



GCE

Ancient History

H407/12: Athens and the Greek world

Advanced GCE

Mark Scheme for November 2020

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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

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

Question 1*	<p>'The change in the relationship between Sparta and Corinth after 446 BC led to the Spartans declaring war on Athens in 432 BC.' To what extent do the sources support this view? [30 marks]</p>		
Assessment Objectives	<p>AO3 = 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"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	<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>		
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></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 discuss the change in the relationship between Sparta and Corinth after 446 BC and discuss the extent to which this led to Sparta declaring war on Athens in 432 BC. They should also consider other factors which may have led to war.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> • An outline of the Thirty Year Peace and Corinth's reaction to Sparta's proposal for Peloponnesian intervention in the revolt of Samos (440).

Level 4	19–24	<ul style="list-style-type: none"> • 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) • 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) • 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) <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"> • The Epidamnus and Corcyra affairs; Corinthian involvement and reaction to Athens becoming involved • Corinthian involvement in the revolt of Potidaea (432) • Possible Athenian interference in the Ambracian Gulf • The Corinthian speeches in Sparta and their role in persuading Sparta and the Peloponnesian allies to declare war • Other causes of complaint against Athens: the Megarian Decree, Aegina • Thucydides' assessment of the 'real reason for the war'; is this substantiated by other events, e.g.: <ul style="list-style-type: none"> • Athenian aggression in interfering in areas of Corinthian interest • War was inevitable • Aristophanes' version of the reasons for the war • Plutarch's discussion of the reasons in Pericles
Level 3	13–18	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Aristophanes Acharnians 524-39 • Plutarch Pericles 30-31 • Thucydides 1.23, 33, 35, 40-41, 44, 55-58, 60, 66-69, 86-88, 115-7, 118, 121-2, 139-40 <p>Credit all relevant source material</p>
Level 2	7–12	<ul style="list-style-type: none"> • 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 	

		<p>were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • 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) • 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) <p><i>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.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

Question 2*	'After the Peace of Nicias (421 BC), Alcibiades could have won the war for Athens, but in the end caused her to lose it' To what extent do you agree with this view? [30 marks]		
Assessment Objectives	<p>AO3 = 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"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	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.		
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion 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 discuss the extent to which Alcibiades was the key man in Athens after the Peace of Nicias (421 BC), both in terms of her potential to win the war and the reasons why ultimately she lost. They may offer alternative reasons why Athens lost the war.</p> <p>Answers are likely to include some information on-</p> <ul style="list-style-type: none"> • Alcibiades' involvement with Argos, Mantinea and Elis (420-418) • His promotion of the Sicilian Expedition

Level 4	19-24	<ul style="list-style-type: none"> • 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) • 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) • 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) <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"> and its consequences • His involvement in the mutilation of the Herms and sacrilege concerning the Eleusinian Mysteries • His escape and arrival in Sparta – advice to the Spartans, Gylippus, Decelea and to become involved in the Aegean • His return to Athens and influence with the Persians • The battle of Notium and final exile • Attempt to influence Athenian generals at Aegospotamoi <p>Candidates might also consider:</p> <ul style="list-style-type: none"> • Thucydides' view of the importance of the Sicilian disaster • Nicias' view of Alcibiades expressed in his speech • Other factors affecting the outcome, which might include decisions made in Athens not involving Alcibiades, the radical democracy, Persian financial help to Sparta, Lysander <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Thucydides 5.43; 6.8, 13, 31, 89-91; 7.18, 27-8; 8.28.17-8, 52, 87 • Xenophon 1.5.1-3, 6.6-11; 2.1.20-32 <p>Credit all relevant source material</p>
Level 3	13-18	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

Level 2	7-12	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>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.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	<ul style="list-style-type: none"> • No response or no response worthy of credit 	

Question 3	How convincing do you find R. Osborne's interpretation of the contribution of Greek unity to the victory over the Persians in 480-479 BC? [20 marks]		
Assessment Objectives	AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.		
Additional guidance	<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>		
Level	Marks	Level descriptor	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> 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) 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) 	No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing with Osborne's interpretation, disagreeing with it, or anywhere between, providing the response has addressed the issue of how convincing. Responses should be marked in-line with the level descriptors.
Level 4	13-16	<ul style="list-style-type: none"> 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) 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) 	Candidates should question the idea of to what extent Greek unity contributed to the victory over the Persians in 480-479 BC, and look at the extent to which the sources support Osborne's interpretation. They should consider the unity of the Greeks. Candidates may also consider other factors which might have led to the Greeks' victory in order to

Level 3	9-12	<ul style="list-style-type: none"> Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) 	address 'how convincing'.
		<ul style="list-style-type: none"> 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) 	<p>Candidates may discuss:</p> <ul style="list-style-type: none"> The discussions of the Greeks over strategy, Tempe, and the roles of Leonidas and Themistocles in deciding strategy and tactics <ul style="list-style-type: none"> at Thermopylae and Artemisium Lack of agreement amongst the Greeks between Thermopylae and Salamis and Themistocles' role in managing to have the battle at Salamis; the tactics used by the Greeks at Salamis Lack of agreement amongst the Greeks about what to do after Salamis Reluctance of Peloponnesians to commit to defending Attica in 479 Greek tactics at the battle of Plataea and the role of Pausanias <ul style="list-style-type: none"> A comparison of Greek and Persian equipment, including triremes The leadership of the Persians, including the role and character of Xerxes as portrayed by Herodotus <ul style="list-style-type: none"> The importance of Greek geography The unity, or otherwise, of the Greeks
Level 2	5-8	<ul style="list-style-type: none"> Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	
Level 1	1-4	<ul style="list-style-type: none"> 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) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	

	0	No response or no response worthy of credit	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Herodotus: 6.48-9 (Persian preparations), 103-116 (Athenian preparations and the battle of Marathon); • Herodotus 7.1 (Darius' reaction), 7.49-50 (Artabanus' warning re the geography and size of the Persian force), 133, 139 (Herodotus' opinion about the importance of the Athenians), 141-5 (Themistocles & Delphic oracle and Greek conference), 175 (decision to defend Thermopylae), 207 (doubt amongst the Greeks at Thermopylae) • Herodotus 8.3 (discussions over leadership of Greek fleet), 49-50 (council of war before Salamis), 56-63 (threat to retreat to Isthmus of Corinth and Themistocles' role in securing the battle at Salamis) <ul style="list-style-type: none"> • Herodotus 9.6-8 (preference of Peloponnesians to defend Isthmus wall & Athenian request to defend Attica), 62 (comparison of Persian and Spartan troops), 71 (contribution of Spartans) • The Serpent column (the extent of the Greek alliance) <p>Credit all relevant source material</p>
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Section B: The Politics and Culture of Athens, c460-399 BC

Question 4	How useful is this passage for our understanding of the significance of the buildings of this period as propaganda to the Athenians? [12 marks]		
Assessment Objectives	AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 		
Additional guidance	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.		
Level	Marks	Level descriptor	Indicative content
Level 6	11-12	<ul style="list-style-type: none"> • 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) • 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) 	<p>No set answer is expected. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should discuss more than one of the buildings of the period and discuss their place in the overall Periclean building programme. They should refer to the passage and comment on relevant parts of it in relation to the buildings. Candidates may also consider other factors which might contribute to our knowledge of Athenian propaganda in order to address 'useful' and 'significance'.</p>
Level 5	9-10	<ul style="list-style-type: none"> • 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) • 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 	<p>Candidates may look at:</p> <ul style="list-style-type: none"> • The history of the site on which the Parthenon was built • The sculptural decoration of the building and its interpretation • The other buildings and monuments on the Acropolis and their decoration • Other buildings not on the Acropolis • Opposition In Athens

		sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	
Level 4	7-8	<ul style="list-style-type: none"> 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) 	Supporting source details may include: <ul style="list-style-type: none"> Pausanias 1.24.5, 7, 28.2 Plutarch <i>Pericles</i> 12, 14, 31
		<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> The buildings and monuments on the Acropolis The temple at Sounion <p>Credit all relevant source material</p>
Level 3	5-6	<ul style="list-style-type: none"> 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) 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) 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 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 question. (AO3) 	
Level 1	1-2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 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)
	0	No response or no response worthy of credit

*Question 5	To what extent was the Athenian people able to control its leaders? [36 marks]	
Assessment Objectives	<p>AO3 = 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"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance	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.	
Level	Marks	Level descriptor
Level 6	31-36	<ul style="list-style-type: none"> • 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) • 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) • 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)
		Indicative content
		<p>No set answer is expected. It is possible to reach the highest marks with a conclusion 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 discuss the various ways in which the Athenian people could control its leaders, with specific examples. They should consider how effective these controls were in order to address 'extent'.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> • The controls on the <i>boule</i> and <i>prytaneis</i> – limited periods of office

		<p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<ul style="list-style-type: none"> • <i>Dokimasia</i> and <i>euthunai</i> • Ostracism (with specific examples) • Law-courts and prosecutions (with specific examples)
Level 5	25-30	<ul style="list-style-type: none"> • 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) • 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 judgements. (AO2) • 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) 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><i>There is a well-developed line reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> • Use of Assembly by some leaders to prosecute others (eg Pericles, generals in 407) • The use of political satire in comedy as a means of control • Occasions on which the Assembly voted against the wishes of its 'leader' (Mytilene Debate, Cleon's appointment to Pylos, appointment of Nicias as one of the generals for Sicilian Expedition) • Examples of how a charismatic leader could control the Assembly (Pericles, Cleon, Alcibiades) <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Wasps</i> 898-1008; <i>Knights</i> 147-395 • Aristotle <i>Athenian Constitution</i> 28 • Plutarch <i>Pericles</i> 14; <i>Nicias</i> 11; <i>Alcibiades</i> 10, 16, 19, 20.2-4 • The Old Oligarch 3.2, 4 • Thucydides 3.36-50 (Mytilene Debate)
Level 4	13-16	<ul style="list-style-type: none"> • 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) • The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in 	

		<p>order to reach substantiated and developed judgements. (AO2)</p> <ul style="list-style-type: none"> 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) <p><i>There is a line of reasoning with some structure. The information presented is in the most- part relevant and supported by some evidence.</i></p>	
Level 3	13-18	<ul style="list-style-type: none"> 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) 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) 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) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 2	7-12	<ul style="list-style-type: none"> 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) 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 	

		<p>which it supports the judgements may not always be made fully explicit. (AO2)</p> <ul style="list-style-type: none"> 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. 	
		<p>(AO1) <i>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.</i></p>	
Level 1	1-6	<ul style="list-style-type: none"> 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) 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) 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) <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i> 	
	0	No response or no response worthy of credit	

*Question 6	<p>'The function of Athenian dramatic festivals was to provide moral and political guidance rather than to entertain.' To what extent do you agree with this assessment of Athenian dramatic festivals? [36 marks]</p>		
Assessment Objectives	<p>AO3 = 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"> • • historical events and historical periods studied • • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	<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>		
Level	Marks	Level descriptor	Indicative content
Level 6	31-36	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion 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 discuss the question in terms of the plays they have studied. They should come to a balanced conclusion about the question.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> • The dramatic festivals in Athens, the Dionysia and Lenaea • The role of tragedy in society, with reference to the plots of particular plays • The role of comedy in society, with reference to particular pots and characters • The differences between the two, including

Level 5	25-30	<ul style="list-style-type: none"> • 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) • 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) • 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) 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><i>There is a well-developed line reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>costumes, staging etc.</p> <ul style="list-style-type: none"> • The role of the <i>parabasis</i> in comedy <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Wasps</i> 898-1008; <i>Knights</i> 147-395; <i>Clouds</i> 92—18, 365-381, 814-1302; <i>Thesmophoriazusae</i> 786-800, 830-842 • Euripides <i>Hippolytus</i> • Plato <i>Apology</i> 18b-d
Level 4	13-16	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>There is a line of reasoning with some structure. The information</i></p>	

		<i>presented is in the most- part relevant and supported by some evidence.</i>	
Level 3	13-18	<ul style="list-style-type: none"> • 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) • 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) • 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) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 2	7-12	<ul style="list-style-type: none"> • 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) • 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) • 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) 	

		<i>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.</i>	
Level 1	1-6	<ul style="list-style-type: none"> • 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) • 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) • 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) • <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i> 	
	0	No response or no response worthy of credit	

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