GCE

Ancient History

H007/01: Relations between Greek states and between Greek and non-Greek states 492-404 BC

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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.

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
BP	Blank Page
	Highlight/factual error
EVAL	Evaluation
KU	Knowledge and Understanding
λ	Omission
CONT	Context
SEEN	Noted but no credit given/ irrelevant
A1	AO1
A2	AO2
A3	AO3

Here are the subject specific instructions for this question paper

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

<table>
<tr><td colspan="2">Question 1</td><td colspan="2">To what extent did Corinth influence Sparta's relationship with Athens during the period 446-431 BC?
[10 Marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
AO2 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptor</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>9-10</td><td>• 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)
• 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 about the historical issue in the question. (AO2)</td><td rowspan="3">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.

Candidates may discuss the following with regard to Corinth's influence on Sparta's relationship with Athens:

• The Thirty Years Peace seems to have been decided between Athens and Sparta, without reference to allies on either side.
• Corinth claimed (Thuc. 1.40) to have voted against assistance to Samos when it rebelled in 440 BC.
• The dispute over Corcyra increased Corinth's need of Spartan assistance and made war more likely (Thuc 1.44).
• The dispute between Athens and Corinth over Potidaea also affected Corinth's relationship with Sparta
• The Allied Congress at Corinth provided a</td></tr>
<tr><td>Level 4</td><td>7-8</td><td>• 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)
• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</td></tr>
<tr><td>Level 3</td><td>5-6</td><td>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</td></tr>
</table>

		• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)	platform for the Corinthians to directly influence policy. • Sthenelaidas' speech (Thuc 1. 86) refers to 'allies', rather than Corinth by name.
Level 2	3-4	• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) • 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 about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)	
Level 1	1-2	• The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1) • The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)	
	0	No response or no response worthy of credit.	

<table>
<tr><td colspan="2">Question 2</td><td colspan="2">On the basis of this passage, and other sources you have studied, to what extent were Athenian allies responsible for the growth of Athenian power? [20 Marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:
• 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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptor</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>17-20</td><td>• Response uses a good range of appropriate examples from the set source(s) and other 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 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)</td><td rowspan="2">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.

Information from the passage provided on the question paper showing how Athenian allies were themselves responsible for the growth in Athenian power:

• The original assessment by Aristeides seems to have been well received, and Thucydides puts the tribute at 460 talents (1.96), though it isn’t clear how this splits between cash payments and military service.
• However over time those who contributed ships became fewer, and this passage focuses on the willing acceptance by Cimon of cash tribute rather than unwilling service.
• The passage also suggests that after the initial</td></tr>
<tr><td>Level 4</td><td>13-16</td><td>• Response uses a range of appropriate examples from set source(s) and other 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 demonstrates a reasonable range of</td></tr>
</table>

		accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)	active involvement of the Delian League in driving out the Persians there was a period of greater prosperity, which the Athenians used to build up their own military resources by continuing the campaigning after Eurymedon. • The Delian League was successful against the Persians, but also kept any who tried to leave from doing so (e.g. Naxos, Thasos). • Although campaigning against Persia continued into the 450s in Egypt, the defeat there led to the transfer of the Delian League Treasury from Delos to Athens and increasing domination by Athens. • The evidence of Thucydides and inscriptions suggests that Athens increasingly dominated individual states, though there were some that were treated more favourably (e.g. Methone). • Sparta's inactivity after Graeco-Persian Wars potentially allowed Athens to grow in power (e.g. Thucydides' account of the debate in 432) The question does not tie the candidates to a particular time, so they could range beyond the period when Cimon was active. Details from other sources showing the state of both alliances such as: Thucydides' account of the Pentakontaetia provides a narrative framework, with early activity of the Delian League directed at Aegean states who were still controlled by the Persians or who resisted joining. Plutarch (in *Aristeides, Cimon, Pericles*) provides some information about the developing activity of the Delian League. The Chalkis decree gives a sense of the degree of
Level 3	9-12	• Response uses some appropriate examples from the set source(s) and other 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 demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)	
Level 2	5-8	• Response uses a limited selection of appropriate examples from the set source(s) and other 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 demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)	
Level 1	1-4	• Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which	

		they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3) • The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)	control the Athenians had over other states: other examples can be used to good effect if known.
	0	No response or no response worthy of credit.	

<table>
<tr><td colspan="2">Question 3*</td><td colspan="2">To what extent did Athenian and Spartan strategies develop during the course of the Archidamian War (431-420 BC)?

[30 Marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:
• 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.
AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements
AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><th>Level</th><th>Marks</th><th>Level descriptor</th><th>Indicative content</th></tr>
<tr><td>Level 5</td><td>25-30</td><td>• 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)

There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information</td><td>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.

Candidates should be able to set out the basic strategies employed by both Athens and Sparta at the start of the war. Sparta’s largely land based strategy, involving occupation of Athenian territory and an open challenge to hoplite engagement was largely nullified by the long walls of Athens. Athenian retreat within the walled area of the city was effective in limiting the risks from Spartan incursions, but also produced new risk in citizen dissatisfaction and later exacerbated the plague. Pericles developed his strategy through use of the navy to increase</td></tr>
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<table>
<tr><td></td><td></td><td>presented is entirely relevant and substantiated.</td><td rowspan="3">pressure on Sparta and her allies through naval raids, and also accepted the greater use of cavalry to limit the activities of the invading Spartans. As the war goes on, Athens tries to develop a land strategy in central Greece with a greater sense of aggression and also uses the navy at Pylos to take the war to Sparta's home territory. However the Delium campaign constrained Athens, and the loss of Spartiates on Sphacteria constrained Sparta. Brasidas did try something new to the north, but after the death of Cleon and Brasidas both sides slowly came round to a peace treaty.

Answers are likely to include information on some of the following:
• Pericles' assessment of Athens' position, as presented by Thucydides (2. 13 & 63).
• Thucydides' assessment of the state of Athens at the time of Pericles' death (2. 65).
• The impact of Pericles' strategy of relying on the long walls, including the plague.
• Thuc. 1,121-122 Corinthian speech highlighting suggested strategies cf Thuc.2.11
• Thuc. 1.141 resources of Peloponnesians
• The use of cavalry and naval campaigns to take the war to Sparta.
• The attempt to develop control of central Greece.
• The events at Pylos and Sphacteria (Thuc. 4. 40-1)
• Brasidas' expedition to Thrace (Thuc. 4. 80-81, 108; Aristophanes Peace 639-648)
• The Peace of Nicias (Thuc. 5. 14-18).</td></tr>
<tr><td>Level 4</td><td>19-24</td><td>• 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)

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</td></tr>
<tr><td>Level 3</td><td>13-18</td><td>• 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</td></tr>
</table>

		loses focus in places. (AO1) *There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.*	Analysis of sources might focus on: • assessment of the agendas and contexts of Greek sources. • The selective nature of Thucydides' account.
Level 2	7-12	• 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) *The information has some relevance and is presented with limited structure. The information is supported by limited evidence.*	
Level 1	1-6	• Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3) • The response has a basic explanation with limited analysis	

		and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2) • The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1) *The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.*	
	0	No response or no response worthy of credit.	

<table>
<tr><td colspan="2">Question 4 *</td><td colspan="2">To what extent did the Persian defeat in 479 BC cause Persia's relationships with Greek states to change in the period 478-404 BC? [30 Marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:
• 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.
AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements
AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
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.</td></tr>
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<tr><td>Level</td><td>Marks</td><td>Level descriptor</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>25-30</td><td>• 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)

There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</td><td rowspan="2">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.

Candidates may look at the immediate impact after the war and the development of the Delian League. There was an active threat down to Eurymedon, though thereafter there is limited evidence for direct activity in Greek areas. Once the immediate threat had receded, fractures within the Greek alliance became more apparent, firstly with Sparta, but then also within the Delian League itself. The Delian League did continue to act against Persia in the 450s in Egypt, but then after the loss of a fleet, activity died down. There may have been a peace treaty (the 'Peace of Callias') just after 450 BC, which may explain the spurt of building in Athens</td></tr>
<tr><td>Level 4</td><td>19-24</td><td>• Response uses a range of appropriate examples from the</td></tr>
</table>

		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) *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.*	under Pericles. However Persian attempts to influence Greek states continue with Samos in 440 BC, and then in the 420s there were some attempts to establish relationships between Persia and Sparta or Athens. However in the later stages of the war there are further attempts by both Athens and Sparta when Persian resources prove too tempting. However it is only when Lysander and Cyrus make an effective working relationship that this makes a significant difference, and any memory of Xerxes is forgotten. Spartans had started the war as 'liberators' of Greek states, but by the end of the war that was not to the fore. Answers are likely to include some information on: • Thuc. 1.96-117 Growth of the Delian League and actions against Persia- e.g. Eurymedon, Egyptian expedition, Cyprus, Samos revolt. • Plutarch *Cimon* 13.4-5 actions against Persia; *Aristeides* 23, 24 1-5 Delian League. • Diodorus 12.4.4-6 Possible peace treaty. • Thuc. 4.50 Spartan and Athenian envoys negotiate with Persia. • The immediate impact of the Sicilian disaster on Athens when the news reached home (Thuc. 8.2: credit also use of Thuc. 8.1). • Spartan attempts to negotiate with Persia (Thuc. 8. 6) • Spartan alliances with Persia (Thuc. 8. 18, 37) • Persian support for the Spartan fleet (Thuc. 8. 29, 87). • The arrival of Cyrus and his negotiations with both sides (Xen. 1.4.1-7).
Level 3	13-18	• 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)	

		There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	• The arrival of Lysander (Xen. 1.5.1-3). • The Chians and other cities negotiate with Sparta over the return of Lysander (Xen. 2.1.7-14). • Cyrus' relationship with Lysander (Xen. 2.1.7-14) • The Battle of Aegospotami (Xen. 2.1.20-32) Analysis of the sources might focus on: • the methodology, agendas and contexts of the Greek and Persian sources and how these affect the value of the information. • the limitation of the evidence for Persian kings and their aims, strengths and abilities mostly from a Greek viewpoint. • the limitations of the evidence for the events and issues of the period in Thucydides and Xenophon and reliance on later authors which emphasise individuals and their abilities.
Level 2	7-12	• 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) *The information has some relevance and is presented with limited structure. The information is supported by limited evidence.*	
Level 1	1-6	• Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3) • The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)	

		• The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1) *The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.*	
	0	No response or no response worthy of credit.	

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