

**GCSE (9–1)**

**Ancient History**

**J198/11: The Persian Empire**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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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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## 1. Annotations

| Annotation  | Meaning   |
|---|---|
| <b>BP</b>   | Must be used on all blank pages where there is no candidate response  |
| <b>A1</b>   | Evidence for making a judgement on the quality of <b>AO1</b><br>(Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)   |
| <b>A2</b>   | Evidence for making a judgement on the quality of <b>AO2</b><br>(Analyse and explain historical events and historical periods to arrive at substantiated judgements)  |
| <b>A3</b>   | Evidence for making a judgement on the quality of <b>AO3</b><br>(Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.) |
| <b>BOD</b>  | Benefit of doubt  |
| <b>5</b>  | 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  |
| <b>IRRL</b>   |   |

## Mark Scheme

### The Persian Empire, 559–465 BC

| Question | Indicative content   | Marks                  | Guidance                       |
|----------|--|------------------------|--------------------------------|
| 1. (a)   | Sardis   | <b>AO1</b><br><b>1</b> | Do not credit country/peoples. |
| 1. (b)   | Massagetae   | <b>AO1</b><br><b>1</b> | Be lenient on the spelling     |
| 1. (c)   | Revenge on the Egyptian king and the influence of an Egyptian woman (there are a number of variants on this theme).<br>Amasis II's broken promise to marry Cambyses to his daughter.<br>To match the deeds of his father.<br>To fulfil his father's ambitions.<br>Persian expansionism<br>The wealth and resources of Egypt. | <b>AO1</b><br><b>1</b> |                                |
| 1. (d)   | Demaratus  | <b>AO1</b><br><b>1</b> | Accept alternate spellings     |

| <b>Question 2</b>            | Outline the main features of Darius' building projects. <b>[6 marks]</b>   |   |  |
|------------------------------|--|---|--|
| <b>Assessment Objectives</b> | <b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied   |   |  |
| <b>Additional guidance</b>   | 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. |   |  |
| <b>Level</b>                 | <b>Marks</b>   | <b>Level descriptors</b>  | <b>Indicative content</b>  |
| Level 3                      | 5-6  | 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>Possible details. That may be included and expanded upon:</p> <ul style="list-style-type: none"> <li>• The royal road and the systems connected with it.</li> <li>• The construction of Persepolis, including the nature and purpose of the apadana, terrace and reliefs.</li> <li>• The rebuilding of Susa, including the Apadana, Royal City and Acropolis.</li> <li>• The nature and purpose of the canal linking the Nile and the Red Sea.</li> <li>• The bridges constructed to support the invasion of Scythia.</li> </ul> <p>Bisitun inscription is not a formal building project, and is part of his propaganda campaign.</p> |
| Level 2                      | 3-4  | 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  | Response includes basic knowledge and basic understanding that is relevant to the question.   |  |
|                              | 0  | No response or no response worthy of credit   |  |

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|------------------------------|--|---|---|
| <b>Question 3</b>            | Using details from Passage A and your own knowledge, what can we learn about Darius' effectiveness as a leader?<br><b>[10 marks]</b>   |   |   |
| <b>Assessment Objectives</b> | <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied<br><b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context   |   |   |
| <b>Additional guidance</b>   | 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. |   |   |
| <b>Level</b>                 | <b>Marks</b>   | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 5                      | 9-10   | <ul style="list-style-type: none"> <li>- The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1)</li> <li>- 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)</li> </ul> | <p>Valid features / characteristics that answers could identify from the source include:</p> <ul style="list-style-type: none"> <li>• Very thorough suppression of his enemies, as demonstrated in the destruction of Babylon's walls. Herodotus praises this action as being more effective than Cyrus'.</li> <li>• Darius' ruthlessness in dealings with Babylonian rebels by killing the leaders ensures that there are no possible future opponents in the city.</li> <li>• Took a longer term view by allowing the surviving Babylonians to stay in the city, thus showing his ability to create political support.</li> <li>• Conciliatory approach regarding the future by ensuring that the dead Babylonian women were replaced.</li> </ul> <p>Other valid features / characteristics that answers could identify include:</p> <ul style="list-style-type: none"> <li>• The crushing of the 'liar kings' to win the throne demonstrates his abilities as a leader in a complex political situation.</li> <li>• The vengeful attack on Athens linked to their aid for the Ionian revolt might raise questions about the wisdom of some of his decisions, as could his attack on Scythia.</li> </ul> <p>Treatment of much of Ionia after the Ionian revolt also suggests that Darius could use diplomacy effectively; after initial reprisals there was a conciliatory approach, similar to that seen in the treatment of the Babylonians in passage A.</p> <p>If a candidate has not included any relevant own knowledge, they will be limited</p> |
| Level 4                      | 7-8  | <ul style="list-style-type: none"> <li>- The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1)</li> <li>- 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)</li> </ul>  |   |
| Level 3                      | 5-6  | <ul style="list-style-type: none"> <li>- The response demonstrates accurate</li> </ul>  |   |

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|         |     | <p>knowledge and some understanding that is relevant to the question (AO1)</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> | to a maximum of a low Level 3. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> <li>- The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1)</li> <li>- Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)</li> </ul>   |                                |
| Level 1 | 1-2 | <ul style="list-style-type: none"> <li>- The response demonstrates basic knowledge that is relevant to the topic of the question (AO1)</li> <li>- Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)</li> </ul>   |                                |
|         | 0   | No response or no response worthy of credit   |                                |

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| <b>Question 4</b>            | Using details from Passage A and your own knowledge, explain how far Darius' attitude towards his enemies was similar to that of Cyrus. <b>[15 marks]</b>   |  |   |
| <b>Assessment Objectives</b> | <b>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. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</b><br><b>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</b><br><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b> |  |   |
| <b>Additional guidance</b>   | 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. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3   |  |   |
| <b>Level</b>                 | <b>Marks</b>  | <b>Level descriptors</b>   | <b>Indicative content</b>   |
| Level 5                      | 13-15   | <ul style="list-style-type: none"> <li>- 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)</li> <li>- The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>- Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> | <p>The focus of this question will be using information to come to a judgement. The second order historical concepts candidates may use include similarities and differences between Cyrus and Darius and assessing the nature of Persian treatment of their vanquished foes.</p> <p>Valid features / characteristics that answers could identify from the source include:</p> <p>Darius clearly aims to destroy his enemies, as seen in his 'demolished the entire circuit of their walls.' Cyrus treats Babylon very differently upon conquering the city. Candidates might identify 'things that Cyrus... had neglected to do' as a point of comparison from the source.</p> |
| Level 4                      | 10-12   | <ul style="list-style-type: none"> <li>- 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)</li> <li>- The response demonstrates accurate knowledge</li> </ul>  | <p>Darius' more forceful approach in replacing local leaders and exacting punishment upon them 'three thousand...impaled.' (also seen in e.g. Sardis, Ionian tyrants).</p> <p>However, Darius also looks to conciliate 'let them live there', which is similar to Cyrus' approach to the Lydians in his treatment of</p>  |



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|         |     | <p>and a developed understanding that is fully relevant to the question. (AO1)</p> <p>- 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>  | <p>Croesus, and of the Babylonians as seen in the Cyrus Cylinder.</p> <p><i>Other valid features / characteristics that answers could identify include:</i></p> <p>Cyrus as the ruler of a new empire was more cautious in his dealings with neighbours, whereas Darius approached his rule with greater ambition if Atossa's words in Herodotus 3.134 are to be believed.</p> <p>Cyrus' attacks upon the Medes and Babylonians seem to be expansionist, matching Darius' attacks on Scythia and Thrace.</p> <p>Cyrus is opportunistic, responding to the attack by Croesus and the Lydians by going on to the offensive and annexing Lydia and Ionia. Arguably Darius takes a similar approach in ordering the attack on Athens, though some answers might suggest that he is undertaking a punishment raid, and does not look to take over Athens, in contrast to Cyrus' approach.</p> <p>Darius' failure in Scythia demonstrates his over-ambitious approach to his neighbours, as is also evident in Cyrus' attack on the Massagetae.</p> <p>Darius found himself having to deal with more domestic revolts from the liar kings and in Ionia and Egypt, unlike Cyrus who only had to quell the Lydian revolt as part of his war against them.</p> |
| Level 3 | 7-9 | <p>- 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)</p> <p>- The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</p> <p>- This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</p> |   |
| Level 2 | 4-6 | <p>- 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)</p> <p>- The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</p> <p>- There is a basic explanation of the issue in the question. (AO2)</p>  |   |
| Level 1 | 1-3 | <p>- Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any about what the source tells us about the historical events and historical period. (AO3)</p> <p>- The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</p> <p>- There is little or no attempt at a very basic explanation of the issue in the question, which may</p>  |   |

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|  |   | be close to assertion. (AO2)                |  |
|  | 0 | No response or no response worthy of credit |  |

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| <b>Question 5</b>            | 'Cyrus was the Persian King who was the most determined to expand the empire.' To what extent do you agree with this statement?<br><b>[20 marks]</b>   |  |  |
| <b>Assessment Objectives</b> | <b>AO1</b> = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.<br><b>AO2</b> = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.  |  |  |
| <b>Additional guidance</b>   | 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. |  |  |
| <b>Level</b>                 | <b>Marks</b>   | <b>Level descriptors</b>   | <b>Indicative content</b>  |
| Level 5                      | 17-20  | <ul style="list-style-type: none"> <li>- 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)</li> <li>- Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured</i> | <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 agreeing include:</p> <ul style="list-style-type: none"> <li>- It is Cyrus who first created the empire, and his title 'the Great' seems to support this analysis.</li> <li>- Cyrus adds Medea, Lydia, and Babylon to the empire.</li> <li>- Other rulers are clearly motivated to live up to his example, as witnessed in the account of Herodotus (3.134 and 7.8) showing that Xerxes and Darius aim to emulate him.</li> <li>- Cambyses and Xerxes have limited success in expanding the empire.</li> </ul> <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> <li>- Some of Cyrus' conquests were not sought by him, and did not come out of a desire to expand (e.g. Lydia).</li> <li>- Cambyses' main interest seems to be in expansion, as seen in his invasion of Egypt</li> <li>- Darius' expansion is of a much larger nature, both to west and east. His social and political reforms can be seen as efforts to consolidate his empire to provide for greater expansion. Mention may be made of the expeditions he sent to India.</li> </ul> |
| Level 4                      | 13-16  | <ul style="list-style-type: none"> <li>- 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)</li> <li>- Response has a full explanation and</li> </ul>  |  |

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|         |      | <p>analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>  | <p>- Xerxes' invasion of Greece, though unsuccessful, is arguably the most ambitious in both scope and the distance his army must travel to make the empire expand.</p> <p>Some candidates might examine the nature of the source record and take into account the consequent presentation of different Persian rulers. Assessing the views of Herodotus and his sympathies can illuminate the way in which he presents the different rulers, as can inscriptions recording the actions of Cyrus and Cambyses.</p> |
| Level 3 | 9-12 | <p>- 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)</p> <p>- This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p> |  |
| Level 2 | 5-8  | <p>-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)</p> <p>- There is a basic explanation of the issue in the question. (AO2)</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>   |  |
| Level 1 | 1-4  | <p>- Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1)</p> <p>- There is little or no attempt at a very</p>  |  |

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|  |   | basic explanation of the issue in the question, which may be close to assertion. (AO2)<br><i>The information is communicated in a basic/unstructured way</i> |  |
|  | 0 | No response or no response worthy of credit  |  |

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

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

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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