



**GCE**

**Ancient History**

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

Advanced Subsidiary 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
BP	Blank Page
	Highlight
EVAL	Evaluation
KU	Knowledge and Understanding
^	Omission
CONT	Context
SEEN	Noted
A1	AO1
A2	AO2
A3	AO3

<b>Question 1</b>		To what extent did Persian intentions towards the Greeks change during the 480s BC? <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.	
Level	Marks	<b>Level descriptor</b>	
Level 5	9-10	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	
Level 4	7-8	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>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)</li> </ul>	

Level	Marks	Level descriptor	Indicative content
Level 2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>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)</li> </ul>	
Level 1	1-2	<ul style="list-style-type: none"> <li>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</li> <li>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)</li> </ul>	
	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 far were Greek states prepared for the outbreak of war in 431 BC? <b>[20 Marks]</b>		
<b>Assessment Objectives</b>		<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> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>		
<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.		
Level	Marks	<b>Level descriptor</b>		<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>		<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Information from the passage provided on the question paper showing how the states were prepared in 431 BC:</p> <ul style="list-style-type: none"> <li>The ill-treatment of allies such as Corcyra and Potidaea in the 430s. There could be further discussion of the role of Corinth here, and also the situation of Megara.</li> <li>The resources of Athens for warfare, particularly ships and money. There is scope for a contrast between the position of Athens with her imperial resources and Sparta's situation as leader of the Peloponnesian league which did not have the centralised resources ready for use, particularly significant for naval warfare, where there was a capital cost (for ships) and a running cost (for paying rowers).</li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>		

Level 3	9-12	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>The importance of 'good allies' to the Spartans. The earlier debate with Peloponnesian league allies had highlighted how fraught the situation was for states such as Potidaea, Megara and Corinth, and the risk that this could lead to a regrouping away from Sparta, perhaps around Argos.</li> <li>The refusal of 'law-suits and words', which implies rejection of arbitration in the Thirty Years' Peace. The Spartan distrust of wordy argument.</li> <li>The importance of the Spartan army. This was the driving force behind the Peloponnesian league.</li> <li>The emotional appeal to aggression. Sthenelaidas' words were designed to appeal to the emotions of the Spartans in the Assembly.</li> </ul> <p>Details from other sources showing the state of both alliances such as: The close control of the Athenian allies as shown by events at Samos (Plutarch 28) and Potidaea (Thuc. 1-56-8). Candidates may also use Aristotle 1284a38 (on Samos, Khios and Lesbos). Athenian financial resources, as recorded in Diodorus 12.38 and Thuc. 2.13. Athenian naval resources, especially after the alliance with Corcyra (Thuc. 1.33). Terms of the alliance (Thuc. 1. 44). The dispute with Megara that led to the Megarian decree (Thuc. 1.139-40). There is also the comic version in Aristophanes <i>Acharnians</i> 524-39, and alternative versions in Plutarch <i>Pericles</i> 30-31.</p>
Level 2	5-8	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<p>Details from other sources showing the state of both alliances such as: The close control of the Athenian allies as shown by events at Samos (Plutarch 28) and Potidaea (Thuc. 1-56-8). Candidates may also use Aristotle 1284a38 (on Samos, Khios and Lesbos). Athenian financial resources, as recorded in Diodorus 12.38 and Thuc. 2.13. Athenian naval resources, especially after the alliance with Corcyra (Thuc. 1.33). Terms of the alliance (Thuc. 1. 44). The dispute with Megara that led to the Megarian decree (Thuc. 1.139-40). There is also the comic version in Aristophanes <i>Acharnians</i> 524-39, and alternative versions in Plutarch <i>Pericles</i> 30-31.</p>
Level 1	1-4	<ul style="list-style-type: none"> <li>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)</li> </ul>	<p>Details from other sources showing the state of both alliances such as: The close control of the Athenian allies as shown by events at Samos (Plutarch 28) and Potidaea (Thuc. 1-56-8). Candidates may also use Aristotle 1284a38 (on Samos, Khios and Lesbos). Athenian financial resources, as recorded in Diodorus 12.38 and Thuc. 2.13. Athenian naval resources, especially after the alliance with Corcyra (Thuc. 1.33). Terms of the alliance (Thuc. 1. 44). The dispute with Megara that led to the Megarian decree (Thuc. 1.139-40). There is also the comic version in Aristophanes <i>Acharnians</i> 524-39, and alternative versions in Plutarch <i>Pericles</i> 30-31.</p>

		<ul style="list-style-type: none"><li>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</li></ul>	The active role of Corinth in the period before the outbreak of war (Thuc. 1.35; 1.60 (Potidaea)); but her claim to have prevented Spartan intervention at Samos (Thuc. 1.41). Her involvement in the allied congress at Sparta (Thuc. 1. 121-22). The debate at Sparta with speeches by the Corinthians (Thuc. 1. 66-9) and some Athenians (Thuc. 1. 75-77)
	0	No response or no response worthy of credit.	

<b>Question 3</b>		To what extent did relationships between Athens and members of the Delian League change during this period after 479 BC? <b>[30 Marks]</b>	
<b>Assessment Objectives</b>		<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> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<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.	
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should be able to set out the origins of the Delian League in the immediate aftermath of the Persian Wars, and then be able to critically assess the evidence provided by Thucydides for the period between the wars and then during the Peloponnesian war itself. The question expects a broad coverage within the period (479-404 BC), so candidates should select a range of relevant examples and be alert to the patchiness of our evidence and the continuing support of many Greek states down to the final stages of the Peloponnesian War. Candidates should discuss some specific examples and consider the significance of factions within Greek states (e.g. Samos in 440 BC).</p>

Level 4	19-24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Answers are likely to include information on some of the following:</p> <ul style="list-style-type: none"> <li>The attempted revolt of Naxos (Thuc. 1. 98-9).</li> <li>The continuing war against Persia: e.g. Eurymedon (Thuc 1. 100), revolt of Egypt (Thuc. 1. 104, 109-10, 112), the campaign in Cyprus (Thuc. 1 112).</li> <li>The suppression of the revolt of Thasos (Thuc. 1 100).</li> <li>The events leading up to the Thirty Years' Peace (Thuc. 1 114-5).</li> <li>The revolt of Samos (Thuc. 1.115-117).</li> <li>Thucydides' view of Greek sentiment at the start of the war (2. 8).</li> <li>Pericles' assessment of Athens' position, as presented by Thucydides (2. 13 &amp; 63).</li> <li>Thucydides' assessment of the successors to Pericles (2. 65).</li> </ul>
Level 3	13-18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<ul style="list-style-type: none"> <li>Brasidas' expedition to Thrace (Thuc. 4. 80-81, 108; Aristophanes <i>Peace</i> 639-648)</li> <li>The Peace of Nicias (Thuc. 5. 14-18).</li> <li>Allied involvement against Sicily (Thuc. 6. 31).</li> <li>The impact of the Sicilian disaster (Thuc. 8. 2).</li> <li>The revolt of Chios (Thuc. 8.6, 9, 17)</li> <li>The Chians and other cities negotiate with Sparta over the return of Lysander (Xen. 2.1.7-14).</li> <li>The Chalkis and Thoudippos decrees and the contexts for them.</li> </ul> <p>Analysis of sources might focus on:</p> <ul style="list-style-type: none"> <li>assessment of the agendas and contexts of Greek sources.</li> <li>limitations of evidence in Thucydides for 479-431 BC and reliance on later authors for the period; the differences in their information and viewpoints.</li> </ul>

Level 2	7-12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> <li>the lack of information after 411 BC compared with earlier.</li> <li>Issues with epigraphical evidence such as completeness, knowledge of circumstances of composition and date.</li> </ul>
Level 1	1-6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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.</li> </ul>	

		(AO1) <i>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.</i>	
	0	No response or no response worthy of credit.	

<b>Question 4</b>		'The consequences of the Sicilian Expedition for Athens and Sparta made Athens' defeat in the Peloponnesian War inevitable.' How far do you agree with this view? <b>[30 Marks]</b>	
<b>Assessment Objectives</b>		<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> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<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.	
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at the impact of the Sicilian disaster on Athens' financial reserves and ability to mobilise forces, including her allies. They may also consider growing Spartan confidence after the fortification of Decelea and the weakening of Athens' ability to prosecute the war by sea. There is also scope to consider attempts by both sides to negotiate an effective alliance with the Persians to enable greater freedom in the deployment of naval power. Candidates may also discuss the impact on Athenian democracy and the impact on her relationship with her allies, and the opportunities both sides had to achieve either a cessation of fighting or outright victory, especially after Arginousae. They may also</p>

Level 4	19-24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>consider whether the final defeat at Aegospotami was inevitable after the events of 415-3, or was down to the incompetence of the Athenian leadership.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>The immediate impact on Athens when the news reached home (Thuc. 8.2: credit also use of Thuc. 8.1).</li> <li>Spartan attempts to negotiate with Persia (Thuc. 8. 6)</li> <li>The revolt of Chios (Thuc. 8.6, 9, 17)</li> <li>Attempts by Athens to shore up relationships with Aegean states (Thuc. 8. 17)</li> <li>Spartan alliances with Persia (Thuc. 8. 18, 37)</li> <li>Persian support for the Spartan fleet (Thuc. 8. 29, 87).</li> <li>The arrival of Cyrus and his negotiations with both sides (Xen. 1.4.1-7).</li> <li>The arrival of Lysander (Xen. 1.5.1-3).</li> <li>The Chians and other cities negotiate with Sparta over the return of Lysander (Xen. 2.1.7-14).</li> <li>Cyrus' relationship with Lysander (Xen. 2.1.7-14)</li> <li>The Battle of Aegospotami (Xen. 2.1.20-32)</li> </ul>
Level 3	13-18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>the methodology, agendas and contexts of the Greek and Persian sources and how these affect the value of the information.</li> <li>the limitation of the evidence for Persian kings and their aims, strengths and abilities mostly from a Greek viewpoint.</li> <li>the limitations of the evidence for the events and issues of the period in Thucydides and Xenophon and reliance on later authors which emphasise individuals and their abilities.</li> </ul>

Level 2	7-12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> <li>problems of evidence for internal Spartan politics and individuals, and the lack of Spartan material.</li> </ul>
Level 1	1-6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	

		<ul style="list-style-type: none"><li>• 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) <i>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.</i></li></ul>	
	0	No response or no response worthy of credit.	

**AS Ancient History Marks Weighting Overview**

<b>Question 1</b>	AO1 (5)	AO2 (5)	
<b>Question 2</b>	AO3 (15)	AO1 (5)	
<b>Question 3/4</b>	AO3 (15)	AO2 (10)	AO1 (5)

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Assessment

