

GCE

Classics: Ancient History

Unit **F391**: Roman History from original sources

Advanced Subsidiary GCE

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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Annotations 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	AO1
A2	AO2
EVAL	Evaluation
^	Area of partial knowledge
IRRL	Significant amount of material which doesn't answer the question
SEEN	Indication that an examiner has seen and given due credit for material on a separate page or where it is out of sequence

Option 1: Athenian Democracy in the 5th century BC.

Question		Answer	Marks	Guidance																									
		Indicative Content			Levels of Response																								
1	(a)	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> the relationship between rich and poor the significance of payment for participation (in some events) the importance of liturgies the use of the lawcourts to keep a check on magistrates/officials the attitude of jurors towards defendants. 	10	<p>What do these passages tell us about the nature of Athenian democracy?</p> <p>The focus should be on details from the passage that show the increasing confidence of the people and the attitudes of jurors in court. Credit awareness of context.</p>	<p>AO1 = 10</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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1	(b)	<p>AO1 Answers should include at least some sources which relate to the balance between rich and poor in Athens. Sources may include:</p> <ul style="list-style-type: none"> Aristophanes, <i>Acharnians</i>, <i>Knights</i>, <i>Wasps</i> <i>Constitution of the Athenians</i> The Old Oligarch Plato Thucydides, <i>Funeral Oration</i> Xenophon, <i>History of Greece</i>. <p>AO2 Answers should interpret the evidence presented in the chosen examples to show how the relationship between rich and poor is characterised.</p>	20	<p>What can we learn from other sources about the relationship between rich and poor in Athens?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussions of specific examples (such as political leaders from wealthy backgrounds (eg Pericles, Nicias, Cleon), and reward appropriately candidates who show a good understanding of the sources as a whole (eg the underlying attitude of the Old Oligarch).</p> <p>Credit evaluation where it occurs.</p>	<table> <tr><td>AO1 = 10</td><td></td></tr> <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> <tr><td>AO2 = 10</td><td></td></tr> <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>	AO1 = 10		Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	AO2 = 10		Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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1	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> examples of wealthy leaders in the <i>ekklesia</i> (such as Pericles, Nicias, Cleon, Alcibiades) and their relationship with the poor of Athens the changes brought about by developments such as the teaching of rhetoric and its influence on those who attended the assembly the pressures of the Peloponnesian War, particularly after 411 BC and the closing stages of the war. <p>Answers may include discussion of the significance of the changes in leadership after Pericles (as noted by Thucydides 2.65), the impact of Spartan invasions of Attica in the 420s (and the occupation of Decelea later in the war), the impact of the plague and the reaction by Athenians to the scandals of 415 BC and the aftermath of the disaster in Sicily.</p> <p>Sources may include:</p> <ul style="list-style-type: none"> Aristophanes, <i>Knights</i>, <i>Wasps</i> <i>Constitution of the Athenians</i> The Old Oligarch Thucydides (eg the <i>Funeral Speech</i>) Plutarch, <i>Life of Nicias</i> (eg the ostracism of Hyperbolus) Xenophon, <i>History of Greece</i>. 	25	<p>On the basis of these passages and other sources you have studied, to what extent did the relationship between rich and poor in Athens become worse during the 5th century BC?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of particular examples, including those not mentioned in the specification: eg Cimon, Thucydides, son of Melesias.</p> <p>Credit discussion of further examples drawn from Thucydides, such as his discussion of the Mutilation of the Hermae and profanation of the Mysteries in 415 BC, the reaction to the defeat in Sicily (8.1) and his account of the events of 411 BC.</p> <p>Credit discussion of the context of the Old Oligarch and the attitude towards the democracy found there.</p>	<p>AO1 = 10</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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Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
			<p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgments on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. 			<p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>
2	(a)		<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> • the importance of a figurehead • the contribution made by Pericles to Athenian success • Pericles’ role in giving advice based on his understanding of military matters and the importance of the navy • the increase in competition between political leaders after his death • the significance of personal ambition and private profit • the risks to the state from this competition. 	10	<p>What does this passage tell us about political leaders in Athens?</p> <p>The focus should be on details from the passage that relate to political leaders.</p> <p>Credit understanding of the context of this passage in the work of Thucydides.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
2	(b)	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes, Knights, Acharnians • Thucydides (eg his presentation of debates in the <i>ekklesia</i> such as the Pylos debate; the reaction against Pericles at the start of the Peloponnesian War (2.65)) • Xenophon, History of Greece 1.7. <p>AO2 Answers should interpret the evidence presented in the chosen examples and bring out the importance of military campaigns in the specific examples chosen.</p>	20	<p>What can we learn from other sources about the importance of military success for political leaders in Athens?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of other examples from Thucydides, such as the Mytilene debate or the debate about the Sicilian expedition. The careers of other political figures may be discussed (eg Cleon (and the aftermath of the Pylos campaign), Cimon, Nicias, Alcibiades).</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</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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2	(c)	<p>AO1 Answers may include:</p> <ul style="list-style-type: none"> ostracism and how this was abused and discontinued the oligarchies and weakening of the system the competition between political leaders demonstrated by the Pylos debate (and elsewhere in Thucydides) the political influence exerted on the lawcourts by Cleon (Aristophanes' Wasps) the nature of political debate and decision making (eg Aristophanes' Knights) the trial of the generals in Xenophon. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources make judgments on the value of the examples as historical evidence show understanding of how to interpret ancient evidence address 'how far'. 	25	<p>On the basis of this passage and other sources you have studied, how far do you agree that the Athenian democratic system worked less well after Pericles' death?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of particular examples where competition between political leaders can be shown to have impacted on Athens. Candidates may use examples from a broader range of sources than covered in the specification: eg Thucydides' account of the aftermath of the Peace of Nicias in 421 BC and the Sicilian debate, etc.</p>	<p>AO1 = 10</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>AO2 = 15</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>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • <i>Constitution of the Athenians</i> • Thucydides (the Funeral Speech, the Pylos debate, his comments on Pericles) • the Old Oligarch • Aristophanes, <i>Knights</i>, <i>Acharnians</i>, <i>Wasps</i> • Xenophon. <p>Answers might include:</p> <ul style="list-style-type: none"> • speeches made in the assembly (as recorded by Thucydides) and the impact of these on decisions • the portrayal of political leaders in Aristophanes • the role of the voters in the assembly • the negative portrayals of the democracy in sources such as Thucydides and the Old Oligarch. <p>AO2 Answers should evaluate the evidence presented in the chosen examples and present an argument about who controlled the decisions made. Candidates may choose to contrast Pericles with his successors (Thucydides 2.65). The focus should be on the importance of public speaking.</p>	45	<p>‘Only those skilled in public speaking were able to control the decisions of the Athenian democracy.’ How far do you agree with this view?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the importance of speaking in, for example, the Mytilene debate.</p>	<p>AO1 = 20</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>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
4		<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • <i>Constitution of the Athenians</i> • the Old Oligarch • Aristophanes, <i>Knights</i>, <i>Acharnians</i> • Thucydides (especially his focus on the <i>ekklesia</i>) • the trial of the generals (Xenophon) • inscriptional evidence. <p>Answers might include:</p> <ul style="list-style-type: none"> • the role of the <i>boule</i> in preparing the agenda for the assembly • the importance of the <i>boule</i> in <i>dokimasia</i> and <i>euthune</i> • the importance of the <i>boule</i> in the day to day running of Athens • specific examples of decisions drawn from the sources. <p>AO2 Answers should evaluate the evidence presented in the chosen examples and show to what extent we can judge whether the <i>boule</i> influenced specific decisions.</p>	45	<p>To what extent did the <i>boule</i> (council) exercise control over the Athenian democratic system?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of specific examples drawn from the sources.</p> <p>Credit understanding of our limited evidence for what happened in the <i>boule</i> and the focus in Thucydides and others on the importance of decision-making in the assembly.</p> <p>Credit discussion of other sources outside the specification.</p>	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Option 2: Delian League to Athenian Empire

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
5	(a)	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> • the role of Aristides • the assessment of the first tribute payments • the oaths of member states • the revolt of Naxos and its suppression • the breaking of the 'original constitution' • the reasons for disputes within the league • the role of the Athenians in ensuring compliance • the attitude of the allies towards what they were asked to do. 	10	<p>What do these passages tell us about the early years of the Delian League?</p> <p>The focus should be on details from the passage about the early years of the Delian League.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>
5	(b)	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Plutarch, <i>Pericles</i> 12 1-5 • Thucydides (1.89–115) • inscriptional evidence (eg Kleinias decree, Khalkis decree, (Standards decree), though the dating of these is open to different interpretations). <p>Credit discussion of specific incidents which show how the relationships between Athens and individual states changed during this period. The focus should be before 446 BC.</p> <p>AO2</p>	20	<p>What can we learn from other sources about the development of the relationship between Athens and her allies before the Thirty Years Peace (446 BC)?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the context of Delian League activity in the period 477-446 BC;</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
			Answers should interpret the evidence presented in the chosen examples and show how the relationship between Athens and her allies developed during this period. Credit understanding of the problematic nature of the evidence.		reward where appropriate discussion of the 'land empire'. Credit evaluation where it occurs.	AO2 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1
5	(c)		<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> examples of Athenian behaviour that illustrate the way they treat particular states, such as in the earlier period Carystus, Skyros, Naxos, or later the Methone decree and the responses to the revolts of states such as Mytilene and Scione the evidence of the sources, particularly Thucydides, Plutarch, Aristophanes and the Old Oligarch. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources make judgments on the value of the examples as historical evidence show understanding of how to interpret ancient evidence address the issue of consistency directly. 	25	<p>On the basis of these passages and other sources you have studied, to what extent did the behaviour of the Athenians vary from ally to ally?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the variation in Athenian practice and the reasons for this (the strength or strategic significance of a particular state, external conditions such as the state of the war with Sparta etc.).</p> <p>Credit where appropriate discussion of Athenian treatment of states outside her empire, such as Megara before the outbreak of the Peloponnesian War, Sparta and Melos.</p>	<p>AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 15 Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

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6	(a)	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> the people of Methone can import corn Athenian officials are to help them with this and ensure no-one prevents it there is a penalty for officials who do not comply the corn imports are to be penalty-free Methone is only to be affected by decrees in which they are specifically mentioned Athens is involved in helping Methone over a dispute with Perdikkas, King of the Macedonians the settling of the dispute is given priority at Athens. 	10	<p>What does this passage tell us about Athenian decisions concerning Methone?</p> <p>The focus should be on details from the passage about Methone.</p> <p>Credit understanding of the context of this passage.</p>	<p>AO1 = 10</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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6	(b)	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> Aristophanes, <i>Birds</i> The Old Oligarch Thucydides (eg the Pentekontaeteia) inscriptions such as the Khalkis and Standards decrees. <p>Credit discussion of specific examples, where the allies gain some form of benefit from Athens' control of the Aegean, such as the generally prevailing peaceful conditions, the increase in trade, the suppression of piracy and the restriction of Persian expansion. Candidates may also mention the</p>	20	<p>What can we learn from other sources about the benefits of membership of the Delian League?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the reliability of our sources.</p> <p>Credit evaluation where it occurs.</p>	<table> <tr><td>AO1 = 10</td><td></td></tr> <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> <tr><td>AO2 = 10</td><td></td></tr> <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> </table>	AO1 = 10		Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	AO2 = 10		Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4
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			<p>support given by Athens in local conflicts and the support for democracy in the Delian League.</p> <p>AO2 Answers should interpret the evidence presented in the chosen example.</p>			<p>Level 1 0–1</p>
6	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> a range of sources such as Thucydides, the Old Oligarch, Plutarch, <i>Life of Pericles</i> and inscriptional evidence examples where Athenian treatment of allies could be seen as 'fair and reasonable' such as the Methone decree, the use of tribute to spread the burden of defence against Persia (at least in the early stages) examples where Athens' treatment of allies could be seen as less 'fair and reasonable', such as in the early examples of Naxos and Thasos, the favouring of one ally over another in local conflict (eg Samos in 440 BC), and the change in language found in inscriptions in the later part of the period some specific examples (eg states where cleruchies were imposed or <i>proxenoi</i> used). 	25	<p>On the basis of this passage and other sources you have studied, how far did Athens treat its allies in a fair and reasonable way?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of particular examples drawn from the sources. Allow some discretion as to the candidates' interpretation of 'fair and reasonable'; while the best responses may identify a range of examples from the material studied and present a developed argument.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>	

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
			<p>AO2 Answers should:</p> <ul style="list-style-type: none"> • address 'fair and reasonable' directly in the answer • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgments on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. 			<p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

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7		<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • inscriptional evidence (such as the Khalkis, Methone, Kleinias and standards decrees) • Thucydides (such as the Pentekontaeteia, the Mytilene debate, the Melian dialogue) • Aristotle, <i>Constitution of the Athenians</i> • Plutarch, <i>Lives of Aristides, Perikles</i> • the Old Oligarch. <p>Answers might include:</p> <ul style="list-style-type: none"> • specific examples of inscriptions placed in context • Thucydides' account of the events in the Pentekontaetia or the revolts of Athenian allies such as Samos, Potidaea or Mytilene. <p>AO2 Answers should evaluate the evidence presented in the chosen examples and show how reliable inscriptions are for our understanding of 'changes'.</p>	45	<p>To what extent do you agree that inscriptions are our most reliable evidence for the changes in the Athenian Empire?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Reward judicious evaluation of the potential bias in Thucydides' account, and credit discussion of the limited context for many inscriptions.</p> <p>Reward appropriately candidates who go beyond the set material to answer this question, for example drawing on a wider range of inscriptions or on other parts of Thucydides' account.</p>	<p>AO1 = 20</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>AO2 = 25</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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8		<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • inscriptional evidence, such as the Khalkis decree, Methone decree 	45	<p>To what extent were the Athenians able to maintain control over their allies during the 5th century BC?</p> <p>There should be a range of examples</p>	<p>AO1 = 20</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>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4										
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Question			Answer	Marks	Guidance	
			Indicative Content		Levels of Response	
			<ul style="list-style-type: none"> Plutarch, <i>Perikles</i> Thucydides (such as his account of the early history of the Delian League, his discussion of revolts and their aftermaths) the Old Oligarch (particularly the use of lawcourts in Athens and the support given largely to the poor in allied states) Aristophanes <i>Birds</i>. <p>Answers might include:</p> <ul style="list-style-type: none"> the methods Athens used to keep control of her allies, including the use of the navy (direct intervention through force), cleruchies, <i>proxenoi</i>, the use of the Athenian jury courts, the benefits of peace etc. Athens' success with particular states (eg Samos, Methone etc.) changes over time in Athens' approach (eg the changing language found in inscriptions, variation in the tribute etc.) specific examples where control was maintained after revolt (eg Samos, Mytilene) and where it was not (eg Amphipolis). <p>AO2 Answers should evaluate the evidence presented in the chosen examples and assess the extent to which control was maintained across a range of allies.</p>		<p>chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the control exerted by Athens both over her Delian League allies and those on the mainland.</p> <p>Reward discussion of the limited evidence available to us and the extent to which we can argue from silence during this period.</p> <p>Credit the use of a broader range of evidence, particularly inscriptions such as ATL (Athenian Tribute Lists).</p> <p>Credit also discussion of Megara.</p>	<p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Option 3: Politics and Society of Ancient Sparta.

Question		Answer	Marks	Guidance											
		Indicative Content			Levels of Response										
9	(a)	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> • Athens and Sparta were still in an alliance (from the Persian Wars) • Other states also came to Sparta's aid because of alliances • Athens agreed to come to the aid of the Spartans under the leadership of Cimon • the Spartans were fearful of the way the Athenians behaved and the risks this posed to them in the Peloponnese • the Spartans singled the Athenians out and sent them away • this leads to the breakdown of the alliance between them, and Athens turns to Argos. 	10	<p>What does this passage tell us about relationships between Sparta and other states?</p> <p>The focus should be on details from the passage that show how the relationships changed at this time.</p>	<p>AO1 = 10</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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Level 1	0–1														
9	(b)	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Herodotus • Plutarch, <i>Lycurgus</i>, particularly Ch. 6 • Thucydides, 1. 79-87 • Diodorus 11.50 • Aristophanes, <i>Lysistrata</i> • Xenophon, <i>Constitution of the Spartans</i>. <p>Credit awareness of the lack of non-Athenian sources as this makes it difficult to</p>	20	<p>What can we learn from other sources about the attitudes of other states towards Sparta?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Reward examples supported with evidence, and credit examples outside</p>	<p>AO1 = 10</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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Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
		<p>assess the perspective of states other than Athens.</p> <p>AO2 Answers should interpret the evidence presented in the chosen examples and show to what extent we can discover how other states viewed Sparta.</p>		<p>the Peloponnese, such as Athens.</p> <p>Credit evaluation where it occurs.</p>	<p>AO2 = 10</p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p>
9	(c)	<p>AO1 Answers may include:</p> <ul style="list-style-type: none"> • Sparta's policies towards other states in the Peloponnese who were allies, such as Corinth & Tegea • Sparta's policy towards Argos, including the alliances made • Sparta's policy towards states beyond the Peloponnese, such as Athens • details of changes in the policies, such as Sparta's changes in direction with respect to Athens and Corinth. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • address consistency • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgments on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. 	25	<p>On the basis of this passage and other sources you have studied, discuss to what extent Sparta pursued consistent policies towards other states.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limited evidence we have for many aspects of Spartan policy. Credit also different interpretations of what is meant by 'consistent policies'.</p> <p>Reward discussion of Sparta's relationships with non-Greek states (such as Lydia and Persia).</p>	<p>AO1 = 10</p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p> <p>AO2 = 15</p> <p>Level 5 14–15</p> <p>Level 4 10–13</p> <p>Level 3 6–9</p> <p>Level 2 3–5</p> <p>Level 1 0–2</p>

Question		Answer	Marks	Guidance																									
		Indicative Content			Levels of Response																								
10	(a)	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> • Aristotle thought that Lycurgus failed to control the licence and power of women • the physical training regime for women, instituted by Lycurgus to make them fitter for child-bearing • Lycurgus made the public lives of women much more like that of the men • the role of women in encouraging the right sort of behaviour in young men and the impact of this on Spartan society. 	10	<p>What does this passage tell us about the lives of women in Sparta?</p> <p>The focus should be on details from the passage that show what women's lives were like.</p> <p>Credit understanding of the context of this passage in the work of Plutarch.</p>	<p>AO1 = 10</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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10	(b)	<p>AO1 Sources may include:</p> <ul style="list-style-type: none"> • Herodotus • Plutarch, <i>Lycurgus</i> • Aristophanes, <i>Lysistrata</i> • Xenophon, <i>Constitution of the Spartans</i>. <p>Credit discussion of Spartan marriage, the Spartan mess system, the education of children and its impact on male-female relationships.</p> <p>AO2 Answers should interpret the evidence presented in the chosen examples and show how the sources reflect the unusual Spartan situation.</p>	20	<p>What can we learn from other sources about the relationship between men and women in Sparta?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of our limited evidence for the attitudes of Spartans, and the extent to which the 'Spartan mirage' complicates this.</p> <p>Credit discussion of <i>helots</i> and <i>perioikoi</i>. Credit use of other relevant texts such as</p>	<table> <tr><td>AO1 = 10</td><td></td></tr> <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> <tr><td>AO2 = 10</td><td></td></tr> <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>	AO1 = 10		Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	AO2 = 10		Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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			Indicative Content			Levels of Response																			
					<p>the <i>sayings of the Spartan women</i>.</p> <p>Credit evaluation where it occurs.</p>																				
10	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> the important role attributed to women at festivals in Sparta the restricted role of women in political matters the peculiar nature of Spartan marriage the importance of childbirth Spartan women and the ownership of land, the role of women in the absence of their husbands the role of women in promoting Spartan values. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> address 'to what extent' and 'important' evaluate the factual information in the sources and the potential for bias, given the background of our sources make judgments on the value of the examples as historical evidence show understanding of how to interpret ancient evidence. 	25	<p>On the basis of this passage and other sources you have studied, discuss the extent to which Spartan women made an important contribution to Spartan society.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our understanding of what actually happened in Sparta, especially given the traditions of secrecy.</p> <p>Reward discussion of Aristotle's views of the prominence of women, particularly in the fourth century.</p>	<p>AO1 = 10</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>AO2 = 15</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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11		<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Xenophon, <i>Constitution of the Spartans</i> • Aristophanes, <i>Lysistrata</i> • Herodotus • Thucydides • Plutarch, <i>Lycurgus</i>. <p>Answers might include:</p> <ul style="list-style-type: none"> • the problems posed by the lack of evidence from Sparta itself • the limited view we have of the social structure, including population numbers • the limited direct evidence for the size of different groups within the <i>Spartiates</i> • the size of the Spartan population during the Persian Wars and then during the Peloponnesian Wars • some achievements (such as Thermopylae, the Persian Wars, the First Peloponnesian War, the main Peloponnesian War). <p>AO2 Answers should evaluate the evidence presented in the chosen examples and assess the reliability of the evidence for Sparta's achievements being limited by low populations.</p>	45	<p>How far do you think the size of the Spartan population restricted what Sparta achieved in the 5th century BC?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our knowledge of the Spartan social structure, and the problematic nature of many of our sources.</p> <p>Reward discussion of the response of the Spartans to Ithome, or the increasing use of other elements in the Spartan army, such as <i>perioikoi</i> and <i>helots</i>, including the force taken north by Brasidas during the Archidamian War.</p> <p>Credit, where appropriate discussion of other groups such as <i>perioikoi</i> and <i>helots</i> as parts of the Spartan state.</p>	<p>AO1 = 20</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>AO2 = 25</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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12		<p>AO1 Sources may include:</p> <ul style="list-style-type: none"> • Plutarch, <i>Lycurgus</i> • Herodotus • Diodorus • Xenophon, <i>Constitution of the Spartans</i> • Thucydides (e.g. Sthenelaidas' speech). <p>Answers might include:</p> <ul style="list-style-type: none"> • the constitutional role of the <i>ephors</i> within Spartan society and particularly their oversight of the kings • the limited evidence we have for the role of the <i>ephors</i> • the greater range of evidence we have for other elements of the Spartan constitution such as the kings, who had a more outward-facing role. <p>AO2 Answers should evaluate the evidence presented in the chosen examples and show to what extent we can rely on the evidence of our sources for what happened in Sparta itself.</p>	45	<p>To what extent do the sources help us to understand the importance of the <i>ephors</i> in the Spartan state?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our knowledge about what the <i>ephors</i> actually did, and the problematic nature of many of our sources. Credit discussion of further sources, such as Herodotus (Book 6) or Thucydides (the allied congress or the debate in the Spartan assembly (Book 1)).</p>	<p>AO1 = 20</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>AO2 = 25</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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APPENDIX 1: AS Classics Marking Grid for essays and contexts in Units AH1 and AH2

	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.		
Level 5	9–10	18–20	9–10	14–15	22–25
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used. 		
Level 4	7–8	14–17	7–8	10–13	17–21
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used. 		
Level 3	5–6	9–13	5–6	6–9	12–16
	<ul style="list-style-type: none"> • A range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used. 		
Level 2	2–4	5–8	2–4	3–5	6–11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. 		
Level 1	0–1	0–4	0–1	0–2	0–5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • Little or no interpretation or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary. 		

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