



GCSE (9–1)

Ancient History

J198/01: Greece and Persia

General Certificate of Secondary Education

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.

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Annotations

Annotation	Meaning
BP	Must be used on all blank pages where there is no candidate response
A1	Evidence for making a judgement on the quality of AO1 (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
A2	Evidence for making a judgement on the quality of AO2 (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
A3	Evidence for making a judgement on the quality of AO3 (Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.)
BOD	Benefit of doubt
5	Use to show Spelling, Punctuation and Grammar has been considered in extended response questions, where an additional 5 marks are available for SPAG
	Point mark objective, non-levels of response questions
	Irrelevant; a significant amount of material that does not answer the question
IRRL	

Subject Specific Marking Instructions**Section A: The Persian Empire, 559–465 BC**

Question	Answer	Mark	Guidance
1 (a)	Name TWO of the naval powers who joined the Persian Empire after the accession of Cambyses. <ul style="list-style-type: none"> • Phoenicia (1) • Cyprus (1) • Polycrates of Samos (1) 	AO1 2	1 mark each for appropriate answers. Accept peoples, i.e. Phoenicians Accept 'Egypt' Accept modern terms e.g. Levant
1 (b)	Name ONE of the reasons Herodotus described Cambyses as a madman. <ul style="list-style-type: none"> • The killing of the Apis bull (1) • The disrespecting of the corpse of Amasis (1) • The attack on the Ethiopians without proper preparation (1) • The killing of his pregnant sister/wife (1) 	AO1 1	1 mark for either valid response or any other valid historical response
1 (c)	Outline what happened during Darius' expedition to Scythia. <ul style="list-style-type: none"> • Perform rituals (1) • Interpret dreams and omens (1) • Act as advisers to the king (1) 	AO1 1	1 mark for a valid answer or any other valid historical response Accept 'religious practices'

Question 2		Outline what happened during Darius' expedition to Scythia. [6 marks]	
Assessment Objective		AO1 = 6 marks = Use, analyse and evaluate ancient sources within their historical context.	
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 descriptors	Indicative content
Level 3	5-6	<ul style="list-style-type: none"> Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Darius led an army to the Bosphorus The Bosphorus was bridged with boats tied together. Herodotus puts the force at 700,000 men, with 600 ships. The army went through Thrace to the Ister (Danube), then into Scythia, leaving Ionian forces to guard the bridge. Scythians adopted a mobile strategy to avoid open battle, defending crops with mounted archers. Darius retreated after several months, getting lost on the way back to the Ister. The Scythians tried to get the Ionians to destroy the bridge but they refused. Once the Persians crossed the bridge, Darius left Megabazus in charge of the conquest of Thrace, which was completed successfully.
Level 2	3-4	<ul style="list-style-type: none"> Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question. 	
Level 1	1-2	<ul style="list-style-type: none"> Response includes basic knowledge and basic understanding that is relevant to the question. 	
	0	No response or no response worthy of credit	<p>Examiners are reminded to tick per feature up to a maximum of three ticks.</p>

Question 3		Using details from Passage A and your own knowledge, what can we learn about the Persian army at the Battle of Thermopylae? [10 marks]	
Assessment Objective		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context	
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. There is no requirement to analyse the source's reliability to address the "what can we learn" part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.	
Level	Marks	Level descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1) Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue. (AO3) 	Valid features / characteristics that answers could identify from the source include: <ul style="list-style-type: none"> The army are described as inexperienced. Candidates may consider the range of troops at Xerxes' command and the way he used them against the Greeks on different days. The inexperience of some troops was shown by their falling for the Spartan ruse, which resulted in close combat in which the Greek hoplites were superior. The self-control and ability to manoeuvre of the Spartans highlights the contrast between the two sides. The result was that the Persian army was forced to withdraw. Xerxes as commander was not leading his troops himself, but was watching from a distance, according to Herodotus, and reacting to the changing fortunes of his forces.
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1) Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3) 	Other valid features / characteristics that answers could identify include: <ul style="list-style-type: none"> The Greeks had chosen the site of the battle to play to their strengths Demaratus had warned Xerxes prior to the battle The elite Persian Immortals were sent in
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1) Response uses some appropriate details from the stimulus material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3) 	

Level 2	3-4	<ul style="list-style-type: none">• The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1)• Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)	<ul style="list-style-type: none">• The Persian Army used the goat path to overcome the Spartans• The Persians won the battle of Thermopylae• Herodotus' narrative is from a Greek viewpoint which limits his focus on the Persians
			<p>Examiners are reminded to use the AO1/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit	

Question 4		Using details from Passage A and your own knowledge, explain why the Greeks were able to defeat Xerxes' forces in 480/79 BC? [15 marks]	
Assessment Objectives		<p>AO3 = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</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> <p>There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p>	
Level	Marks	Level descriptors	Indicative content
Level 5	13-15	<ul style="list-style-type: none"> Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>The focus of this question will be using information to come to a judgement. The second order historical concepts candidates may use include the different factors identified as resulting in the defeat of the Persians in the Persian invasion.</p> <p>Valid features / characteristics that answers could identify from the source include:</p> <ul style="list-style-type: none"> The training of the Spartans in particular which made them a formidable force in set pieces. The ability to manoeuvre and maintain formation even under pressure was demonstrated here, and also at the Battle of Plataea. In contrast the Persian forces are quick to seize an opportunity but unable to recover when challenged. In close combat the Persian forces were not able to challenge the Greek hoplite effectively. Xerxes is not directly involved in the fighting in contrast to Leonidas and other Greek generals. His emotional involvement can also be seen at Salamis. Candidates may recall that Xerxes
Level 4	10-12	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 	

		<ul style="list-style-type: none"> Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	<p>notes those who do well, and, at Salamis, punishes those like the Phoenicians who try to blame others.</p> <ul style="list-style-type: none"> Candidates may also consider the importance of Salamis and naval victory, especially as this led to the departure of Xerxes back to Persia. <p>Other valid features / characteristics that answers could identify include:</p> <ul style="list-style-type: none"> A comparison with the events of Artemisia, Salamis and Plataea The role of the Greek commanders, e.g. Themistocles <p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
Level 3	7-9	<ul style="list-style-type: none"> Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level 2	4-6	<ul style="list-style-type: none"> Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) 	
Level 1	1-3	<ul style="list-style-type: none"> Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	
	0	No response or no response worthy of credit	

Question 5*		'Cyrus was the greatest of the Achaemenid kings.' To what extent do you agree with this assessment? [20 marks]	
Assessment Objectives		AO1 = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
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. Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.	
Level	Marks	Level descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Grounds for agreement include:</p> <ul style="list-style-type: none"> Cyrus' role in developing the Persian empire. The extent of the empire at the end of his reign. His ability to use propaganda to support his claims to new territory. His construction of new buildings: e.g. Pasargadae. The positive view given of him in Persian sources and also in Herodotus' account of his success. <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> The opposition faced by Cyrus, especially at the start of the expansion. The nature of the challenges facing Cyrus' successors, including the distances at which they were engaged beyond the boundaries of the
Level 4	13-16	<ul style="list-style-type: none"> Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	

Level 3	9-12	<ul style="list-style-type: none"> Response demonstrates a wider selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Persian empire, such as Cambyses' conquest of Egypt.</p> <ul style="list-style-type: none"> Darius' ambitious expansion both towards the West and the East, then to the North into Scythia. The way the Persians developed an effective navy through the incorporation of the Phoenicians (later Cyprus and the Ionian Greeks). The effective control of the increasing empire, demonstrated by Darius' quelling of revolts at the start of his reign and Xerxes' suppression of the Egyptian revolt soon after his accession. The consolidation of the Persian empire by Darius which established its organisation going forwards.
Level 2	5-8	<ul style="list-style-type: none"> Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1) There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<ul style="list-style-type: none"> The skill demonstrated by large scale organisation of complex military expeditions such as those against Greece under Darius and Xerxes, involving combined land and sea forces. The difficulty of interpreting the achievements of Cambyses (and later Darius and Xerxes) because of the nature of the surviving sources. The building projects of Darius, such as the rebuilding of Susa and the canal in Egypt linking the Nile and the Red Sea.
Level 1	1-4	<ul style="list-style-type: none"> Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>Candidates may choose to focus on the nature of the sources they have studied. Herodotus' focus on individuals and their personal reaction to events could be challenged; his characterisation of the different rulers may be discussed in some detail. The close involvement of later rulers with the Greek world may underlie the more negative portrayal. The Cyrus Cylinder and the Nabonidus Chronicle also provide insights into the achievements of Cyrus.</p>
	0	No response or no response worthy of credit	<p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 

High performance 4–5 marks	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy.• Learners use rules of grammar with effective control of meaning overall.• Learners use a wide range of specialist terms as appropriate.
Intermediate performance 2–3 marks	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy.• Learners use rules of grammar with general control of meaning overall.• Learners use a good range of specialist terms as appropriate.
Threshold performance 1 mark	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy.• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Learners use a limited range of specialist terms as appropriate.
No marks awarded 0 marks	<ul style="list-style-type: none">• The learner writes nothing.• The learner's response does not relate to the question.• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Section B: From Tyranny to Democracy, 546–483 BC

Question	Answer	Mark	Guidance
6 (a)	Name TWO religious changes introduced by Peisistratus. <ul style="list-style-type: none"> • Large scale building works, including temples including one to Athena on the Acropolis (1) • Introduction of the Panathenaea (1) • Introduction of the City Dionysia in honour of Dionysus (1) 	AO1 2	1 mark for any valid answer.
6 (b)	Name TWO people who assassinated Hipparchus. <ul style="list-style-type: none"> • Harmodius (1) • Aristogeiton (1) 	AO1 2	1 mark for either specific answer.
6 (c)	Name the successor of Polycrates. <ul style="list-style-type: none"> • Maeandrius (1) 	AO1 1	1 mark for the answer Accept 'Syloson'

Question 7		What can we learn from Passage B about Cleisthenes' political activity in Athens?	[5 marks]
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
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 descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Cleisthenes' political activity had a significant impact on Athens' success. Cleisthenes was a member of an aristocratic family in competition with others like Isocrates. Cleisthenes' response to likely political failure was to absorb 'the common people into his party'. He then changed the tribal structure in Athens, basing the new tribal names on Athenian heroes.
Level 2	2-3	<ul style="list-style-type: none"> Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question. 	
Level 1	1	<ul style="list-style-type: none"> Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question. 	
	0	No response or no response worthy of credit	

Question 8		Using details from Passage B, evaluate how accurate you think Herodotus' account of Cleisthenes' actions is.	
		[5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to 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 descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	Candidates might comment on the following: <ul style="list-style-type: none"> Herodotus was an historian, writing 60+ years after the events. Herodotus comments on the family background of both men. Candidates may comment on the significance of the Alcmaeonidae, an important family associated with the overthrow of the tyranny and also the development of radical democracy in the 5th century. They may also note his even-handed approach towards Isocrates and his admission of uncertainty. Herodotus makes an initial judgment about Athens, which ties into his comments at the beginning of book 1 about his purpose in writing the <i>Histories</i>. The details of the changes to the tribal system in Athens had a lasting impact on public life in Athens through the political and military structures. Candidates may comment on the connection Herodotus goes on to make with Cleisthenes of Sicyon and also the <i>phratry</i> system.
Level 2	2-3	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content or historical context. 	
	0	No response or no response worthy of credit	

Question 9		Explain how Polycrates' foreign policy changed during his reign.	[10 marks]
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
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 descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>In order to reach Level 5 candidates should be directly addressing the 2nd order concept.</p> <p>Explanations might include:</p> <ul style="list-style-type: none"> Development of a navy – Herodotus and Thucydides (1.13) suggest he was the first tyrant to build up a large navy, and he then used this to extend his influence within the Aegean (Hdt. 3.122). At Hdt. 3.39 he suggests that Polycrates extended control over Lesbos, Miletus and Rhenea, important because of its link to the Ionian religious centre on Delos.
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	<ul style="list-style-type: none"> Policy towards Egypt – Polycrates made a pact with Amasis (Hdt. 3.39). Herodotus suggests this arrangement came to an end because Amasis was concerned about Polycrates' luck. But a more likely explanation is to do with the increasing power of Persia and the death of Amasis after a long rule. Policy towards Persia – Polycrates sent 40 triremes to help Cambyses in the invasion of Egypt. However later he came into conflict with Oroetes (Hdt. 3.10-125); various explanations are given, but this may be due to Polycrates' ambitions in the Aegean. Internal opponents of Polycrates looked to other
Level	3-4		

2		<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) 	<p>Greek states to help them, turning to Sparta and Corinth. The willingness of these states to combine against Samos may reflect the growing threat of Persia and the relationship between Polycrates and the Persians.</p> <ul style="list-style-type: none"> Religious explanation for change – Herodotus is struck by Polycrates' good fortune and tells a number of stories that reflect the change in fortunes of states (e.g. the Siphnians and the Samian rebels (3.57-59).
Level 1	1-2	<ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	<p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit	

Question 10*		<p>'Our sources highlight that tyrants were a disaster in every state.' How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge?</p> <p style="text-align: right;">[20 marks]</p>	
Assessment Objectives		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw 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>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</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 descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) • The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>In order to reach Level 5 candidates should address more than one state.</p> <p>Examples of tyrants as disasters for particular states:</p> <ul style="list-style-type: none"> • Ambitious activity leading to conflict with others such as Persia (Polycrates). • Use of family power for individual gain (Hipparchus and Hippias). • Use of foreign aid to gain or regain position (e.g. Hippias).

Level 4	13-16	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Examples of the positive impact of tyrants on their states:</p> <ul style="list-style-type: none"> Development of the city through building work (e.g. Polycrates, Peisistratus). Promotion of the city as a cultural centre (Peisistratus). Successful foreign policy towards potential threats such as Sparta or Persia (Polycrates). Greater prosperity and broadening of wealth beyond an aristocratic few (Polycrates, Peisistratus). <p>Likely sources to be included:</p> <p>Herodotus: accounts of various tyrants such as: 3. 44-60, 120-125 (Polycrates), 3.139-147 (Sylodon and Maeandrius) 5.62-5, 6.102, 107, 121, 123 (Hippias), 5.92-93 (Cypselus and Periander)</p> <p>Aristotle <i>Athenian Constitution</i> 14-17 (Peisistratus), 18-19 (Hippias), 22 (ostracism used against relatives of the tyrants)</p> <p>Thucydides 1.13, 3.39, (Polycrates), 6.53-59 (Hippias)</p> <p>The lost tyrannicides statue; the Temple of Hera on Samos.</p> <p>Analysis of the sources should focus on the limitations of the sources, such as:</p> <ul style="list-style-type: none"> Our reliance on Herodotus, writing significantly later than the tyrants themselves, and at times reflecting his own experience and prejudice, with explicit judgments about the nature of the individual tyrants. The strong contrast in Athens between the period of tyranny which gave way to the development of what became radical democracy after Cleisthenes. The challenge of understanding the broader context of archaeological remains such as the Temple of Hera on Samos.
Level 3	9-12	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach 	

		<p>judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
Level 1	1-4	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

Section C: Athens in the Age of Pericles, 462–429 BC

Question	Answer	Mark	Guidance
11 (a)	Name the place where the assembly met. • Pnyx (1)	AO1 1	1 mark for specific answer.
11 (b)	Give TWO functions of the assembly. Valid responses include: • Pass decrees (1) • Electing public officials (1) • Debating foreign policy (1) • Declaring war (1) • Passing laws (1) • Discussing taxation (1) • Discussing upkeep of public buildings (1)	AO1 2	1 mark for any answer that offers a historically valid response.
11 (c)	Name TWO political rivals that Pericles ostracised. • Cimon (1) • Thucydides (of Alopece) (1)	AO1 2	1 mark for either specific answer

Question 12		What can we learn from Passage C about why Pericles did not want to overturn the Megarian decree? [5 marks]		
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
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 descriptors		Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. 		<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Private grudge Clear view of what was best for the city (Athens) He saw the demand as a test of resistance Giving up would be a sign of weakness His arrogance Love of conflict To display his power
Level 2	2-3	<ul style="list-style-type: none"> Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question. 		
Level 1	1	<ul style="list-style-type: none"> Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question. 		
	0	No response or no response worthy of credit		

Question 13		Using details from Passage C, evaluate how accurate you think Plutarch's account of Pericles' actions are. [5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to 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 descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	<p>Candidates should relate the evaluation of Plutarch to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Plutarch and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> He was a biographer, rather than historian, and so was more interested in character than in a detailed analysis of events, e.g. 'his arrogance and love of conflict'. Although writing over 500 years later, Plutarch uses / cites a range of sources, some of which are early, and many of which have been lost. This nevertheless reflects difficulties with evidence – for example in the passage, 'it is not easy to discover what the original reason was for the proposal being accepted'. However, positively it is the only surviving biography of Pericles.
Level 2	2-3	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content or historical context. 	
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> Part of a larger work (Parallel lives) in which Pericles is compared to Fabius Maximus, e.g. for both their leadership skills were not fully appreciated at their height of powers – e.g. in the passage everyone blamed Pericles that it was not overturned.

Question 14		Explain the significance of Pericles' building programme in Athens. [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
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 descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>In order to reach Level 5 candidates should be directly addressing the 2nd order concept.</p> <p>Explanations might include:</p> <ul style="list-style-type: none"> Cultural significance – offered the Athenians the chance to display their imperial might through their architectural and cultural achievements (with selected examples). New Parthenon - The building was decorated intricately with sculptured reliefs, each expressing in a variety of ways the triumph of the civilised Greeks over the Barbarous East, and the glory of Athena's city. Religious significance – e.g. significant role in the Panathenaia, religious significance of any buildings on the Acropolis – i.e. where public and private dedications were made, where the Athenians displayed most of their public possessions. Economic significance – generated employment so popular with demos, unpopular with Athens allies – as paid for by the Delian League treasury (Parthenon cost 5000 talents in the first year alone). <p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these</p>
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level	3-4		

2		<ul style="list-style-type: none">• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)• There is a basic explanation of the issue in the question. (AO2)	annotations does not directly respond to the marks available.	
Level 1	1-2	<ul style="list-style-type: none">• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)		
	0	No response or no response worthy of credit		

Question 15*	<p>'An Athenian woman would have little freedom in her daily life'. How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge?</p> <p style="text-align: right;">[20 marks]</p>		
Assessment Objectives	<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw 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>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</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 descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) • The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Examples of Athenian women's lack of freedom might include:</p> <ul style="list-style-type: none"> • Excluded from political and legal spheres of life, e.g. not able to buy or sell land. • Lack of inheritance (unless they had no brothers). • Early marriage due to demand for high fertility to

		<p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>keep producing children to keep the population constant.</p> <ul style="list-style-type: none"> • Marriage – an arranged social and financial agreement, not a love match. • As a girl would not go to school, but stay at home, and learn from her mother the roles and duties expected of her – spinning, weaving, cookery, managing the finances. • When leaving the house, citizen women expected to be escorted. • Double standards on sexual ethics, e.g. men could have sex with anyone – including prostitutes and slaves, whereas women were disgraced if they had an affair (to ensure legitimacy). <p>Examples of Athenian women's freedom might include:</p> <ul style="list-style-type: none"> • Played an important role at some religious festivals (e.g. ritual duties at the Panathenaia) and at all funerals. • Some freedom of speech, e.g. Elpinice criticised Pericles in public in 440. • Likely, some girls learnt to read, as some vase paintings show women holding scroll-books (though likely that most women were illiterate). • The dowry allowed some protection in the marriage, and she could divorce – though unusual for a woman to initiate this. • Wife had a great deal of power among the household. • Pericles' change in the citizenship laws elevated the status of citizen women to an extent – seen in depictions on tombstones, vases and in epitaphs. • Poorer women were allowed to leave the house to work (though these appear to be looked down upon). • Some intelligent and impressive women still emerge – e.g. Aspasia (though a metic/mistress, she was a
Level 4	13-16	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
Level 3	9-12	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability 	

		<p>or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>trusted adviser to Pericles). Indeed, in Medea, it suggests some women can be educated, intelligent and insightful.</p> <p>Likely sources to be included:</p> <p>Plutarch, Life of Pericles 24 Euripides, Medea lines 230-251, 1081-1087 Sophocles, Tereus Fragment 583 Xenophon, The Estate manager 7.4-6, 7.23-25, 7.35-37, 7.42</p>
Level 1	1-4	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>Analysis of the sources should focus on the limitations of the sources, such as:</p> <ul style="list-style-type: none"> • That due to lack of education, we have no writings by an Athenian woman of this time. So all textual sources which describe the lives of women would be by men – as would all artists and inscribers. • Xenophon's description of how an ideal Athenian should marriage his household is an idealised view of marriage for a wealthy Athenian – though still useful. • Views on Euripides' Medea vary on the level of rights and control needed for women. <p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit	

Question 16		Answer	Mark	Guidance
(a)	AO1	Where was Alexander born? Accept any one of: <ul style="list-style-type: none"> • Pella • Macedonia • Greece 	1	1 mark any valid answer.
(b)	AO1	Name Alexander's first wife. Roxana (accept variant spellings such as Roxanna)	1	1 mark for specific answer.
(c)	AO1	Name the god that Alexander apparently believed he was descended from. Accept any one of: <ul style="list-style-type: none"> • Zeus • Zeus Ammon • Hercules/Herakles 	1	1 mark any valid answer.
(d)	AO1	What name did Alexander give many of the cities he founded? Alexandria	1	1 mark for specific answer.
(e)	AO1	Name the Persian king Alexander defeated at the battle of Guagamela. Accept any one of: <ul style="list-style-type: none"> • Darius III • Darius • Artasharta 	1	1 mark for any valid answer.

Question 17		What can we learn from Passage D about the behaviour of the Macedonian court? [5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. 	<p>This question assesses AO3 Answers would be expected to refer to details from the passage and evaluate them.</p> <p>Answers might include reference to some of these points:</p> <ul style="list-style-type: none"> “loud clapping” suggests lively party atmosphere and drunkenness. “eagerly encouraged” suggests attendees getting carried away in the moment, perhaps because of alcohol. “garland on his head” indicates copious wine drinking. “with shouts and dancing” indicative of drunken behaviour. “some writers say that this is the way the deed was done” suggests decision made as a result of alcohol, not pre-planned.
Level 2	2-3	<ul style="list-style-type: none"> Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question. 	
Level 1	1	<ul style="list-style-type: none"> Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question. 	
	0	No response or no response worthy of credit	

Question 18		Using details from Passage D, evaluate how accurate you think Plutarch's account of this event is. [5 marks]		
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to 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 descriptors		Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 		<p>This question assesses AO3 Answers would be expected to refer to details from the passage and evaluate them.</p> <p>Answers might include reference to some of these points:</p> <ul style="list-style-type: none"> Style suggests eye-witness account. Plutarch wrote several centuries after the events described. Plutarch had access to contemporary sources including Callisthenes, Ptolemy and Nearchus, all of whom are likely to have witnessed the events described. "According to a number of historians" references his sources. "but there are others who maintain it was deliberate" demonstrates Plutarch's evaluation of the sources.
Level 2	2-3	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 		
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content or historical context. 		
	0	No response or no response worthy of credit		

Question 19		To what extent was Alexander's campaign against Persia purely one of destruction?	[10 marks]
Assessment Objective		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
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 descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>In order to reach Level 5 candidates should be directly addressing the 2nd order concept.</p> <p>Candidates are likely to address 'change and continuity', or 'cause' or 'consequence' as the 2nd order concept.</p> <p>Accept any relevant incident or aspect from Alexander's career and campaign in Persia.</p> <p>AO1: 5 marks AO2: 5 marks</p> <p>Arguments for might include:</p> <ul style="list-style-type: none"> Burning of Persepolis Siege of Tyre Defeat of Darius' army Revenge for Persian invasions into Macedonia/Greece Revenge for rumoured Persian involvement in Philip's murder <p>Arguments against might include:</p> <ul style="list-style-type: none"> Founding of cities Religious toleration Multi-culturalism including mass marriages at
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. 	

		(AO2)	
Level 1	1-2	<ul style="list-style-type: none">Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	<p>Susa</p> <ul style="list-style-type: none">Decision to continue to India and becoming one of explorationMutinies at Opis/HyphasisChange in relationship with his army and his companions <p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit	

Question 20* <p>'It is not possible to learn any facts about Alexander's character because of the lack of contemporary sources.' How far do you agree with this statement?</p> <p>You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge.</p> <p style="text-align: right;">[20 marks]</p>			
Assessment Objective	<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw 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>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</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 descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>AO1: 5 marks AO2: 5 marks AO3: 10 marks</p> <p>Arguments that agree might include:</p> <ul style="list-style-type: none"> No contemporary sources survive Arrian's work is primarily military history Plutarch's 'portrait' was written centuries after Alexander's death

		<i>coherent, relevant and logically structured.</i>	
Level 4	13-16	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<ul style="list-style-type: none"> Plutarch states his style was one of character study rather than reporting 'facts'. Everyone would have had a different opinion of Alexander All surviving sources used Ptolemy as a source, and he had a specific agenda. <p>Arguments that disagree might include:</p> <ul style="list-style-type: none"> All surviving sources had access to earlier sources Plutarch cites a wide range of sources used, including those contemporary to Alexander, e.g. Onesicritus, Aristobulus, and Court Journals Surviving sources generally agree on main aspects of Alexander's life Plutarch's 'vice and virtue' approach and would like to focus on the positive attributes of Alexander <p>Aspects of Alexander's character that might be discussed include:</p> <ul style="list-style-type: none"> Irrational violence towards friends (eg Cleitus) Relationships with his father Philip and his mother Olympias Increasing belief in his own divinity Quick thinking/intelligence: the meeting with Darius' mother; military strategy and tactics Alexander's <i>pothos</i> ('big vision'): always planning to go further; disappointed by his troops' refusal to proceed; plans for invasion of Europe <p>Alexander's long-term aims: mass marriages, adoption of Persian customs, interest in geography; founding of cities; coinage; respect shown to foreign deities</p> <p>Likely sources to be included: Plutarch Life of Alexander 8 – reference to Onesicritus</p>
Level 3	9-12	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on 	

		<p>assertion. There is no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>on love of Iliad</p> <p>Alexander sarcophagus showing battle of Issus – near contemporary 4th Century source</p> <p>Arrian 2.3 - Aristobulus on the Gordian Knot</p> <p>Arrian 4.10-12 - Callisthenes' refusal to perform proskynesis</p> <p>Lysimachus' tetradrachm with Athena and Alexander with the horns of Zeus</p> <p>Ptolemy's coin with Alexander and elephant</p> <p>Arrian 3.29 - interaction between Ptolemy and Alexander at the Siege of Aornus Rock</p> <p>Arrian 7.4 Aristobulus on the mass marriages at Susa</p> <p>Arrian 7.14 - Death of Hephaestion, although no contemporary source mentioned, Arrian does talk about 'all accounts' therefore it can be inferred he is using the court journals as a source here.</p>
Level 1	1-4	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit	

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The Triangle Building
Shaftesbury Road
Cambridge
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