AO1 = 20</p> <table border="0"> <tr> <td>Level 5</td> <td>18-20</td> </tr> <tr> <td>Level 4</td> <td>14-17</td> </tr> <tr> <td>Level 3</td> <td>9-13</td> </tr> <tr> <td>Level 2</td> <td>5-8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table>	Level 5	18-20	Level 4	14-17	Level 3	9-13	Level 2	5-8	Level 1	0 – 4
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	<ul style="list-style-type: none"> • The treatment of the Plataeans by Thebes, and the significance of this event in the development of hostilities as presented by Thucydides (Book 3); • The Peace of Nicias; • War-hawks in Athens and Sparta: Brasidas, Cleon and Alcibiades, as presented by Thucydides and Aristophanes, Peace; • The development of the Sicilian Expedition, and the role of the Syracusans and other states in bringing Athens and Sparta into further conflict, including the roles of Gylippus, Nicias and Demosthenes; • Alcibiades' treachery and advice to the Spartans, followed by his return to Athens; • The final years of the conflict, and political changes in Athens brought about by the Spartans. <p>AO2 Answers should look critically at the evidence to consider the extent to which the Athenians and the Spartans wished for conflict with one another. They might treat Thucydides' account critically, taking into account his own background and views on the causes of the conflict. Candidates should consider carefully what is known about the actions of each side, and consider whether we can fully understand the Spartan view of the conflict. Answers might also look at the epigraphic evidence for the treatment of Athens' allies by the Athenians, and consider the effect which this might have on them, as well as looking at the limited evidence for the Spartans' views on the conflict, and noting their situation at home.</p>		<p>The evaluation in the answer should be focused on the issues raised by the assumption in the question that the two cities did not wish to fight one another, but were brought into conflict by the actions of their allies. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the role of the allies in bringing each city into conflict, and also about the intentions of each city, Sparta in particular; - Level 3 answers should present some attempt at interpretation and 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	
			evaluation of the sources in the terms outlined above.	
6	<p>AO1 Answers should include detailed information about the role of individual leaders in Athens and Sparta respectively. They should include at least one leader from each state. Key sources for this answer would include sections of Thucydides, Plutarch, Xenophon, Aristophanes and epigraphical evidence.</p> <ul style="list-style-type: none"> • Role of Cimon in developing relations with Sparta; • Actions taken by the leaders of Athens and Sparta during the first Peloponnesian War; • The role of Pericles, and the developments in Athens under his 'rule' such as changes to the citizenship laws and the building programme; • Pericles' initial policy towards Sparta, with the development of the 30 years' peace in 446, and the policy of attacking only the allies, his friendship with Archidamus; • Thucydides' comments on the changing nature of leadership after Pericles (2.65); • The approach of Cleon towards Sparta and the events at Pylos and Amphipolis; • The actions of Nicias and Alcibiades before, during and after the Sicilian Expedition; • Theramenes and the imposition of rule by Sparta in Athens; • The role of Archidamus in Sparta, and the conflict which takes his name; • Brasidas' leadership and events at Amphipolis; • Lysander's victories; • Lysander's relationship with Cyrus the younger. 	20	<p>Marking grids to be used for response to the specific question. In response to the question [To what extent were individual Athenian leaders more influential than Spartan leaders?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence for the individual leaders in Athens and Sparta, and their influence in their respective cities. - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Plutarch, Aristophanes, Aristotle and epigraphical evidence. 	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
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	<p>AO2 Answers should give careful consideration to the role of leadership in each state, in the context of the differing political systems in Athens and Sparta. They should also consider carefully Thucydides' position in relation to Pericles, and the impact which this may have had on his view of leadership in Athens more widely. Answers should analyse the question by also considering the reliability of Aristophanes (especially in relation to Cleon) and Xenophon (in relation to Alcibiades). They should also consider the challenges of knowing about the influence of individual leaders in Sparta, due to the paucity of information about Sparta. They may consider the reliability of Plutarch as a later writer as well.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question in relation to the power and influence of individual leaders in their respective cities. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the influence of individual leaders in Athens and in particular in Sparta; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>
7	<p>A01 Answers should give details of episodes from Thucydides which help us to understand the nature of conflict. Where possible, they should also balance this with evidence from other sources which might help us to understand the nature of Thucydides' account. Examples of conflict which might be chosen include:</p> <ul style="list-style-type: none"> • The causes of the conflict between Athens and Sparta, and Thucydides' assertion that the true cause of Spartan fear of Athenian domination; • The growth of the Athenian empire, and the Athenians' changing relations with their allies; • the roles of leaders on both the Athenian and Spartan side, to include examples such as Archidamus, Brasidas, Pericles, Cleon, Nicias and Alcibiades; 	20	<p>Marking grids to be used for response to the specific question. In response to the question [How reliable is Thucydides' account of conflict during this period?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about what Thucydides and other sources tell us about conflict; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Xenophon and Plutarch, as well as other sources, such as Aristophanes and inscriptions; 	<p>AO1 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

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	<ul style="list-style-type: none"> • Epidamnus, Corcyra, Potidaea and Plataea episodes as examples of internal disputes leading to the involvement of other states; • The Megarian Decree as shown in Plutarch's Pericles, Aristophanes' Acharnians and its absence from Thucydides; • Debates in Sparta as recounted in Thucydides in the run-up to the war; • The economic and social effects of the plague in Athens, and Pericles' policy which led to the plague; • The Funeral Oration in Thucydides, and Pericles' praise for the Athenian system as something for which the Athenians were fighting; • The Mytilene Debate, and the nature of the discussion over the future of the people of the island; • The events at Pylos and Athenian response to their success; • The debates running up to the Sicilian Expedition, and the effects of that expedition on Athens; • Changes in the Athenian system of government, and the removal of democracy in 411BC; • Thucydides' own background as an exiled Athenian general and his understanding of the nature of events. <p>AO2 Answers should consider the effects of Thucydides' writing on our understanding of conflict during this period. They might note the sometimes one-sided and selective nature of his narrative, and use epigraphical</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'how reliable Thucydides is', the nature of the sources and the specific issue of our view of conflict during this period.</p>	<p>AO2 = 30</p> <table border="0"> <tr> <td>Level 5</td> <td>26-30</td> </tr> <tr> <td>Level 4</td> <td>20-25</td> </tr> <tr> <td>Level 3</td> <td>14-19</td> </tr> <tr> <td>Level 2</td> <td>6-13</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
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	Indicative Content		Content	Levels of Response
	<p>and other evidence to argue that his presentation of the relationship between Athens and her allies is not necessarily accurate (for example in the case of the Megarian Decree). Aristophanes and Plutarch would both be helpful sources to help support such an analysis. Given the open nature of the question, candidates may choose to focus on different elements of conflict during this period: the causes, effects or how the conflict proceeded. The analysis should reflect the chosen area.</p>		<p>Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about what and how much is known about conflict in this period, and the nature of the sources on this topic; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. <p>Credit understanding and awareness of Thucydides' exile from Athens.</p>	
8	<p>AO1 Answers should show a detailed knowledge of the effects of conflict on Athens and other states in this period. The sources used should include at least some of the following: Thucydides, Aristophanes, Plutarch, Xenophon, epigraphical evidence and archaeological evidence from Athens (supported by Pausanias). Evidence which might be included is:</p> <ul style="list-style-type: none"> • The development of Athens as a leader in Greek politics, with the growth of the Delian league and Athenian empire, and the effects of this on Athenian society and other states; • The annual campaigns undertaken by the Spartans against Attica and their effects on the 'economy' in Athens, including driving Athenians off their land, as shown by Aristophanes' <i>Acharnians</i> and Thucydides; • The economic and social effects of the plague in Athens, including lack of support for Pericles in 430 BC (2.59ff); 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['Conflict ruined Athens, but had much less effect on other states.' To what extent do the sources support this view?]</p> <p>answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about what the sources tell us about how conflict undermined both Athens and other states; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides and Xenophon, as well as other sources, such as Aristophanes; 	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<ul style="list-style-type: none"> • Pericles' vision for Athens in the Funeral Oration, and the context within which it is delivered, including discussion of Athens' openness, her festivals and her democratic constitution; • The changing nature of debate in the Athenian assembly and with their allies, including the Mytilene Debate and its aftermath and the Melian Debate; • The debate about the Sicilian Expedition, and the roles of Nicias and Alcibiades in this expedition and its outcome; • The discussion by Thucydides on the nature of leadership in Athens after the death of Pericles (2.65); • Archaeological evidence for the effects of conflict on Athens – e.g. incomplete buildings on the Acropolis; • Changes in government in Athens in the latter stages of the Peloponnesian War, with the removal of democracy and the role of Sparta in governing Athens; • Evidence for reduction in the amounts of tribute paid to Athens, and epigraphic evidence for developments in this area; • The 'Allied Congress' at Sparta in 432, and the description of both Athenians and Spartans by the Corinthians: economic arguments for the conflict; • Events at Pylos in 425BC, and their effect on the Spartan economy; • Details of Sparta's relationship with her allies, such as Corinth, Megara and Syracuse, and the economic consequences of conflict (as given in Thucydides I and VI-VII); 			

Question	Answer	Marks	Guidance											
	Indicative Content		Content	Levels of Response										
	<ul style="list-style-type: none"> • the decline in Spartiates/use of helots; • Xenophon on the decline in morality and leadership (<i>Spartan Constitution</i>, 14); • the end of consensus in Athens on democracy and Empire; • Aristophanes' views on leadership; • The Arginusae trial. <p>AO2 Answers should focus on the question of whether the conflict ruined Athens more than other states. Much of the evidence is Athenian, and therefore the picture for Athenian society is more comprehensive. Candidates may wish to argue that we have a clear picture of the situation in Athens, whilst that in Sparta and other states is less certain. They should also look at the nature of the sources, and evaluate Thucydides, Aristophanes and Xenophon carefully, as well as any other sources which they might choose to use.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the effects of conflict on Athens and other states respectively. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about what and how much is known about the effects of conflict on Athens and other states, and the nature of the sources on this topic; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <table border="0"> <tr> <td>Level 5</td> <td>26-30</td> </tr> <tr> <td>Level 4</td> <td>20-25</td> </tr> <tr> <td>Level 3</td> <td>14-19</td> </tr> <tr> <td>Level 2</td> <td>6-13</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
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Level 1	0 – 5													
9	<p>A01 Candidates should include in their answers specific factual details on Socrates and his effect on Athenian society. They may wish to focus on particular areas such as Socrates' philosophical techniques or his religious beliefs, or deal more generally with his character, but they should clearly recall the charges made against him and their outcome. Any approach which is based on a clear knowledge of Socrates</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question [To what extent do the sources help us to understand whether Socrates posed a threat to Athenian society?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence for Socrates and his effect on Athenian society; 	<p>AO1 = 20</p> <table border="0"> <tr> <td>Level 5</td> <td>18-20</td> </tr> <tr> <td>Level 4</td> <td>14-17</td> </tr> <tr> <td>Level 3</td> <td>9-13</td> </tr> <tr> <td>Level 2</td> <td>5-8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table>	Level 5	18-20	Level 4	14-17	Level 3	9-13	Level 2	5-8	Level 1	0 – 4
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Question	Answer	Marks	Guidance									
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	<p>should be accepted by examiners. Areas for consideration might include:</p> <ul style="list-style-type: none"> - The charges laid against Socrates as described in the <i>Apologies</i> of Plato and Xenophon; - Socrates' philosophical mission and the use of the <i>Elenchus</i> as described in Plato's <i>Apology</i> and exemplified in dialogues such as the <i>Euthyphro</i> and the <i>Meno</i>, and the potential 'upset' which such a challenging system might have caused; - Socrates' political views as outlined in Plato's <i>Republic</i>, and their reception in the democratic world of Athens; - Socrates as portrayed in the <i>Clouds</i> – his questioning of the meaning of words, and the issue of the 'conflict of generations'; - Socrates' relations with Alcibiades and Critias as portrayed in the Platonic dialogues of these names; - Socrates behaviour both in public and private, including his religious activities, as portrayed by Xenophon; - the nature and context of the prosecution in 399BC; - Socrates' behaviour at his trial as recorded by both Plato and Xenophon; - Relevant factual details on the sources (mainly Plato, Xenophon and Aristophanes) should also be rewarded, in as far as they help in assessing the reliability of the picture. <p>AO2 Answers should focus on whether Socrates' beliefs and activities posed a threat to Athenian society. To this end they might focus on his political or religious views or deal with both. They should also look at the Athenians'</p>		<ul style="list-style-type: none"> - Detailed knowledge of the period - Partial coverage for level 3; - Detailed knowledge of the relevant sections of Aristophanes, Plato and Xenophon. <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', and the nature of the threat to Athenian society which may or</p>	<p>AO2 = 30</p> <table border="0"> <tr> <td>Level 5</td> <td>26-30</td> </tr> <tr> <td>Level 4</td> <td>20-25</td> </tr> <tr> <td>Level 3</td> <td>14-19</td> </tr> <tr> <td>Level 2</td> <td>6-13</td> </tr> </table>	Level 5	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13
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Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>own views of Socrates, and take into account the fact that he was convicted and found guilty. They should also analyse the nature of the sources, noting that both Plato and Xenophon were keen to defend their teacher, against the charges which had been made against him.</p>		<p>may not have been posed by Socrates. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about Socrates and his effects on Athenian society; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>Level 1 0 – 5</p>
10	<p>AO1 Details of Athenian religious belief and activity should be given. This might include some discussion of the key festivals or a more home focussed approach, considering the role of religion within the home. Both approaches should be rewarded. Examples which might be effectively used include:</p> <ul style="list-style-type: none"> • The role of festivals in Athenian society as outlined by Thucydides in the Funeral Oration (2.38) and in the <i>Old Oligarch</i>; • The different festivals in Athens, such as the Panathenaea, the Great Dionysia and the rural Dionysia; • The mystery religions, including the Eleusinian Mysteries; • The roles and significance of key sanctuaries within Attica, including the Acropolis in Athens, Sounion and Brauron; • The depiction of religious ceremonies on pots, including the role of women in religion; • The nature of the sculpture on the Parthenon, and 	20	<p>Marking grids to be used for response to the specific question. In response to the question [How far do the sources help us to understand the significance of religion in the lives of Athenians?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge about Athenian religion and the significance which it may have had in the lives of individual Athenians; - Knowledge of relevant literary sources, in particular Euripides, Xenophon, Plato and archaeological evidence; - Partial coverage for level 3. 	<p>AO1 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>the involvement of the population in the Great Panathenaea;</p> <ul style="list-style-type: none"> • Women's religious festivals, in particular the Thesmophoria, as outlined in Aristophanes' Thesmophoriazousae; • The worship of Athena as the patron deity of Athens; • Religious scepticism at this time, as shown by Thucydides and Socrates; • The presentation of the gods in Euripides, such as Aphrodite in Hippolytus, and Sophocles' Oedipus; • The charges brought against Anaxagoras and Socrates and their significance; • The development of temples throughout Athens, and their strategic placing (e.g. the Hephaeston); • The influence of oracles (such as in Sophocles, Oedipus). <p>AO2 Answers should consider the significance of religion in the lives of individual Athenians, and how far it is possible to assess this. They may look at the public celebrations of religion, such as on the Acropolis, and then question whether or not such celebrations would have had an effect on the lives of individuals. They might also consider differing views of the gods presented in the sources, and the tension between traditional religious belief and the scepticism apparent in the many of the sources. Candidates might also consider the difference between personal religious experience as exemplified by both the Eleusinian Mysteries and Socrates' <i>daimonion</i> and the practice of 'state' religion. They might also consider the</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'how far', the nature of the sources and the specific issue of the significance of religion in the lives of individual Athenians. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the significance of religion in the lives of individual Athenians; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	
	significance of the charges brought against Anaxagoras and Socrates, and use these to suggest that religion was of great significance to individual Athenians.		outlined above.	
11	<p>AO1</p> <p>Answers should include detail of the dramatic festivals and a range of the plays performed at them. Candidates are free to consider whichever plays or festivals they choose, but they should focus on the plays as an element of the festivals. Festivals might include the Great Dionysia, Country Dionysia and the Lenaea, whilst the plays chosen could be any from this period. The examples which follow are given by way of illustration:</p> <ul style="list-style-type: none"> - Thucydides' account of Pericles' Funeral Oration, with its treatment of festivals and 'leisure' at 2.38; - The Great Dionysia including the bringing of the tribute, the presentation of orphans - evidence from Isocrates and any tragedies which the candidate chooses to use as supporting evidence for the nature of drama; - The Lenaea as an Athenian only festival with evidence from Aristophanes' <i>Acharnians</i>; - Sophocles' <i>Antigone</i> and the debate about the role of the individual ruler and the laws of the gods; - Sophocles' <i>Oedipus</i> and the questioning of values in Athenian society; - The role of the gods in Euripides – <i>Hippolytus</i>, <i>Bacchae</i>; - The relationship between events in Melos and the <i>Trojan Women</i> of Euripides; - Euripides' <i>Medea</i> and the idea of the Barbarian in Athenian thought, as well as the depiction of women in the play; 	20	<p>Marking grids to be used for response to the specific question. In response to the question [To what extent did dramatic festivals offer the population of Athens opportunities to celebrate their values and identity?]</p> <p>answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about dramatic festivals in Athens and their effects on the people of Athens; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant archaeological and literary sources; 	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

Question	Answer	Marks	Guidance											
	Indicative Content		Content	Levels of Response										
	<ul style="list-style-type: none"> - Aristophanes' depiction of contemporary figures (in particular Cleon) and the role of debate within Athenian politics; - The depiction of the Athenian Assembly in Aristophanes <i>Acharnians</i> and the law-courts in the <i>Wasps</i>; - Aristophanes' treatment of Socrates as a sophist and the effects of the sophists on Athenian society. <p>AO2 Answers should focus on the idea of 'to what extent', and look carefully at whether the dramatic festivals offered the population opportunities to celebrate their values and identity. Within this question, candidates might choose to look more closely at different elements. They might question the nature of the sources, and look carefully at the idea of the values and identity. They might also consider whether all sections of Athenian society are accounted for in this analysis, or whether metics and slaves might have had a different view from the citizens whose views are presented in the plays. They might also consider whether the festivals as competitions, held in honour of a deity provided as much freedom as might appear to be the case. They could also consider the restrictions on authors choosing to write either a tragedy or a comedy.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the opportunities provided by dramatic festivals for the people of Athens. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the dramatic festivals and the opportunities which they provided; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <table border="0"> <tr> <td>Level 5</td> <td>26-30</td> </tr> <tr> <td>Level 4</td> <td>20-25</td> </tr> <tr> <td>Level 3</td> <td>14-19</td> </tr> <tr> <td>Level 2</td> <td>6-13</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
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Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
12	<p>AO1</p> <p>Answers should include factual detail about the buildings built during this period in Athens and the surrounding territory. Candidates should also show some understanding of the political and military situation in Athens at the time, and may also choose to consider Athenian religion. Details which are relevant might include:</p> <ul style="list-style-type: none"> • Use of money from the Delian League/Athenian Empire, and its connection with the victory in the Persian Wars (including the debate on whether this was appropriate, as reported by Plutarch, <i>Pericles</i>), and the question of patronage, in relation to Pericles in particular; • The nature of Athenian democracy and the role of Pericles in the development of the buildings (particularly with reference to Plutarch's account in his <i>Life of Pericles</i>); • The role of the gods in Athenian society, and in particular Athena as the patron goddess of Athens; • Relations between Athens and Persia (in relation to Athena Nike in particular) and the rest of the Greek world (in relation to the programme stopping); • The idea of the Athenians being superior to others, and how this is reflected in the <i>metopes</i> of the Parthenon; • Details of the Parthenon sculptures; • Details of the other buildings on the Acropolis, including the Erechtheion (use of space), Athena Nike and Propylaea; • Buildings in other parts of Athens, in particular 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['We cannot fully appreciate the buildings of this period without a thorough knowledge of the context in which they were built.' How far do you agree with this view?]</p> <p>answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the buildings and their political context; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of relevant sources which might include the buildings themselves (Parthenon, Athena Nike, Erechtheion, Hephaisteon, Sounion), Thucydides, Plato, Euripides and Aristophanes, as well as Plutarch. <p>Candidates who argue that the context in which the buildings were built is irrelevant to their appreciation of the buildings will need to support their arguments with appropriate detail, and justify their arguments effectively.</p>	<p>AO1 = 20</p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>the Hephaesteion and the developments in the agora;</p> <ul style="list-style-type: none"> Buildings outside Athens, including Sounion and the developments in other parts of Attica. <p>AO2 Answers should look carefully at how our understanding of the buildings and their sculptures is dependent on our knowledge of the context within which they were built. Responses may take a range of approaches, with a focus on the political, religious or social aspects of the building programme. Each should be rewarded in line with the marking grids, but it is not expected that all angles will be covered. Candidates may also choose to question how far we can understand both the buildings and the evidence which is presented about their context. This should also be rewarded in line with the marking grids. Responses may be sharply focused on our understanding of the sculptural decoration of the Parthenon in particular (e.g. Centaurs and Lapiths/barbarism and civilisation; the birth of Athena and the contest between Poseidon and Athena for Athens), but stronger answers will look more widely at the buildings and the context within which they were built.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question ‘how far’, and the idea that the context is all important to understanding the buildings. Answers should include:</p> <ul style="list-style-type: none"> A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand these buildings in their context; Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

APPENDIX 1: A2 Ancient History marking Grids

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
Level 5	18–20	26–30
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used.
Level 4	14–17	20–25
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used.
Level 3	9–13	14–19
	<ul style="list-style-type: none"> • A range of basic factual knowledge; • Partially relevant to the question • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used.
Level 2	5–8	6–13
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.
Level 1	0–4	0–5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • Little or no interpretation or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary.

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