



Oxford Cambridge and RSA

**GCE**

**Ancient History**

**H407/11: Sparta and the Greek world**

A Level

**Mark Scheme for June 2022**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM Assessor

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).







Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

**11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.**

## 11. Annotations

Annotation	Meaning
	Blank Page
N/A	Highlight
	Omission
	Seen
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	Evaluation

### Section A: Relations between Greek states and between Greek and non-Greek states, 492-404 BC

<b>*Question 1</b>	<b>To what extent do you think fear of Persia dominated the relationships of Greek states during the period 478 to 446 BC?</b>			<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.			
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 5	25–30	<ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) 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 consider the relationships between the Greek states during the period stated in the question. Full credit should be given to all relevant examples from the period of stated in the question.</p> <p>Points agreeing with the statement are likely to include:</p> <ul style="list-style-type: none"> <li>• The formation and original purpose of the Delian League – dislike of Spartan commanders by the allies; its early actions – Eion, Scyros &amp; Carystus</li> <li>• Unrest of allies: revolt of Naxos, battle of Eurymedon, revolt of Thasos and Spartan promise of aid</li> <li>• The Egyptian campaign, defeat and subsequent removal of League Treasury to Athens</li> <li>• Cimon's Cyprus campaign and Peace of Callias</li> </ul>	

Level 4	19–24	<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>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<p>Points leaning towards other internal matters being more influential are likely to include:</p> <ul style="list-style-type: none"> <li>• The relationship between Athens and Sparta: the rebuilding of Athens' walls, possible Spartan desire to take back the command by sea in 470s, earthquake and helot revolt and dismissal of Athenians</li> <li>• The First Peloponnesian War</li> <li>• The Five Year Truce of 451, revolt of Euboea and Thirty Years Peace</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Diodorus 11.46-47; Thucydides 1.94-98; Plutarch <i>Aristeides</i> 24.1-5;</li> <li>• Thucydides 1.98-101; Plutarch <i>Cimon</i> 11.12</li> <li>• Thucydides 1.104, 109-110; Diodorus 12.38.2</li> <li>• Thucydides 1.112; Diodorus 12.2.1-2, 12.4.4-6; Harpokration s.v. <i>Attikois grammasin</i>; Plutarch <i>Cimon</i> 13.4-5; Herodotus 7.151</li> <li>• Thucydides 1.89-93; Diodorus 11.50; Thucydides 1.101-103</li> <li>• Thucydides 1.105-108</li> <li>• Thucydides 1.111-115, 5.16; Plutarch <i>Pericles</i> 23.1-2; Chalcis Decree</li> </ul> <p>Answers should address the idea of change and to what extent, if at all, fear of future Persian aggression influenced Greek inter-state relations, or whether other events had a greater influence. Some may agree with Thucydides that Spartan fear of growing Athenian power was more influential, others might argue that Athenian power was built on other Greeks' fear of the Persians.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• Thucydides as our main source but the highly edited nature of his account, and his purpose in including it</li> <li>• The reliability of Diodorus and his sometime confusion of the chronological narrative of events</li> </ul>
Level 3	13–18	<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>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	



Level 2	7–12	<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>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> <li>• The relative lateness of Plutarch and the moral purpose of his biographies</li> <li>• The use of inscriptions as evidence; sometimes their date is not definite and they tend only to give us an Athenian perspective.</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material, which should be credited.</b></p>
Level 1	1–6	<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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

<b>*Question 2</b>		<b>‘Thucydides was essentially correct that it was the growth of Athenian power which led to the outbreak of the Peloponnesian War in 431 BC.’ To what extent do you agree with this view? [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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) 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 consider Thucydides’ assessment in relation to the actual events and assess to what extent these would support it; they might mention any or all of 1.23, 1.88 and 1.118.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> <li>Concerns of other states about the growth of Athenian naval in 481</li> <li>Evidence and examples of relations between Athens and Sparta, both positive and negative, during the pentacontaetia</li> <li>The attitude and importance of Sparta’s allies, especially the change in that of Corinth, as shown by their speeches at Athens and Sparta</li> <li>The reasons for this attitude (Athenian actions during the First Peloponnesian War, but may also note their restraining influence over Samos in 440)</li> <li>The emphasis which Thucydides places on the Epidamnus/Corcyra and Potidaea disputes and the Megarian Decree and their importance in the outbreak of war taking place in 431 and the breakdown of the thirty years’ peace.</li> </ul>
Level 4	19–24	<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> </ul>	

		<ul style="list-style-type: none"> <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 line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> <li>The role of Pericles in the growth of Athenian power and the preparations for war.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Pentacontaetia – Thucydides 1.90-92, 95, 101-103, 108, 114-115; Diodorus 11.50; Plutarch <i>Pericles</i> 23.1-2</li> <li>Attitude of Sparta's allies &amp; reasons for it – Thucydides 1.33, 40, 103, 66-69, 105-107</li> <li>Epidamnus/Corcyra, Potidaea &amp; Megarian Decree – Thucydides 1.40-41, 44, 55-58, 60-61, 66, 121-122</li> <li>Pericles – Aristophanes <i>Acharnians</i> 524-539; Plutarch <i>Pericles</i> 30-31; Thucydides 1.139-140</li> </ul>
Level 3	13–18	<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>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Some candidates may discuss the technicalities of whether the Spartans breached the Thirty Years Peace and may mention Thucydides 7.18 in this context.</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 sources and how these affect the value of the information</li> <li>Thucydides' reliability and that of his sources of information</li> <li>The limitations of the evidence for the events and issues of the period in Thucydides</li> <li>The reliability of Diodorus and Plutarch</li> </ul>
Level 2	7–12	<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><b>Although not expected, candidates may include non-prescribed material, which should be credited.</b></p>

		The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.	
Level 1	1–6	<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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

<b>Question 3</b>		<b>How convincing do you find the authors' interpretation of the reasons why Sparta won the Peloponnesian War?</b>		<b>[20 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p> <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>		<p>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.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 5	17–20	<ul style="list-style-type: none"> <li>Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated 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 or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of how convincing. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> <p>In locating the interpretation within the wider historical debate, candidates might pick out the following points from the interpretation:</p> <ul style="list-style-type: none"> <li>The Spartan victory was not inevitable</li> <li>The Athenians lost the final battle at Aegospotamoi through carelessness</li> <li>Had this not happened and they had held out for a little longer the Spartans might well have lost Persian funding with the death of Darius</li> <li>It was this that enabled Sparta to become a naval power which meant Athens lost that advantage</li> <li>Persian money was therefore the decisive factor in enabling the Spartans to defeat the Athenians.</li> </ul>	
Level 4	13–16	<ul style="list-style-type: none"> <li>Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4)</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>		

Level 3	9–12	<ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</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>	<p>In evaluating the interpretation, answers might argue that this view is <b>not</b> convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>Thucydides (7.27) gives the occupation of Decelea as one of the chief reasons for the decline of Athenian power</li> <li>He also specifically mentions the Sicilian expedition as a mistake (2.65)</li> <li>The year after the defeat in Sicily saw everyone ‘turn against Athens’ (Thucydides 8.2); this meant loss of tribute</li> <li>The Athenians made other mistakes including banishing Alcibiades and condemning to death all her generals after the battle of Arginusae</li> <li>Thucydides (2.65) implies that it was poor decisions on the part of the democracy, led by self-seeking politicians, which ultimately led to their defeat</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</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>	<p>In evaluating the interpretation, answers might argue that this view <b>is</b> convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>Despite the Sicilian disaster, Athens had still held on for eight years, despite the occupation of Decelea (Thucydides 2.65), based on her naval control of the Aegean and some victories in the Hellespont</li> <li>Athens rapidly surrendered after the final defeat of her navy at Aegospotamoi (Xenophon <i>Hellenica</i> 2.1.20-32)</li> <li>Xenophon’s account supports the idea that this defeat was due to Lysander’s skill and the inexperience of the Athenian commanders</li> <li>Cyrus recognised the importance of Lysander and refused to support the Spartans without him (Xen. <i>Hell.</i> 1.6.6)</li> <li>The Athenians made a treaty with Persia some time during the Archidamian War (favoured date is 424/3), but broke it off in preference for Amorges in his revolt against Darius II (Andokides 3.29)</li> <li>The same year that Lysander was appointed (407) he secured funding from Cyrus (Xen. <i>Hell.</i> 1.5.1-3) and won a victory at Notion (leading to the banishment of Alcibiades) and the year he returned and Cyrus resumed payments (405) the Athenians were defeated</li> </ul>
Level 1	1–4	<ul style="list-style-type: none"> <li>Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</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>	
	0	No response or no response worthy of credit	

### Section B: The Society and Politics of Sparta, 478–404 BC

<b>Question 4</b>		How useful are these passages for our understanding of the importance of the <i>gerousia</i> ? <span style="float: right;"><b>[12 marks]</b></span>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	11–12	<ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue how useful the passages are. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p>
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p><u>Plutarch, Life of Lykourgos, 5.6</u></p> <ul style="list-style-type: none"> <li>Positive assessment in general</li> <li>From early 2<sup>nd</sup> C AD</li> <li>Gerousia [seen by Plato] as 'most important' institution as a 'source of safety'</li> <li>Had a stabilising impact on government</li> <li>Influence of the kings balanced by voting rights of all gerousia members</li> <li>Plutarch's judgement influenced by Plato's views on 'tyranny' and 'democracy' – 'less considered judgment of kings' – Gerousia older and wiser; kings' judgements may be rash</li> </ul>
Level 4	7–8	<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>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p><u>Plutarch, Life of Lykourgos, 6.4-5</u></p> <ul style="list-style-type: none"> <li>Crooked proposal / choice allows Gerousia to 'dissolve' the assembly</li> <li>details of 'the rider' brought in by two kings</li> </ul>

Level 3	5–6	<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>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>Tyrtaios 7<sup>th</sup> century BC shows addition of an early amendment to the rhetra</li> </ul> <p>The usefulness of these passages in comparison/contrast to other sources which make reference to the Gerousia e.g.:</p> <ul style="list-style-type: none"> <li>Xen, Lak. Pol, 10 / Plt. Lyk. 26 [membership and election to the Gerousia] gives other reasons for it being the ‘most important’ innovation and reasons to why they may feel a decision was ‘crooked’</li> <li>Dio. Sic., 11.50 [debate in 478/475] shows the Gerousia’s importance in decision making</li> <li>Aristotle, 1270b35-1271a18 is critical – the system and the men are corrupt and the election ‘childish’</li> <li>We have limited examples of the Gerousia ‘in action’ so the passage cannot be fully corroborated</li> </ul>
Level 2	3–4	<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>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	
Level 1	1–2	<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>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul>	
	0	No response or no response worthy of credit	



<b>*Question 5</b>		How far do the sources support the view that Sparta was a success on land but a failure at sea? <span style="float: right;"><b>[36 marks]</b></span>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 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> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at and analyse the evidence for the ways in which the Sparta could be considered militarily successful or unsuccessful on land and sea.</p> <p>Candidates may well focus on demonstrating that the Spartan education system focused on training young men in land-based fighting, alongside evidence of success from Tanagra, Amphipolis and Mantinea; candidates can be given credit for information from Thermopylae (480) and Plataea (479) to support another point.</p> <p>Candidates could look at the relative success of the attacks on Athens in the early years of the Peloponnesian War, and the reasons for the 'failure' at Pylos (425).</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	<p>Candidates could also consider times when Sparta could have helped states such as Thasos and Samos, and the reasons why they did not. Candidates should also note that the Spartans had mixed successes at sea, e.g. Cyzicus, Notion, Arginusae [death</p>

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>of Callicratidas] and Aegospotami [victory over Athenian fleet] and the blockade at Mytilene, dependent on leaders and increasing in success with Persian support towards the end of the period.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>Military strengths and weaknesses: numbers, lack of wealth, inability to move quickly, lack of navy</li> <li>Internal looking: need to quell helot revolts, oliganthropia</li> <li>Pressure to prove oneself in warfare; Spartan Mirage;</li> <li>Land battles: Tanagra, Sphacteria, Amphipolis, Mantinea</li> <li>Naval engagements: Cyzicus, Notion, defeat at Arginusae, victory at Aegospotami</li> <li>Importance of individual e.g. Brasidas, Alcibiades, Gylippus, Callicratidas, Lysander and the various kings</li> </ul>
Level 4	19–24	<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 good explanation that convincingly and fully 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>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Discussions over war and reluctance to fight against Athens: Diodorus Siculus, 11.50 [Hetoimaridas] c.f. Thuc., <i>Pel. War</i>, 1.68-71 [Corinthian speech]</li> <li>Military weaknesses: Thuc., <i>Pel. War</i>, 1.79-87 [Archidamus &amp; Sthenelaidas]</li> <li>General issues with manpower: Xenophon, I; Diodorus Siculus, 11.63</li> <li>Battles: Tanagra: Thuc. 1.107-108; Sphacteria: Thuc. 4.8; 4.15–16; 4.23; 4.26; 4.33–35; 4.38; 4.80–81; Brasidas / Amphipolis / Peace: Thuc. 4.81 &amp; 4.117; Mantinea: Thuc. 5.64-9,70-4</li> <li>Naval engagements: Arginusae: Plutach, Lysander 7, Aegospotami: Lysander 10-11, Xen, Hell, 2.1.23-24</li> </ul>
Level 3	13–18	<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 an 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>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The lack of Spartan sources</li> <li>Thucydides speeches are what individuals ‘should or could have said’</li> <li>Thucydides’ focus [478-432] is on the rise of Athens</li> <li>The reliability of Diodorus and his sometime confusion of the chronological narrative of events</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material, which should be credited.</b></p>

Level 2	7–12	<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>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	
Level 1	1–6	<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 some 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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

<b>*Question 6</b>		'Growing up in Sparta was brutal and unrewarding for Spartan males.' To what extent do you agree with this statement? <b>[36 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 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> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) 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 look at the state-run education system for males [inc. agoge and krypteia] demonstrating what could be considered 'brutal', as well as the way that certain behaviour was encouraged and rewarded. Candidates should also consider what would be considered 'fulfilling', and may note that Spartans were taught what a fulfilling role in society should be via Tyrtaeus and stories of Thermopylae.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>how the education helped develop Spartan values</li> <li>different stages of the education system</li> <li>Spartan values for men [and women encouraging behaviour]</li> <li>state involvement from birth</li> <li>continuation of training for men into young adulthood</li> <li>the mess system</li> <li>lack of 'career' and 'free-time' [role of helots and perioikoi]</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>the role of the syssitia</li> <li>rewards and punishments/shaming for those complying with what was expected of them</li> <li>Allow comparison with growing up in other states</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Xenophon, Constitution of the Spartans 2-4, 9</li> <li>Tyrtaeus 10-12</li> <li>Plutarch, Agesilaos, 1 [agoge]</li> <li>Plutarch Lycurgus 16-18, 22.4, 30.2-6</li> <li>Plutarch, Sayings</li> <li>Kritias fr. 6 [syssitia]</li> <li>Pausanias, Descriptions, 3.14.9-10</li> <li>Aristotle, 1271a41-1271b10</li> <li>Anecdotes derived from 'Sayings of the Spartans'</li> </ul>
Level 4	19–24	<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 good explanation that convincingly and fully 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>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The lack of Spartan sources</li> <li>Reasons for the positive representation of Plutarch and Xenophon</li> <li>The criticisms of Aristotle</li> <li>Limited knowledge of how compliant all Spartan males were</li> </ul>
Level 3	13–18	<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 an 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><b>Although not expected, candidates may include non-prescribed material which should be credited.</b></p>

		<p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	
Level 2	7–12	<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>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	
Level 1	1–6	<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 some 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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

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