



GCE

Classics: Ancient History

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

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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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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 and 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	Levels of Response
	Indicative Content			
1a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Paphlagonian and Sausage-seller argue about influence over jury; • reference to rhetorical tricks; • contrast between responsibility of speakers under oligarchy and irresponsibility of speakers under democracy; • the importance of the individual who makes the proposal in the assembly; • the freedom this system gives to the people to change their minds. 	[10]	<p>What do these passages tell us about how decisions were made in Athens?</p> <p>For higher bands, candidates should deal with both passages.</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>
1b	<p>AO1</p> <p>Answers should include at least some sources which relate to the importance of public speakers in the assembly. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Acharnians</i>, <i>Knights</i>; • <i>Constitution of the Athenians</i> 21-22.6; • The Old Oligarch; • Plutarch, <i>Nicias</i>; • Thucydides, <i>Funeral Oration</i>, 2.65, <i>Pylos debate</i> • Xenophon <i>History of Greece</i>. <p>Candidates may focus on the role of specific individuals such as Pericles and Cleon, or look at accounts of meetings of the assembly. Xenophon is useful for the detail of procedure, though the example in <i>History of Greece</i> 1.7 is not typical.</p>	[20]	<p>What can we learn from other sources about the importance of public speakers in the assembly?</p> <p>Answers should not include discussion of the specific passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to illustrate the importance of public speakers in the assembly. Credit discussions of specific examples (such as the speeches made by Pericles before the Peloponnesian War), and reward appropriately candidates who show a good understanding of the sources as a whole (e.g. the underlying attitude of the Old Oligarch) and the changes later in the period (after the death of Pericles).</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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	A02 Answers should interpret the evidence presented in the chosen examples about the importance of public speakers in the assembly.		Credit discussion of the Mytilene debate or the debate about the Sicilian Expedition. Credit use of Plutarch, <i>Pericles</i> on the arguments over the Periclean building programme and inscriptions. Credit evaluation where it occurs. Credit awareness of bias in sources such as Thucydides, Aristophanes and the Old Oligarch.	AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
1c	A01 Answers may include: <ul style="list-style-type: none"> the role of public speakers in assembly debates (e.g. Pericles, Cleon); the importance of public speaking; the importance of elected roles, such as being general; the opportunities for speakers who were not in elected positions (e.g. Cleon); the attitude of the <i>demos</i> as shown in the Pylos debate and the Trial of the Generals; the attitude of the <i>demos</i> to Pericles. Answers may include discussion of the significance of the changes in leadership after Pericles (as noted by Thucydides 2.65), and the portrayal of political figures in Aristophanes (e.g. <i>Knights</i>). Sources may include: <ul style="list-style-type: none"> Aristophanes <i>Acharnians</i>, <i>Knights</i>; <i>Constitution of the Athenians</i>; 	[25]	On the basis of these passages and other sources you have studied, to what extent do you agree that public speakers in the assembly were unable to control what happened? There should be a range of examples chosen from the sources, with appropriate detail, to show the extent of control of the assembly by those who spoke there. Credit discussion of further examples drawn from Thucydides, such as the Mytilene debate, the Mutilation of the Hermae, the recall of Alcibiades from Sicily and the in-fighting in Athens in the later stages of the Peloponnesian War (continued also in Xenophon). Credit also discussion of <i>euthynai</i> and <i>dokimasia</i> , and the lawcourts more generally.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<ul style="list-style-type: none"> • The Old Oligarch; • Thucydides (e.g. the Pylos debate); • Plutarch, <i>Life of Nicias</i> (e.g. the ostracism of Hyperbolus); • Xenophon <i>History of Greece</i>. <p>A02 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 'to what extent'. 		<p>Credit discussion of the context of the Old Oligarch and the attitude towards the common people of Athens found there.</p>	<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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
2a	<p>A01</p> <p>Answer might include;</p> <ul style="list-style-type: none"> • there were disagreements between political leaders; • ostracism was a threat to politicians; • political leaders had different characters, as shown by Nicias and Alcibiades; • Nicias tried to lead the people in a direction that was not popular; • different political leaders had different followers; • there were also political leaders from a different class like Hyperbolos; • fierce competition sometimes led to underhand tactics; • political leaders were prepared to use tools like ostracism against each other. 	[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>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>
2b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Knights</i>, <i>Wasps</i>, <i>Acharnians</i>; • <i>Constitution of the Athenians</i> 21.1-22.6; • Thucydides 2.65, <i>Pylos debate</i>; • The Old Oligarch; • Xenophon, <i>History of Greece</i>. <p>A02</p>	[20]	<p>What can we learn from other sources about how the Athenians viewed their political leaders?</p> <p>Answers should not include discussion of the passage on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to illustrate how the Athenians viewed their leaders.</p> <p>Credit discussion of other examples from Thucydides, such as the debate before the Sicilian expedition.</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 = 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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	Answers should interpret the evidence presented in the chosen examples and bring out the key features relating to political leaders.		Credit evaluation where it occurs.	
2c	<p>A01 Answers may include:</p> <ul style="list-style-type: none"> the attitude towards political leaders, particularly Cleon, demonstrated in the Pylos debate (and elsewhere in Thucydides (even 2.65)); the influence exerted on the law courts by Cleon (Aristophanes' <i>Wasps</i>); the nature of the Assembly after Pericles (e.g. Aristophanes' <i>Acharnians</i>, Thucydides 2.65); The Old Oligarch 1, 2; the nature of leadership in the assembly (e.g. Aristophanes' <i>Knights</i>) the reactions of the assembly in the trial of the generals in Xenophon; the evidence of the Old Oligarch on the importance of the 'naval mob', and the importance of the poor in decision-making. <p>A02 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 'to what extent'. 	[25]	<p>On the basis of this passage and other sources you have studied, to what extent was there a change in political leadership in Athens during the Peloponnesian War?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail to illustrate political leadership in Athens during the Peloponnesian War. Examples may range beyond Pericles and Cleon.</p> <p>Credit discussion of the similarity of Cleon's policies to those of Pericles.</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 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
				Level 1 0 – 2
3	<p>A01 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Thucydides 2.65 (his comments on the successors to Pericles), the Pylos debate; • the Old Oligarch; • Aristophanes <i>Acharnians</i>, <i>Knights</i>, <i>Wasps</i>. <p>Answer might include;</p> <ul style="list-style-type: none"> • Thucydides' positive presentation of the democracy under Pericles, contrasted with his less positive views on his successors such as Cleon; • the negative portrayal of the democracy under Cleon in Aristophanes' plays; • the negative portrayal of the democracy by the Old Oligarch. <p>A02 Answers should evaluate the evidence presented in the chosen examples and analyse the attitudes towards Cleon. Credit discussion of the hostility in Thucydides and Aristophanes towards Cleon, and the more general hostility to the democracy in the Old Oligarch. Credit discussion of the limited nature of our sources.</p>	[45]	<p>To what extent do the sources allow us to assess the role and significance of Cleon in Athens?</p> <p>Credit use of other sections of Thucydides such as the Mytilene debate, and his comments on Cleon's military career.</p> <p>Credit discussion of the similarity of Cleon's policies to those of Pericles.</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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
4	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> the Old Oligarch; <i>Constitution of the Athenians</i> Aristophanes <i>Knights, Wasps, Acharnians</i>; Thucydides (the Funeral Speech, 2.65, the Pylos debate); the trial of the generals (Xenophon); Plutarch, <i>Life of Nicias</i>. <p>Answer might include;</p> <ul style="list-style-type: none"> the roles of the magistrates in the law courts and in religious matters; the role of public speakers in the assembly; the importance of the probouleutic role of the <i>boule</i>; the limited number of meetings and the extent of popular participation; the limited opportunity for popular participation (as in Aristophanes <i>Acharnians</i>); the limitations placed on ostracism; the importance of rotation of office holders and use of the lot. <p>A02</p> <p>Answers should evaluate the evidence presented in the chosen examples and show to what extent we can judge limitations on the power of the assembly, the council and courts, given our limited evidence.</p>	[45]	<p>How far was the power of the people limited in Athenian democracy?</p> <p>Credit discussion of specific examples drawn from the sources.</p> <p>Credit understanding of our limited evidence for assembly meetings (and council and courts) and the risk that the examples in the sources might be atypical.</p> <p>Credit use of inscriptions to illustrate the checks and balances of the democratic system.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Option 2: Delian league to Athenian Empire

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
5a	<p>A01</p> <p>Answers might include;</p> <ul style="list-style-type: none"> the Athenians have passed a decree relating to Khalkis; the Athenian Council members and dikasts agree not to act against the city as a whole; they also agree not to interfere with individuals unless this is decided by the Athenian people; notice of any changes will be given, as long as the Khalkidians obey the Athenians; oaths are to be sworn on both sides; the Khalkidians swear not to revolt from Athens and to be a good ally <i>in word or deed</i>; they agree to pay tribute; they agree to inform on anyone who does revolt. 	[10]	<p>What does this passage tell us about the relationship between the Athenians and the Khalkidians?</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>
5b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> Thucydides (1.89-117) Aristophanes, <i>Birds</i>; Aristotle <i>Constitution of the Athenians</i> 23.4-5; The Old Oligarch; Plutarch <i>Aristeides</i> 24.1-5. 	[20]	<p>What can we learn from other sources about the way other states viewed the Athenians?</p> <p>Answers should not include discussion of the passage on the paper.</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>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>Credit interpretation of relevant examples where there is evidence for interaction between Athens and other states: e.g.</p> <ul style="list-style-type: none"> • Thasos; • Megara; • Samos; • Mytilene; • Methone; • Melos; • Sicily; • Sparta. <p>The focus of the discussion should be on the views of the states.</p> <p>A02 Answers should interpret the evidence presented in the chosen examples and discuss the views of other states, insofar as these can be determined from our sources.</p>		<p>Credit evaluation where it occurs.</p>	<p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
5c	<p>A01 Answers should include some specific examples which can be used to show how the relationship between Athens and her allies developed and how the freedom of these states was affected by Athenian actions and decisions. Answers may include:</p> <ul style="list-style-type: none"> • the positive relationship between Athens and her allies at the inception of the Delian League (based on Thucydides and Plutarch, <i>Aristeides</i>); • examples of Athenian actions towards allies in the early years of the Delian League, such as Naxos and Thasos (based on Thucydides); 	[25]	<p>On the basis of this passage and other sources you have studied, to what extent did the Athenians restrict the freedom of members of the Delian League?</p> <p>Candidates can be selective about what they cover: there are a wide range of examples, but all present difficulties of interpretation because of the potential Athenocentric bias.</p> <p>Credit attempts to use the evidence of inscriptions outside the specification such as ATL.</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>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<ul style="list-style-type: none"> • later actions such as the responses to the revolts of states (e.g. Samos, Mytilene (and relevant inscriptions)); • allied attitudes to Athenian mechanisms of control (e.g. Aristophanes <i>Birds</i> 1035-42); • more positive aspects such as the Methone decree and the allies who joined the Athenians after the 460s, such as Boiotia and Megara; • the events leading up to the Thirty Years Peace (446 BC), including the revolts of important allies such as Euboa; • the loyalty shown by some states during the Peloponnesian War (e.g. Samos); • the view of Sparta and members of the Peloponnesian league, especially Corinth. <p>A02 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 'to what extent'. 		<p>Credit use of sources from outside the specification, particularly Thucydides.</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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
6a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Thasians revolt because of a dispute over territory and resources; • the Athenians use military force to impose a settlement in their favour; • the Athenians set up a colony at Amphipolis, with other allies; • the original inhabitants, the Edonians are driven out; • the Melians were a Spartan colony who had remained neutral; • the Athenians use force to impose their will; • the Melians became enemies of Athens; • the Melians show some uncertainty about how to deal with the Athenian representatives. 	[10]	<p>What do these passages tell us about the relationships between the Athenians and other states?</p> <p>Credit understanding of the context of these passages.</p> <p>Credit an appropriate selection of material from both passages for full marks – candidates do not need to address all issues listed in the mark scheme.</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>
6b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • The Old Oligarch; • Thucydides (e.g. the Pentekontaeteia, the Mytilene debate); • inscriptions such as the Khalkis decree. <p>Credit discussion of specific examples, where the Athenians deal with allies who resisted, such as revolts from the Delian League (e.g. Naxos). Candidates may also focus on examples where we know something about the details of the settlement imposed by the Athenians (e.g.</p>	[20]	<p>What can we learn from other sources about how the Athenians dealt with those who resisted them?</p> <p>Answers should not include discussion of the passages on the paper, though the outcome for the Melians can be mentioned.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, about how Athenians dealt with resistance. These can be drawn from the entire period studied.</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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<p>Samos, Potidaea).</p> <p>A02 Answers should interpret the evidence presented in the chosen examples.</p>		<p>Credit discussion of cleruchies and <i>proxenoi</i>.</p> <p>Credit evaluation where it occurs.</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>
6c	<p>A01 Answers may include:</p> <ul style="list-style-type: none"> a range of sources such as Thucydides (the Pentekontaeteia, the Mytilene debate (3.37.2)), the Old Oligarch, Aristophanes (<i>Birds</i>), Plutarch (<i>Perikles</i>) and inscriptional evidence (Khalkis, Methone and others); examples where the Athenians seem to have had good relations with their allies, for example at the start of the Delian League, or where individual allies such as Methone benefitted); examples where Athens did become more severe, such as Naxos and Thasos early on, or the imposition of cleruchies later in the period (e.g. on Khalkis); or later during the Peloponnesian War, the proposed punishment of Mytilene or the treatment of Melos. <p>Candidates may choose to present material showing that Athenian self-interest dominated the Delian League from early</p>	[25]	<p>On the basis of these passages and other sources you have studied, to what extent did the Athenians change their attitude towards the Empire during the 5th century BC?</p> <p>Credit discussion of particular examples drawn from outside the specified sources (e.g. evidence for changes in the tribute collection as shown in ATL and other inscriptions).</p> <p>Credit discussion of the final stages of the Peloponnesian War.</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	Levels of Response
	Indicative Content			
	<p>on, or may argue that imperialism developed over time and became significantly more prominent under Pericles and later political leaders.</p> <p>A02</p> <p>Answers should:</p> <ul style="list-style-type: none"> • address ‘to what extent’ 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</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>
7	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Thucydides (such as the Pentekontaeteia, the Mytilene debate, the Melian dialogue); • inscriptional evidence (such as the Khalkis, Methone, Kleinias and Standards decrees) – there is material here to argue either side of the question; • Plutarch <i>Lives of Aristeides, Perikles</i>; • the Old Oligarch. <p>Answer might include:</p> <ul style="list-style-type: none"> • the development of the Delian League from the beginning; • discussion of specific incidents from different periods in the Delian 	[45]	<p>‘Thucydides shows us very clearly the extent to which the Athenians controlled their Empire.’ How far do you agree?</p> <p>Reward judicious evaluation of the potential bias in Thucydides’ account, especially as regards Pericles; credit also discussion of his own career as a general and his attitude towards Athens after the death of Pericles and his own exile.</p> <p>Credit discussion of particular examples drawn from outside the specified sources (such as ATL or the Thoudippos decree) or in other parts of Thucydides’ account.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>League/Athenian Empire, with appropriate discussion (e.g. Naxos, Thasos, Samos, Mytilene);</p> <ul style="list-style-type: none"> the partial nature of Thucydides' account, which does not allow us to form a comprehensive view across the empire. <p>A02 Answers should evaluate the evidence presented in the chosen examples and consider both the strengths and weaknesses of Thucydides' account.</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>
8	<p>A01 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, Kleinias decree, Standards decree; Thucydides (his accounts of the origin of the Delian League and its subsequent development, revolts and any insight provided into the impact on other Greek states); Aristophanes <i>Birds</i>; the Old Oligarch; Plutarch <i>Aristeides</i>. <p>Answer might include:</p> <ul style="list-style-type: none"> the largely positive accounts of the origins of the Delian League; the negative reactions of Naxos and Thasos; the continuing of the war against Persia down to the defeat in Egypt, 	[45]	<p>To what extent can we understand how other Greek states reacted to the development of the Athenian Empire?</p> <p>Credit discussion of the relationship from a variety of perspectives: students may note the limited evidence available to us for the views of the allies.</p> <p>Credit discussion of the conflict with Sparta, from the 460s down to the Peloponnesian War, including relevant examples taken from Thucydides outside the specification (e.g. the Corinthians' speech at 1. 68ff). Credit also discussion of events involving states outside the Delian League, such as Corinth, Corcyra</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>

Question	Answer	Marks	Guidance	
	Indicative Content		Levels of Response	
	<p>and then to the Peace of Callias;</p> <ul style="list-style-type: none"> • the revolts in the 450s and before 446 BC; • the revolt of Samos and the outbreak of the Peloponnesian War; • the strains on the Athenian Empire as shown by the Mytilene debate and the Melian dialogue. <p>A02 Answers should evaluate the evidence presented in the chosen examples and assess the extent to which the sources allow us to make a reasonable judgment about the reaction of other states, given the limited evidence we have for the allies' views. Credit discussion of the 'development of the Athenian Empire' over time.</p>		and Megara.	<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
9a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • discussion between king and foreign ambassador; • detail of the journey and time needed; • the problem for Sparta of the length of the expedition; • Aristagoras continued to press Cleomenes; • Gorgo was present at the discussions; • the attempt at bribery; • the reaction of Gorgo and Cleomenes' response. 	[10]	<p>What does the passage tell us about how the decision was made not to help Aristagoras and the Ionian Greeks?</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>
9b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Herodotus 1.65-8, 5. 39-40; 6. 56-8, 72-3, 76-82; 7. 202-239 • Plutarch, <i>Lycurgus</i> 6, 7; • Thucydides, 1. 79-87; • Xenophon <i>Constitution of the Spartans</i> 8, 13-15. <p>Credit awareness of the lack of contemporary non-Athenian sources as this makes it difficult to assess the limitations of our evidence.</p>	[20]	<p>What can we learn from other sources about the role of the kings in making decisions?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>Reward examples supported with evidence, and also understanding of the very limited surviving evidence. Credit use of examples from outside the specification (e.g. Tyrtaeus 2, 4, 5)</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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	A02 Answers should interpret the evidence presented in the chosen examples and assess what we can learn about the role of kings.		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
9c	A01 Answers may include: <ul style="list-style-type: none"> the role of individual kings (e.g. Cleomenes, Leonidas, Archidamus); the role of the kings in the <i>gerousia</i> and the assembly; the different ways the role of the kings in decision-making (particularly the declaration of war) is presented in the sources; the domestic duties of the kings outlined by Herodotus (6. 56-59). Sources may include: <ul style="list-style-type: none"> Plutarch, <i>Lycurgus</i>; Xenophon, <i>Constitution of the Spartans</i>; Herodotus 6. 56-86; Thucydides, 1. 79-87. A02 Answers should: <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; 	[25]	On the basis of this passage and other sources you have studied, discuss to what extent the sources provide a consistent account of the roles of the kings. There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of the limited evidence available for the roles of the kings within Sparta in the fifth century. Credit discussion of examples from outside the specified sources.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 15 Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<ul style="list-style-type: none"> show understanding of how to interpret ancient evidence; address 'to what extent'. 			
10a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> the importance of a noble death; the shaming of those who were cowards; the ways cowards were singled out in Sparta in the mess or in exercise; cowards also had to give way in the street and rise for younger men; this also affected the unmarried women in the coward's family; cowards are unmarried; his behaviour has to reflect his status, and he can be punished for behaving badly; death is preferable to being thought a coward. 	[10]	<p>What does this passage tell us about Spartan values?</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>
10b	<p>A01</p> <p>Sources may include:</p> <ul style="list-style-type: none"> Herodotus 6.56-59, 7.208-9, 219-21, 224-5, 228-232 234—5, 238; Tyrtaeus 10, 11, 12; Plutarch <i>Lycurgus</i> 14, 27; Xenophon <i>Constitution of the Spartans</i> 1-5, 7-8, 10. <p>Credit discussion that considers how bravery was made an important element in the training of Spartan young.</p>	[20]	<p>What can we learn from other sources about Spartan attitudes to cowardice?</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, which illustrate how bravery was made an essential civic virtue and failure to stand fast in battle was punished.</p> <p>Credit discussion of our limited evidence for what happens inside Sparta, and the extent to which the 'Spartan mirage' complicates this. Credit use of the</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>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	A02 Answers should interpret the evidence presented in the chosen examples and show how the sources reflect the unusual Spartan situation.		'sayings of the Spartan women' and Thucydides 4.38 (surrender at Pylos). 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
10c	A01 Answers may include: <ul style="list-style-type: none"> the importance of the military role of Spartan kings both in Sparta and on campaign; the close connection between education system and the army; the links between <i>sussitia</i> and the army; the restrictions placed on Spartans so that they could devote themselves to military training; the relationship between men and women. <p>There should be a selection of sources looking at the roles of individuals in the Spartan army: e.g.</p> <ul style="list-style-type: none"> Thucydides 1.79-87 Diodorus 11.50 Herodotus 6.56-9 Plutarch <i>Lycurgus</i> Xenophon <i>Constitution of the Spartans</i> Tyrtaeus <p>A02 Credit discussion of the importance of the army for the social system in Sparta and the organisation of all elements of life in Sparta</p>	[25]	On the basis of this passage and other sources you have studied, to what extent do you agree that the army was the most important institution for all Spartans? Credit discussion of the limitations of our understanding of Spartan attitudes towards their own system, especially given the traditions of secrecy.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 15 Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>itself.</p> <p>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 'to what extent'. 			<p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>
11	<p>A01</p> <p>Sources may include:</p> <ul style="list-style-type: none"> • Plutarch <i>Lycurgus</i> • Herodotus 5. 39-51; 6.61-86, 7. 202-239; • Thucydides 1. 79-87, 101-103; • Tyrtaeus 10-12; • Xenophon <i>Constitution of the Spartans</i>. <p>Answers might include:</p> <ul style="list-style-type: none"> • Sparta's role in the Persian Wars • Sparta's role in the Peloponnesian League; • the attitude of important allies such as the Corinthians; • the major land confrontations won by Sparta; • her limited resources at sea; • Sparta's limited interest outside the Peloponnese and central Greece. 	[45]	<p>'Sparta was an unreliable ally for other states.' How far do the sources support this view?</p> <p>Credit use of sources outside the specified list: e.g. Tyrtaeus 6, Herodotus 9.7-70 (Plataea); Thucydides 1 118-125 (allied congress at Sparta); 4.26-38 (Pylos), 4.78-82 (Brasidas), 5. 15-24 (Peace of Nicias), 5.67-81 (Battle of Mantinea). Credit also discussion of Leuctra.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<p>A02</p> <p>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 the way Sparta was viewed by others.</p> <p>Credit discussion of the problems caused by lack of manpower during the fifth century.</p> <p>Credit discussion of the limited information in Xenophon.</p>			<p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>
12	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • <i>Herodotus 1 65-8</i>; • Xenophon <i>Constitution of the Spartans</i>; • Plutarch <i>Lycurgus</i>. <p>Answers might include;</p> <ul style="list-style-type: none"> • details of the life of Lycurgus and reforms attributed to him; • the relationship between what we know of Spartan society and Lycurgus; • the relevance of the detail in our sources for the way Sparta presented herself to the Greek world in the fifth century and later. <p>A02</p> <p>Answers should evaluate the evidence</p>	[45]	<p>‘The reforms of Lycurgus were of the greatest importance to Sparta.’ To what extent do you agree with this view?</p> <p>Credit discussion of the limitations of our knowledge of Spartan history, and the problematic nature of many of our sources, including the lack of evidence from within Sparta itself. Candidates may choose to present a variety of arguments relating to the historicity of what is claimed about Lycurgus, or may choose to argue that the evidence of the sources is useful for our understanding of Sparta even if there is no reason to connect the detail of the sources to a historical figure.</p> <p>Credit use of the opening section of Plutarch (<i>Lycurgus</i> 1-5; also 31).</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	presented in the chosen examples and assess the reliability of the accounts of Lycurgus presented in our sources, and the potential for distortion in surviving accounts because of the unusual nature of the position attributed to Lycurgus in a secretive state.		Credit use of Aristotle <i>Politics</i> if appropriate.	AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5

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