



**GCE**

**Classics: Classical Civilisation**

Unit **F385**: Greek Historians

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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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 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 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

			Answer	Marks	Guidance											
					Content	Levels of response										
1	(a)		<p><b>Briefly describe what Herodotus has told us so far about the preparations made by the Greeks to resist Xerxes' invasion.</b></p> <p>There are many points which could be made. Candidates may include some of the following:</p> <ul style="list-style-type: none"> <li>• Athenians use Laurium silver to build a navy on the advice of Themistocles.</li> <li>• The Spartans send two men to Persia in return for the Persians thrown down a well before Marathon.</li> <li>• They are sent back unharmed.</li> <li>• The Athenians consult the Delphic oracle.</li> <li>• The prophecy they are given is so depressing they ask for another.</li> <li>• They are told to trust the 'Wooden Walls'.</li> <li>• Themistocles interprets this to mean ships.</li> <li>• He also interprets the mention of Salamis to mean victory.</li> <li>• The Greeks meet in conference.</li> <li>• Disputes between states are settled.</li> <li>• They send two spies to discover Persia's strength.</li> <li>• These are captured, tortured and sent home alive by Xerxes.</li> <li>• The Greeks decide to ask certain states, such as Syracuse and Argos to join the alliance.</li> <li>• Argos asks for a 30 year truce with Sparta and equal command of the army.</li> <li>• Sparta refuses to share command of the army.</li> <li>• Argos refuses to join the alliance.</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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	(b)		<p><b>How typical is this passage of Herodotus' style of writing? In your answer, you should include discussion of what Herodotus says and how he says it.</b></p> <p>Answers might include:</p> <p><b>Typical</b></p> <ul style="list-style-type: none"> <li>• personal interjection “I cannot positively state”;</li> <li>• concentration on names;</li> <li>• biographical details;</li> <li>• moralistic comment “One thing...”;</li> <li>• direct speech;</li> <li>• storytelling.</li> </ul> <p><b>Not typical</b></p> <ul style="list-style-type: none"> <li>• no reference to the supernatural;</li> <li>• no description of the marvellous or the unusual;</li> <li>• no discussion of <i>hybris</i>.</li> <li>• no digressions, although the reference to the Argive visit to Artaxerxes is not chronological.</li> </ul>	20	<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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	(c)		<p><b>What does this passage tell us about Herodotus' use of sources in writing his <i>Histories</i>? How consistent is this with the way he uses sources elsewhere in his work?</b></p> <p><b>In the passage:</b></p> <ul style="list-style-type: none"> <li>• oral tradition (the story goes, there are people who say);</li> <li>• corroboration (this is borne out);</li> <li>• lack of opinion (I cannot state, I express no opinion);</li> <li>• mission statement (it is my business).</li> </ul> <p><b>Rest of work:</b></p> <ul style="list-style-type: none"> <li>• alternative views (this passage is one of three accounts of why the Argives did not fight);</li> <li>• personal disbelief (story of Scyllias);</li> <li>• local traditions (Delphi, Sparta);</li> <li>• oracles;</li> <li>• personal observation (Thermopylae monuments).</li> </ul> <p>Herodotus relied mostly on recollections of people for his sources. He is generally uncritical, recording alternative versions and allowing the reader to make up his/her own mind, although occasionally he does give his own opinion.</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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2	(a)		<p><b>Briefly describe what Thucydides has told us about the events that led to Corinth and Corcyra fighting in this battle.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Democrats in Epidamnus ask Corcyra for help.</li> <li>• When Corcyra refuses, the Epidamnians turn to Corinth for help.</li> <li>• The Corcyraeans now attack Epidamnus.</li> <li>• The Corinthians prepare a force to relieve Epidamnus.</li> <li>• The Corcyraeans propose arbitration, but Corinth refuses.</li> <li>• The Corcyraeans defeat the Corinthians at the Battle of Leukimne.</li> <li>• The Corinthians prepare for full-scale war.</li> <li>• Corcyra turns to Athens for support.</li> <li>• After listening to both sides, Athens decides to support Corcyra.</li> <li>• The Athenians send a squadron of 10 ships to reinforce Corcyra.</li> <li>• The Corinthians send a fleet of 150 which was met by a Corcyraean fleet of 110 ships.</li> </ul>	10		<b>AO1 = 10</b> Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1

			Answer	Marks	Guidance	
					Content	Levels of response
	(b)		<p><b>How typical is this passage of Thucydides' style of writing? In your answer, you should include discussion of what Thucydides says and how he says it.</b></p> <p>Answers might include:</p> <p><b>Typical</b></p> <ul style="list-style-type: none"> <li>• factual, impersonal style;</li> <li>• use of technical terms (hoplites, encirclement);</li> <li>• description of battle line-up of both sides;</li> <li>• lack of bias;</li> <li>• personal opinion on fighting;</li> <li>• knowledge of Athenian politics.</li> </ul> <p><b>Not typical</b></p> <ul style="list-style-type: none"> <li>• no commanders mentioned by name;</li> <li>• no speeches;</li> <li>• no dates;</li> <li>• an element of storytelling.</li> </ul>	20	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>	

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	(c)		<p><b>'Thucydides is an excellent military historian.'</b> Using this passage as a starting point, explain how far you agree with this statement.</p> <p>Answers might include:</p> <p><b>In the passage:</b></p> <ul style="list-style-type: none"> <li>knowledge of styles of fighting (old-fashioned);</li> <li>types of soldier (hoplites, archers);</li> <li>knowledge of tactics (encirclement);</li> <li>analysis (courage..scientific methods)</li> <li>description of fighting (victory...motionless)</li> </ul> <p><b>Elsewhere in the work:</b></p> <ul style="list-style-type: none"> <li>these features are replicated in other campaigns;</li> <li>knowledge of land and sea battles and tactics;</li> <li>position of <i>strategos</i> gave him knowledge of fighting and tactics, as well as equipment;</li> <li>good topographical descriptions;</li> <li>numbers of ships and men involved.</li> </ul> <p>Thucydides is meticulous in his descriptions of battles and their consequences. He is also unbiased in his accounts. His skill as a military historian has enabled accurate modern re-constructions to be made. There are many campaigns candidates could use. These include the Dispute over Potidaea and its capture, the attack on Plataea and the subsequent siege, Phormio's victories, and the campaigns in Macedon and Thrace. Candidates could also mention points against the statement, such as some made up speeches and storytelling.</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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3			<p><b>'Herodotus is too superstitious to be a good historian.' 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>• consider how Herodotus uses superstition in his <i>Histories</i>;</li> <li>• include an analysis of how his use of superstition affects his reliability as an historian;</li> <li>• use evidence from Herodotus' <i>Histories</i>.</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Herodotus includes a very large number of prophecies in his work (Croesus, Leonidas, Wooden Walls).</li> <li>• He considers them to be infallible.</li> <li>• There are also a large number of omens (eclipse, mare giving birth to a hare).</li> <li>• Dreams play a part in deciding the actions of men (Croesus, Xerxes, Hippias).</li> <li>• Supernatural events are described (Epizelus' blindness, protection of Delphi).</li> <li>• Acts are mentioned which are hubristic (Miltiades in Paros, Xerxes whipping the Hellespont).</li> <li>• He mentions direct intervention of the gods (Pan, Boreas).</li> </ul> <p>Herodotus does include a great deal of supernatural events in his work. He is superstitious because he considers them to be true without criticism. However, many of the actions taken at the time were influenced by omens and prophecies. His skill as an historian includes a great many factors, such as descriptions of events and battles, as well as insights into the thoughts of the participants in events. Although he is superstitious in the way he stresses the role of supernatural events, he still has many redeeming features as an historian.</p>	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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4			<p><b>'Being a biographer makes Plutarch useless as a reliable historical source.'</b> Explain how far you agree with this statement.</p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• consider how being a biographer influences the way Plutarch describes events;</li> <li>• include an analysis of how reliable his descriptions of events are as historical sources;</li> <li>• use evidence from Plutarch's <i>Life of Themistocles</i> and <i>Life of Pericles</i>.</li> </ul> <p>Answers might include:</p> <p><b>As a biographer</b></p> <ul style="list-style-type: none"> <li>• He concentrates on individuals.</li> <li>• He gives details of his subjects' family histories.</li> <li>• He describes his subjects' appearance.</li> <li>• He gives anecdotes from their personal lives.</li> <li>• He discusses their personalities and motivations.</li> <li>• He analyses their reputations amongst their contemporaries.</li> </ul> <p><b>but</b></p> <ul style="list-style-type: none"> <li>• He describes the roles of his subjects in events of their time (Salamis, declaration of war on Sparta).</li> <li>• He gives details of events (Salamis, revolt of Euboea).</li> <li>• He gives an insight into the politics of the time.</li> <li>• He quotes his own sources (Aeschylus, Cratinus, Aristotle).</li> </ul> <p>Although Plutarch's focus is on Themistocles and Pericles, he spends a lot of his work describing their roles in the events of the time. He is careful in describing these events. Quoting his sources shows the depth of his research, and comparison with both Herodotus and Thucydides shows that Plutarch can be a reliable source for the events he is describing.</p>	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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5			<p>Which of the three authors you have studied do you think places the greatest importance on individuals in history?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> <li>• consider how individuals act in each of the works you have studied;</li> <li>• include an analysis of how these actions affect events in history;</li> <li>• use evidence from Herodotus' <i>Histories</i>, Thucydides' <i>History of the Peloponnesian War</i>, and Plutarch's <i>Life of Themistocles</i> and <i>Life of Pericles</i>.</li> </ul> <p>Answers might include:</p> <p><b>Herodotus</b></p> <ul style="list-style-type: none"> <li>• He stresses the roles played by individuals in history.</li> <li>• The Persian Invasion of 480 B.C. is all about Xerxes and his ambitions.</li> <li>• The contributions of other Persians, such as Mardonius, Artabanus and Artemisia are mentioned.</li> <li>• The Greek defence against the Persians places importance on the contributions of Miltiades, Leonidas and Themistocles.</li> <li>• In battles, Herodotus describes the contribution of individuals at the expense of tactical and topographical detail.</li> </ul> <p><b>Thucydides</b></p> <ul style="list-style-type: none"> <li>• He uses speeches of individuals to point out causes for events.</li> <li>• Commanders in various battles are named and their contribution assessed.</li> <li>• Archidamus and Pericles are credited with the policies of Sparta and Athens.</li> <li>• Pericles in particular plays a large part in Thucydides' account of the outbreak of the war, and Athens' strategy.</li> <li>• He devotes a large part of Book 1 to the stories of Pausanias and Themistocles.</li> </ul>	45	<p>All three authors mention the role of individuals in shaping historical events. Which places the most importance on their role is up to each candidate to decide, as long as the texts form the basis of their choice.</p>	<b>AO1 = 20</b> Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4	<b>AO2 = 25</b> Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5

			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>Plutarch</b></p> <ul style="list-style-type: none"> <li>• He concentrates on Themistocles and Pericles.</li> <li>• He details Themistocles' part in the creation of the Athenian fleet.</li> <li>• He credits him with organising the Athenian evacuation.</li> <li>• He describes his contribution to the Greek naval strategy.</li> <li>• He describes his subsequent career in Athens and in Persia.</li> <li>• He describes Pericles as having supreme power for most of his career.</li> <li>• He credits him with the plan to rebuild the temples on the Acropolis.</li> <li>• He states that Pericles controlled Athenian military policy before the Peloponnesian War and persuaded the Athenians to declare war on Sparta.</li> <li>• Decrees such as the Citizenship law and the Megarian Decree were influenced by Pericles.</li> <li>• Pericles' death left Athens bereft of proper leadership.</li> </ul>			

## APPENDIX 1

	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.		
<b>Level 5</b>	<b>9–10</b>	<b>18–20</b>	<b>9–10</b>	<b>14–15</b>	<b>22–25</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>7–8</b>	<b>10–13</b>	<b>17–21</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>5–6</b>	<b>6–9</b>	<b>12–16</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>2–4</b>	<b>3–5</b>	<b>6–11</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>0–1</b>	<b>0–2</b>	<b>0–5</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/terms.</li> </ul>		

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