



**GCE**

**Classics: Classical Civilisation**

Unit **F385: Greek Historians**

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations and abbreviations

Annotation	Meaning of annotation
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	S	error of spelling
	E	error of grammar, punctuation or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	H Wavy Line	to draw attention to something
	Highlight	as directed by PE
	REL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase

## 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 points in the mark scheme are indicative content and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

## ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

### **AO1 50% Demonstrate Knowledge and Understanding**

- recall and deploy relevant knowledge and understanding of literary, cultural, material, historical sources or linguistic forms in their appropriate contexts.

### **AO2 50% Analysis, Evaluation and Presentation**

- AO2(a)analyse, evaluate, and respond to Classical sources (literary, cultural, material historical or linguistic) as appropriate;
- AO2(b)select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. You are required to identify a candidate's performance under each assessment objective and award marks accordingly.

### **Marking Scripts:**

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The points in the mark scheme are indicative content only and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

**QUERIES ON UNEXPECTED ANSWERS?** Consult your Principal Examiner or your Team Leader.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

### **Using annotations**

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

**Ticks:** these are the simplest, quickest and most efficient means for examiners to convey approval to Team Leaders/Principal Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

**DO USE** ticks to draw attention to anything worthy of credit [even single words].

**DO NOT USE** ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

**Highlighting:** use highlighting as directed by your Principal Examiner/Team Leader.

#### QUALITY OF WRITTEN COMMUNICATION

- There are no separate weightings for AO2(a) and AO2(b).
- QCA guidelines stipulate that all three strands of Quality of Written Communication must be explicitly addressed. For further information, see the specification grids.
- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your team leader.

Question	Answer	Marks	Guidance											
			Content	Levels of Response										
1a	<p><b>Briefly describe the events from the outbreak of the Peloponnesian War in Book Two to the start of this passage.</b></p> <p><b>Answers may include:</b></p> <ul style="list-style-type: none"> <li>• The Thebans attempt to take over Plataea.</li> <li>• The Athenians and Spartans put themselves on a war footing and enlist their allies.</li> <li>• Thucydides describes the development of the 'Archidamian campaign'.</li> <li>• Pericles' plans for war are set out.</li> <li>• He gives details of Athenian financial and military position.</li> <li>• He describes the situation in Athens when everyone came inside the walls.</li> <li>• Archidamus leads a siege of Oenoe, then invades Attica.</li> </ul>	[10]		<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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1b	<p><b>In what ways is this passage typical of Thucydides' style of writing? In your answer, you should include discussion of what he says and how he says it.</b></p> <p>Candidates may comment on:</p> <ul style="list-style-type: none"> <li>the focus on and justification of Pericles, who plays the key role at the start;</li> <li>an explanation of his motives in purely human terms, without any focus on religion;</li> <li>inclusion of detailed points, even minor details, in the description of the Athenian cavalry engagement with Thessalian support against the Boeotians;</li> <li>lists of named leaders and participants, showing intricate detail and specific own knowledge/ access to sources (names of individuals are important);</li> <li>in the final paragraph there are more key details and names, including specific locations and numbers.</li> </ul> <p>Generally, the narrative style is matter-of-fact, with little extraneous colour.</p>	20	<p><b>Candidates may note points about this passage which are not typical of Thucydides' style – in particular, the absence of speeches.</b></p>	<p><b>AO1 = 10</b></p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p><b>AO2 = 10</b></p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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1c	<p><b>'In Thucydides' opinion, Pericles could do no wrong.' How far do you think that Thucydides' portrayal of Pericles is completely biased? In your answer, you should make use of this passage and the books of Thucydides which you have studied.</b></p> <p>In the passage:</p> <ul style="list-style-type: none"> <li>his perceptive and intuitive attitude towards the Athenians, with evident sympathy from Thucydides in the narrative;</li> <li>his willingness to manipulate the Athenian political system, without adverse comment from Thucydides;</li> <li>his activity and attention to detail.</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>Pericles is depicted as controlling and confident in the debate with the Spartans.</li> <li>He is measured and statesmanlike in the 'Funeral Oration'.</li> <li>He sets out his policy for conducting the war.</li> </ul> <p>Thucydides is not critical, and does not pass comment on this, but the events he describes are not positive, and he states them bluntly. However, he does compare the regime and policies of Pericles favourably when comparing him to his successors.</p>	[25]		<p><b>AO1 = 10</b></p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p><b>AO2 = 15</b></p> <table> <tr><td>Level 5</td><td>14 – 15</td></tr> <tr><td>Level 4</td><td>10 – 13</td></tr> <tr><td>Level 3</td><td>6 – 9</td></tr> <tr><td>Level 2</td><td>3 – 5</td></tr> <tr><td>Level 1</td><td>0 – 2</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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2a	<p><b>Briefly describe what Plutarch has told us about Themistocles before this passage begins.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• The <i>Life of Themistocles</i> opens with a summary of his family and the controversy over his mother.</li> <li>• details on his childhood;</li> <li>• his early ambition to play a part in great events and to become an accomplished speaker;</li> <li>• his intention to make a great fortune for himself;</li> <li>• his military suggestions are discussed;</li> <li>• his persuasion of the Athenians to spend the Laurium silver on ships;</li> <li>• He is seen as a wise general.</li> <li>• After the Spartan defeat by the Persians, his policy of evacuating Athens is described.</li> </ul>	[10]		<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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2b	<p><b>In what ways does this passage illustrate Plutarch's interest in the details of the stories he tells? In your answer, you should include discussion of what he says and how he says it.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Relations between Aristides and Themistocles – given as explanatory background – ostracism at an earlier time;</li> <li>• Themistocles' view of Aristides as a 'frank and able character at all times' – which might suggest that a no-holds-barred discussion is to follow, though it doesn't;</li> <li>• inclusion of emotional states of the characters, 'he especially admired his coming at this moment' – this stresses the context <i>and</i> gives us an insight into the character of Themistocles;</li> <li>• the appeal to Aristides – who is then taken into Themistocles' confidence.</li> <li>• The negotiation between Aristides and Themistocles stresses their characters and psychological states.</li> <li>• Aristides' actions are described in very specific detail. There is further specific detail about the trireme which has defected from the Persian side.</li> <li>• In the description of Xerxes preparing to watch the battle, the interest in</li> </ul>	[20]	<p><b>Credit candidates who note the lack of background detail.</b></p>	<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p><b>AO2 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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	<p>topographic detail and the reference to two sources on it who offer conflicting information display a keen interest in minutiae. However, there is no topographic detail apart from 'on some high ground.'</p> <ul style="list-style-type: none"><li>• There are key details in this section too, 'golden throne' and Xerxes' 'crowd of secretaries'.</li></ul>			

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2c	<p><b>Using this passage as a starting point, discuss how effectively Plutarch portrays the importance of Themistocles in the Greek victory over the Persians at Salamis.</b></p> <p>Passage:</p> <ul style="list-style-type: none"> <li>• Themistocles' respect and admiration for Aristides;</li> <li>• His careful planning, 'the secret of the scheme he was carrying on with Sicinnus';</li> <li>• 'appealed to Aristides', and flattery expressed by Plutarch;</li> <li>• credit given by Aristides, who tries to persuade the other Greeks.</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>• His policy of using the silver mines at Laurium to construct the fleet – against Aegina, not Persia, and a focus on naval warfare against land-based forces ;</li> <li>• His bribery of Epicydes, whom he feared would give in to Persian threats ;</li> <li>• His policy of making sure that the navy was fully prepared for battle, but giving way to popular enthusiasm and temporarily supporting the Spartans at the vale of Tempe;</li> <li>• Persuading the Athenians to accept Spartan hegemony;</li> </ul>	[25]	<p><b>'How effectively'</b> may be discussed from a structural point of view (i.e. Plutarch is very selective in the details he gives) – some points made are not given much context;</p> <p>Conversely, his focus on the activity of Themistocles, rather than including other detail, places his main character centre stage;</p>	<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p><b>AO2 = 15</b></p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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	<ul style="list-style-type: none"><li>• Use of bribes to get opponents on side;</li><li>• Persuades the Athenians with 'oracles and signs from heaven';</li><li>• His interpretation of the 'wooden walls' oracle and the evacuation of Athenians to Troezen;</li><li>• his 'trick' pretending to search for the Gorgon's head and confiscating large sums of money which some Athenians were trying to smuggle out;</li><li>• rescinding the ostracism decisions in order to unite Athenian political views ;</li><li>• Opposition to Eurybiades and others who wished to sail for the Isthmus, not stay at Salamis.</li></ul>			

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3	<p><b>'It is the digressions that make Herodotus' <i>The Histories</i> so interesting to read. How far do you agree with this opinion? In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>consider a range of different stories from <i>The Histories</i>;</b></li> <li><b>include a discussion of other features which make <i>The Histories</i> interesting to read;</b></li> <li><b>use evidence from Herodotus' <i>The Histories</i>.</b></li> </ul> <p>There are a number of sections of the prescribed text which candidates might regard as digressions, such as:</p> <ul style="list-style-type: none"> <li>• Io;</li> <li>• Numerous asides in the story of Cyrus, e.g. Arion;</li> <li>• Pisistratus and Athens – possibly seen as background context;</li> <li>• Sparta – this also may be regarded as context;</li> <li>• The story of the Alcamedonidae</li> <li>• The trial of the Suitors.</li> </ul> <p>Episodes such as the descriptions of the bodyguard of Xerxes, the review of the forces at his disposal, or the ethnography of the Peloponnesian form contextual material but may be regarded as digressions.</p> <p>Candidates need to deal with the digressions, and analyse how interesting they are to read.</p>	[45]	<p>Credit discussions which include other features which may make Herodotus' work interesting to read.</p>	<p><b>AO1 = 20</b></p> <table> <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><b>AO2 = 25</b></p> <table> <tr> <td>Level 5</td> <td>22-25</td> </tr> <tr> <td>Level 4</td> <td>17-21</td> </tr> <tr> <td>Level 3</td> <td>12-16</td> </tr> <tr> <td>Level 2</td> <td>6-11</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	22-25	Level 4	17-21	Level 3	12-16	Level 2	6-11	Level 1	0-5
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4	<p><b>'Plutarch is at his best when analysing how his characters think and act.' How far do you agree with this statement?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>consider how he presents the thoughts and actions of Themistocles and Pericles;</b></li> <li><b>include an analysis of other aspects of his writing;</b></li> <li><b>use evidence from Plutarch's <i>Life of Themistocles</i> and <i>Life of Pericles</i>.</b></li> </ul> <p>Answers may include <i>Life of Themistocles</i></p> <ul style="list-style-type: none"> <li>His ambition and use of money to get rivals 'on side' (e.g. Epicydes, Architeles);</li> <li>His actions in preparing Athens for naval conflict;</li> <li>Relations at various times with Aristides;</li> <li>His 'trick' at Salamis with Sicinnus;</li> <li>His leadership at Salamis;</li> <li>His extortion of money from the allies;</li> <li>His exploitation of the situation created by Pausanias.</li> </ul> <p>Against the proposition are episodes in the <i>Life of Themistocles</i> such as:</p> <ul style="list-style-type: none"> <li>His family background and childhood;</li> <li>other people's opinion of him;</li> <li>details about his tomb at Magnesia.</li> </ul>	[45]	<p>Reward supported and illustrated discussion of the general aim of Plutarch in writing biography rather than straightforward narrative history.</p> <p>Credit answers which compare and contrast the two texts – it is possible to argue that there is much more authorial comment from Plutarch and more obvious drawing of conclusions about character, in the <i>Life of Pericles</i> than in the <i>Life of Themistocles</i>.</p>	<p><b>AO1 = 20</b></p> <table> <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><b>AO2 = 25</b></p> <table> <tr> <td>Level 5</td> <td>22-25</td> </tr> <tr> <td>Level 4</td> <td>17-21</td> </tr> <tr> <td>Level 3</td> <td>12-16</td> </tr> <tr> <td>Level 2</td> <td>6-11</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	22-25	Level 4	17-21	Level 3	12-16	Level 2	6-11	Level 1	0-5
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	<p><b><i>Life of Pericles</i></b></p> <ul style="list-style-type: none"> <li>• early steps in Athenian politics;</li> <li>• his powers of persuasion developed;</li> <li>• his rivalry with the 'aristocratic party';</li> <li>• the building programme and his threat to name it after him if he did not get agreement to it;</li> <li>• military expansion and control of the allies;</li> <li>• he catches the plague;</li> <li>• Plutarch's concluding comments on him.</li> </ul> <p>Other notable sections which might be referred to are:</p> <ul style="list-style-type: none"> <li>• the lyrical and philosophical introduction to the <i>Life</i>;</li> <li>• his early training;</li> <li>• his association with Anaxagoras;</li> <li>• the events in the Peloponnesian War;</li> <li>• Aspasia and Samos.</li> </ul>			

Question	Answer	Marks	Guidance																					
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5	<p>Which of the three Greek historians you have read do you think explains historical events most effectively?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> <li>• consider a range of historical events presented by Herodotus, Thucydides and Plutarch;</li> <li>• include a discussion of how well each writer explains these events;</li> <li>• use evidence from all three writers.</li> </ul> <p>Answers might include:</p> <p><b>Herodotus</b></p> <ul style="list-style-type: none"> <li>• Curiosity about peoples and events;</li> <li>• origins of the conflict between the Greeks and the Persians;</li> <li>• use of mythology;</li> <li>• influence of the supernatural;</li> <li>• influence of individuals.</li> </ul> <p><b>Thucydides</b></p> <ul style="list-style-type: none"> <li>• Rational and detailed accounts;</li> <li>• personal participation in some events;</li> <li>• use of speeches;</li> <li>• scientific approach.</li> </ul> <p><b>Plutarch</b></p> <ul style="list-style-type: none"> <li>• Focus on individuals;</li> <li>• reliance on sources;</li> <li>• distance in time from subjects;</li> <li>• often several versions of events;</li> <li>• extended sequences of narrative.</li> </ul>	[45]		<p><b>AO1 = 20</b></p> <table> <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><b>AO2 = 25</b></p> <table> <tr> <td>Level 5</td> <td>22-25</td> </tr> <tr> <td>Level 4</td> <td>17-21</td> </tr> <tr> <td>Level 3</td> <td>12-16</td> </tr> <tr> <td>Level 2</td> <td>6-11</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	22-25	Level 4	17-21	Level 3	12-16	Level 2	6-11	Level 1	0-5
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Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>The focus needs to be on <i>historical events</i>, which are likely to be based around comparative treatments of The Persian Wars (Plutarch, Herodotus) and the Peloponnesian War (Plutarch, Thucydides), though there is nothing to prevent candidates from selecting different events and comparing the levels of detail and approaches to historical narrative of each author.</p>			

## APPENDIX 1

	<b>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</b>		<b>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.</b>	
<b>Level 5</b>	<b>9-10</b>	<b>18-20</b>	<b>14-15</b>	
	<ul style="list-style-type: none"> <li>• A very good collection/range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference where required;</li> <li>• Displays a very good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues;</li> <li>• Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and very effective communication of ideas;</li> <li>• Very accurately written with effective use of specialist vocabulary/terms.</li> </ul>	
<b>Level 4</b>	<b>7-8</b>	<b>14-17</b>	<b>10-13</b>	
	<ul style="list-style-type: none"> <li>• A good collection/range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference where required;</li> <li>• Displays a good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues;</li> <li>• Sound evaluation with thoughtful engagement with sources/task;</li> <li>• Well-structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with use of specialist vocabulary/terms.</li> </ul>	
<b>Level 3</b>	<b>5-6</b>	<b>9-13</b>	<b>6-9</b>	
	<ul style="list-style-type: none"> <li>• A collection/range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference where required;</li> <li>• Displays some understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Some analysis of evidence/issues;</li> <li>• Some evaluation with some engagement with sources/task;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Generally accurately written with some use of specialist vocabulary/terms.</li> </ul>	
<b>Level 2</b>	<b>2-4</b>	<b>5-8</b>	<b>3-5</b>	
	<ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Occasional analysis of evidence/issues;</li> <li>• Limited evaluation or engagement with sources/task;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with some recognisable specialist vocabulary/terms.</li> </ul>	
<b>Level 1</b>	<b>0-1</b>	<b>0-4</b>	<b>0-2</b>	
	<ul style="list-style-type: none"> <li>• Little or no factual knowledge;</li> <li>• Rarely relevant to the question;</li> <li>• Minimal or no supporting evidence;</li> <li>• Displays minimal or no understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence/issues;</li> <li>• Little or no evaluation or engagement with sources/task;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas.</li> <li>• Little or no accuracy in the writing or recognisable specialist vocabulary/term</li> </ul>	

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