OCR
Oxford Cambridge and RSA

GCSE

Ancient History

Unit **A031:** The Greeks at war

General Certificate of Secondary Education

Mark Scheme for June 2014

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation **must** 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.
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
BOD	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.

Subject-specific Marking Instructions
Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level.

Option 1: the Greeks defend themselves 499-479 BC

Section A

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
1	**AO1**: two reasons with relevant factual detail. • Revenge for Athenian help in the Ionian Revolt & the destruction of Sardis • Conquest of remaining areas of Ionian resistance on the islands • General expansion of the Persian Empire; • Marathon expedition caused by previous failures.	5	**Briefly outline two reasons why Darius sent expeditions against Greece.** The focus should be on reasons for the Persian expeditions, at least one of these needs some development.	**AO1 = 5** Level 5　　　5 Level 4　　　3–4 Level 3　　　2 Level 1/2　0–1
2(a)	**AO1**: Key elements identified. Mardonius worked on Xerxes to persuade him to attack. There were Greeks from Thessaly who offered support and encouragement. There was also the family of the Athenian tyrant Peisistratus, who brought oracles foretelling the future.	4	**What does Passage 1A tell us about what persuaded Xerxes to invade Greece?** The focus should be on details from the passage. If all 3 mentioned with some detail, 4 marks; 2 with detail, 3; 1 with detail 2.	**AO1 = 4** Level 5　　　4 Level 4　　　3 Level 3　　　2 Level 1/2　0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
2(b)	**AO2**: Understanding Answers should show understanding of why Herodotus highlights these two groups. The Aleuadai hoped for the support of Xerxes to maintain their status, while the family of Peisistratus were in exile from Athens and wanted to return; bringing a soothsayer emphasises their enthusiasm.	4	**Using details from Passage 1A, explain why the Aleuadai and the members of the family of Peisistratus wanted Xerxes to invade Greece.** Candidates should explain what can be learned from this passage about the enthusiasm of the different groups.	**AO2 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1
2(c)	**AO3**: Interpretation and Evaluation Evaluation of the passage: what were Herodotus' sources for this? To what extent is this account of the origins of conflict open to proof? Mardonius was a member of the Persian court, so it hard to see how Herodotus gained information about him; but there were Greeks present, so information may have been filtered back to Herodotus.	5	**Using details from Passage 1A, explain how accurate you think Herodotus' account of these events is.** Candidates should give reasons for the accuracy (or otherwise) of Herodotus' account. Credit discussion of the likely sources for Herodotus' account, and the importance of there being Greeks present at Xerxes' court.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
3(a)	**AO1**: relevant factual knowledge Selection of relevant information from the passage: the words are put in the mouth of Demaratus who was an exiled king of Sparta, so would have an accurate understanding of what his countrymen were like. Herodotus points to the importance of poverty and courage for the Spartans. This passage also highlights the determination of the Spartans and their preparedness for fighting; as they object to slavery and despotism. The Spartans also depend on 'wisdom and strong law'.	14	**In what ways does Passage 1B help us to understand why some Greeks resisted the Persian invasion?** Credit discussion of the limited focus of Herodotus' account. Credit discussion of other groups, such as the Athenians.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1
	AO2: Understanding Answers should show some understanding of the analysis of Spartan (as opposed to 'Greek') behaviour offered by Demaratus; candidates could point to the importance of Spartan courage and fighting ability even in the face of impossible odds. Credit understanding of Demaratus' status.		Wider understanding of Greek resistance to the invasion should be credited.	**AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
	AO3: Evaluation and interpretation of the source Answers should consider how well Herodotus presents this speech by Demaratus, and his understanding of the character of the Spartans. Demaratus is presented as emphasising his truthfulness, which underpins his reliability. Candidates		Credit discussion of the reliability of Herodotus' account of Greek resistance and the Spartan role in particular.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	may also comment on Herodotus' preference for focusing on individuals, and how he presents here the situation in Greece.			

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
3(b)	**AO1**: Factual Details The passage focuses on the Greek environment and in particular the Spartans' courage, which did play an important role, both in individual battles such as Thermopylae and Plataea, but also in providing leadership to a disparate group of states who might otherwise have quarrelled. So Sparta as leader helped unify those states who resisted, but Herodotus also brings out the contribution of Athens and other states to support this (eg at Salamis). He also tells us a good deal about the roles of individuals such as Leonidas and Themistocles, and also the differences between the forces fighting on both sides in terms of equipment and leadership. **AO2**: Understanding Answers should show understanding of the strengths and weaknesses of Herodotus' account of the Greek resistance, and the problems caused for us by the lack of corroborating sources. This passage highlights the attitude of the Spartans, and candidates may go beyond this to consider their contribution to the eventual victory, as well as other factors such as the significance of the battle of Salamis and the defeat of Persian fleet; credit also discussion of Persian weaknesses.	18	**In your opinion, how far does Herodotus help us to understand why the Greeks were able to defeat the Persians in 480/79 BC?** Credit discussion of Herodotus' overall understanding of the reasons for the Greek victory.	**AO1 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1 **AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	AO3: Interpretation, Evaluation and Response Evaluation of Herodotus' account both in this passage and in the other passages discussed by the candidate: • does Herodotus rely too heavily on individual informants, and can this make him unreliable? • to what extent does Herodotus' bias towards the Greeks make his account problematic? • to what extent does Herodotus' use of examples for which he can have had little evidence undermine his reliability • does Herodotus' account enable us to understand the Persian perspective?			**AO3 = 8** Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2

Section B

Question	Answer	Marks	Guidance
	Indicative content		**Levels of Response**
4	**AO1**: Factual details about Miltiades and Marathon Factual details about Miltiades' role in the lead up to the battle and the battle of Marathon itself: • Miltiades' position in Athens • the attitude of the generals and the Polemarch • the way the generals voted on what to do • Miltiades' role in the lead-up to the battle • the success of Miltiades' strategy at Marathon • the aftermath of the battle, including the march to Athens. **AO2**: Understanding of the significance of Miltiades' role. Credit also understanding of the contribution of the Persians to their own defeat. Understanding of the significance of Miltiades' contribution before the battle and at Marathon itself: • the different approaches to the Persian invasion at Athens • Miltiades' role in persuading some of the generals and Callimachus • the importance of resistance at Marathon	30	**'Without Miltiades, Athens would have been doomed in 490 BC.' Using Herodotus' account, explain to what extent you agree with this view of Miltiades' role at Marathon.**	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	• the potential risk of betrayal by pro-Persian Athenians (the shield story involving the Alcmaeonidae). **AO3**: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account and consider whether it is accurate and how well he understood the situation at Marathon; the role of the generals and the Polemarch; the tactics employed at the battle; the aftermath of the battle.		Credit discussion of the possible bias of Herodotus' sources after the eventual victory, especially with regard to Miltiades himself and the role of the Alcmaeonidae.	**AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1
	SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

Question	Answer	Marks		Guidance
	Indicative content			**Levels of Response**
5	**AO1**: Factual details of Artemisium and Thermopylae which illustrate the strengths and weaknesses of the Persian forces. Details of the Persian forces deployed at Thermopylae and their success against the Greek forces; Xerxes' leadership at Thermopylae; the weaknesses of the Persian forces shown there. Details of the size and actions of the navy at Artemisium; the results of their encounters with Greek forces; the strengths and weaknesses of the navy at Artemisium. **AO2**: Understanding of what we can learn from the two battles Candidates should place their discussions of strengths and weaknesses in the context of Herodotus' approach to writing history, with his particular interests in anecdotes that illuminate the human background and emphasize particular aspects of military encounters such as the leadership of Xerxes, together with his lack of clarity in his discussions of the battles themselves. **AO3**: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account (candidates should cover at least the battle of Thermopylae); how	30	**What can we learn about the strengths and weaknesses of the Persian forces from the battles of Artemisium and Thermopylae?** Credit an attempt to provide a balanced answer to the question considering both battles with some supporting examples. Credit understanding of Herodotus' account of the battle of Artemisium. The discussion should be related closely to the particular examples chosen by the candidate.	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	accurate was he in his description of what happened in battles, how he could have gained knowledge of particular events (from eyewitnesses on the Greek side and Ionians who were fighting for Xerxes) and the tendency to exaggerate numbers and focus on specific individuals.			
5–6	**SPaG** Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

Option 2: Alexander the Great, 356-323 BC

Section A

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
6	**AO1**: two reasons with relevant factual detail. • to avenge the previous Persian aggression towards the Greeks • to continue his father's policy • to unify the Greeks against a common enemy • to shore up his own position as a new Macedonian king.	5	**Briefly outline two reasons for Alexander's expedition against Persia in 334 BC.** The focus should be on details; at least one of these needs some development.	**AO1 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
7(a)	**AO1**: Key elements understood and identified. The main elements drawn from the passage: • the reasons were personal – Pausanias was angry (because of earlier mistreatment) • as a member of the bodyguard, he had some freedom of action • his concealment of the weapon • when Philip sent his friends on ahead into the theatre, Pausanias ran up to him and struck him • Pausanias then attempted to flee on the horses he had placed by the gates.	4	**Describe briefly Pausanias' actions in Passage 2A.** The details must be drawn from the passage.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
7(b)	**AO2**: Understanding Understanding of: • the freedom of behaviour allowed to members of the bodyguard • Philip's sense of security when he sent his friends on ahead • the support of his bodyguard who either came to his aid or pursued his killer • Philip's relationship with Pausanias suggests that his relationship with some of his men was not good.	4	**Explain what Passage 2A tells us about the relationship between Philip and his men.** Candidates should explain what can be learned from this passage about Philip's relationship with his men.	**AO2 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1
7(c)	**AO3**: Interpretation and Evaluation Evaluation of the passage: the straightforward nature of the narrative, but the lack of corroborating sources (in our selection); the different explanations for events; the emphasis on personal explanation.	5	**Using details from Passage 2A, explain how accurate you think Diodorus' account of these events is.** Credit discussion of the clarity of Diodorus' narrative. Credit any use of comparative material from other sources outside the specification. To secure full marks there must be reference to the content of the passage.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
8(a)	**AO1**: relevant factual knowledge Selection of relevant information from the passage: • Alexander's emotional response to Cleitus' provocation • the freedom of Cleitus' behaviour towards his king • the actions of others present to break up the quarrel • Alexander's impetuous and reckless behaviour • Alexander's intense remorse.	14	**In what ways does Passage 2B help us to understand Alexander's behaviour towards those who opposed him?** There should be a range of examples chosen from the passage with appropriate detail.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1
	AO2: Understanding Answers should include discussion of the relations between Alexander and his close companions; the significance of the drinking parties; the customary behaviour of Macedonians in the presence of their king; Alexander's unstable behaviour and the impact of drinking.		Reward discussion of the way this passage helps us understand Alexander's behaviour.	**AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
	AO3: Evaluation and interpretation of the source Discussion of how Plutarch has described this event and any sources he used.		Comparison with other sources, such as Arrian's account, may also be credited.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
8(b)	**AO1**: Factual Details Candidates should show knowledge of the details of Alexander' behaviour towards his opponents such as Darius (including his family), Bessus and other enemies in battle. Credit discussion of his exemplary treatment of Darius' family before Darius' death, and his attempts to integrate Macedonians and Persians. Credit also discussion of Alexander's treatment of Greek & Macedonian enemies, such as Parmenio and Philotas, or those who were friends throughout, such as Hephaestion. Candidates may also discuss other incidents that show Alexander's responses to situations, such as his cutting of the Gordian knot and his reaction to challenges by his Macedonian army (e.g. the army's refusal to cross the Hyphasis, leading to the return from India, and the mutiny at Opis). Credit also discussion of Alexander's low spirits towards the end of his life after the death of Hephaestion. **AO2**: Understanding Answers should show understanding of Alexander's behaviour towards different individuals, and assess how he behaved towards others in comparison with these examples. Credit understanding of Alexander's approach to problem-solving in a	18	**How typical of Alexander's behaviour is the description in Passage 2B?** Credit discussion of the different ways Alexander behaved towards his enemies (such as the very different treatment of Darius' family and Bessus).There should be coverage of both Arrian and Plutarch. Credit attempts to assess the particular relationship between Cleitus and Alexander. Answers should show understanding that there is room for a variety of interpretations of Alexander's behaviour, especially towards those Greeks and Macedonians who fell out of favour, such as Parmenio. Credit discussion of his role in fighting	**AO1 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1 **AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1 **AO3 = 8** Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	military context and his impulsiveness in battle. **AO3**: Interpretation, Evaluation and Response Evaluation of sources and their approaches to the writing of history/biography, together with some assessment of their sources, especially the Court Journals.		during the return from India when he was seriously wounded fighting against the Malli.	

Section B

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
9	**AO1**: Details of the Macedonian army Alexander inherited from his father; his own contribution towards successes both before he left Greece and once the campaign against Persia started: • the strengths of Macedonian army as shown in the main battles of the campaign against Darius • Alexander's skill as a leader and tactician • the role of other generals such as Parmenio • the role of other troops, both Greek and Persian, in Alexander's army • Alexander's attempts to control conquered territory using local rulers. There should be a balanced range of relevant details. **AO2**: Understanding the reason for Alexander's successes. Understanding of Alexander's ability both to plan strategies and inspire his men to follow him into battle; a balanced account of the strengths of the Macedonian army inherited from his father. Credit discussion of other relevant factors.	30	**'Alexander's successes depended entirely on his Macedonian army.' Using Arrian and Plutarch, explain how far you agree with this view.** There should be a range of examples chosen from the sources, with appropriate detail. Credit also discussion of Alexander's actions against Thrace, Illyria and Thebes after his accession to the throne.	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance
	Indicative content		**Levels of Response**
	AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts The best answers will question the nature of the sources and consider how accurate they are likely to be, looking in some detail at the accounts of the incidents chosen and the danger of excessive concentration on the character of Alexander.		**AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1
	SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6	High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
10	**AO1**: Factual details Details of his visit to the oracle of Ammon and the effect of this on his army and companions; his adoption of Persian customs, including the obeisance and Persian dress, and the reaction of his companions; the issue of divine honours in Greece itself; Alexander's attempts to secure deification in some form for Hephaestion after his death. **AO2**: Understanding Understanding of the different interpretations possible of Alexander's adoption of local custom, such as being accepted as Pharaoh in Egypt and Persian king in Babylon, together with the need to face down any pretenders to the throne, such as Bessus. Credit discussion of the demands sent to Greece just before his death, and his attempts to deify Hephaestion. **AO3**: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts The best answers will question the nature of the sources and consider how accurate they are likely to be, particularly on this issue which polarised Greek opinion. Credit knowledge of the passages of the sources which discuss interpretations of Alexander's behaviour.	30	**How far do the ancient sources help us to understand Alexander's attitude towards deification?** There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of the attitudes of his commanders to Alexander's body after his death. Credit interpretation and evaluation of the passages of the sources which discuss Alexander's interest in his own divine status.	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
5–6	**SPaG** Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4	5	4	5	5	7–8
	Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised.		Answers demonstrate a **thorough** understanding of issues, events, and sources relevant to the question.		Answers interpret, analyse and evaluate evidence **thoroughly** and reach reasoned and substantiated conclusions. They construct an informed personal response based on **thorough** evaluation and interpretation of the source material.	
Level 4 Sound	3	3–4	3	3–4	3–4	5–6
	Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised.		Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question.		Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on **sound** evaluation and interpretation of the source material.	
Level 3 Some	2		2		2	3–4
	Answers contain **some** knowledge of the events, sources and issues relevant to some of the question. There is **some** evidence of selection and organisation of information.		Answers show **some** understanding of issues, events, and sources relevant to **some** of the question.		Answers include **some** evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on **some** of the source material.	
Level 1/2 Limited/None	0–1		0–1		0–1	0–2
	Answers contain **limited or no** knowledge of events, sources and issues. Information that has been included is disorganised and has **limited or no** relevance.		Answers show **limited or no** understanding of events or sources.		Answers offer **limited or no** evaluation. They offer a personal response based on **limited or no** evidence, or **no** response.	

GCSE Ancient History: Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	**8–10** Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	**8–10** Answers demonstrate a **thorough** understanding of issues, events, and sources relevant to the question.	**8–10** Answers interpret, analyse and evaluate evidence **thoroughly** and reach reasoned and substantiated conclusions. They construct an informed personal response based on **thorough** evaluation and interpretation of the source material.
Level 4 Sound	**6–7** Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	**6–7** Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question.	**6–7** Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on **sound** evaluation and interpretation of the source material.
Level 3 Some/Partial	**4–5** Answers contain **some** knowledge of the events, sources and issues relevant to some of the question. There is **some** evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.	**4–5** Answers show **some** understanding of issues, events, and sources relevant to **some** of the question.	**4–5** Answers include **some** evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on **some** of the source material.

	AO1 (Recall, Select, Organise)	**AO2 (Understand)**	**AO3 (Interpret, Evaluate, Respond)**
Level 2 Limited	**2–3** Answers contain **limited** knowledge of the events, sources and issues relevant to parts of the question. There is **limited** evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	**2–3** Answers show **limited** understanding of events and sources.	**2–3** Answers draw **limited** conclusions based on the evidence they have included. Answers offer a personal response at a **limited** level.
Level 1 Minimal/None	**0–1** Answers contain **minimal or no** knowledge of events, sources and issues. Information that has been included is disorganised and has **minimal or no** relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.	**0–1** Answers show **minimal or no** understanding of events or sources.	**0–1** Answers offer a **minimal** personal response, without reference to evidence, or **no** response.

APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5–6 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 3–4 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1–2 marks
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

a.   If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

      i.   Assess the work for SPaG in accordance with the normal marking criteria.   The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.

      ii.   Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.

      iii.   Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

b.   If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

c.   If a script has a **word processor cover sheet <u>AND</u> a scribe cover sheet** attached to it, see point a. above.

d.   If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.

e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet,** award SPaG as normal.

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