

GCSE (9-1)

Ancient History

J198/01: Greece and Persia

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses [Formerly known as HARMFUL ADDITION] short answer questions only.

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - there is nothing written in the answer space (This applies to SPAG as well)

Award Zero '0' if:

 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your PE to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Must be used on all blank pages where there is no candidate response
	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)
	Evidence for making a judgement on the quality of AO2 (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	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.)
	Benefit of doubt
	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 If work has been 'seen' elsewhere as per marking instructions This should be used for the short answer questions
	Irrelevant; a significant amount of material that does not answer the question
	Considered – A significant amount of material which is repeating a previous point or incorrect.

12. Subject Specific Instructions

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

Word processed scripts

- If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other

If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

Mark Scheme

Section A: The Persian Empire, 559–465 BC

Question	Indicative content	Marks	Guidance
1. (a)	Name the king of Lydia who was defeated by Cyrus.	AO1 1	1 mark for specific answer Allow recognisable spellings Use  to indicate correct answer Use SEEN to indicate incorrect answer or no response
	Croesus		
1. (b)	State the name of the most important Persian god.	AO1 1	1 mark for specific answer Allow recognisable spellings Use  to indicate correct answer Use SEEN to indicate incorrect answer or no response
	Ahuramazda		
1. (c)	Identify <u>two</u> consequences of the Ionian Revolt.	AO1 2	1 mark for historically relevant response (max 2) Allow recognisable spellings Use  to indicate correct answer Use SEEN to indicate incorrect answer or no response ‘Consequences’ in this context can be classed as a result of the events during the Ionian Revolt due to something ‘causing’ them, e.g. the Battle of Lade or the Burning of the temple of Sardis Do not accept reference to Darius’ reputation being lessened.
	Any two of: • Sent a fleet in 492 BC under Mardonius • Incorporated Macedon into the Persian Empire • Sent heralds demanding ‘earth and water’ • Sent an invasion force in 490 BC • It made the Persian invasion of mainland Greece inevitable • Mardonius introduced Democratic systems • Destruction of Sardis • Milesians moved to the Red Sea • Miletus destroyed • Burning of Naxos • Burning of Eretria • Xerxes’ burning of Athens • fairer taxation/tribute		

	• Aristogoras was killed • Ionian states were brought back under Persian control		
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Question 2	Outline the main changes that Darius introduced to the way Persian Empire was run. [6 marks]		
Assessment Objectives	AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied		
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	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.	Possible details include: • Introduced Satraps and divided the empire into satrapies • Focussed the administration of the empire around the royal cities • Build a system of roads (including the Royal Road) • Coinage was formalised, introducing the Daric • Weights and measures were standardised to codify trade and the economy • Persepolis was constructed as a royal capital • Expanded trade by constructing the Nile canal • Introduction of the 'eyes and ears' • Change of capitals Do not credit:
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.	• Revolts • Expansion including into Greece • Religious changes Use the A1 stamp for each point to a maximum of 3
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	

Question 3	Using details from <u>Passage A</u> and your own knowledge, what can we learn about the tactics of the Greeks that helped them to win the battle of Salamis? [10 marks]		
Assessment Objectives	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	- 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)	Examiners are reminded to use the AO1 and AO3 stamps, AO3 relates to specific use of the passage. The number of AO1 and AO3 annotations do not correspond to the amount of marks available. For Levels 4 and 5, this typically could include from the start, middle and end of the passage For responses focussed only on the passage with no additional knowledge, using the best fit system, the highest level they can typically achieve is 3.
Level 4	7-8	- 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	Quotations from the passage should only be credited if linked back to the question. Valid features / characteristics that answers could identify from the source include: • The Greeks lured the Persians into narrow waters: 'Our ships were jammed in hundreds'

		features and evaluate what we can learn from the source about the specified issue. (AO3)	• Sustained and organised Greek attack ‘charge followed charge on every side’... • ...making the Persians confused and desperate ‘They rammed each other’. • Greek organisation and tactics were strong: ‘Meanwhile the enemy came round us in a ring’ • The Greeks harassment of the Persian fleet caused them to disable each other ‘some were stripped of every oar’. Other valid features / characteristics that answers could identify include: • The Persian fleet moved into the narrows of Salamis by falling for the trick of Themistocles, where its huge size became a disadvantage. • Themistocles’ trick had also drawn off part of the Persian navy to the west of the island, which was consequently unable to participate in the battle. • Greek ships were more manoeuvrable than the Persians. • Greek motivation was strong, whilst Xerxes executed some of the Phoenician captains. • The Greeks stayed at anchor overnight to conserve their energy, whilst the Persians were at sea. • NB – if response refers to similar tactics at Thermopylae, this can be credited
Level 3	5-6	- 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	- 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)	
Level 1	1-2	- The response demonstrates basic knowledge that is relevant to the topic of the question (AO1) - Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)	
	0	No response or no response worthy of credit	

Question 4	Using details from <u>Passage A</u> and your own knowledge, explain why Xerxes was unable to defeat the Greeks. [15 marks]		
Assessment Objectives	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 AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. 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.		
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. 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	13-15	- 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)	Examiners are reminded to use the AO1, AO2 and AO3 stamps, AO3 relates to specific use of the passage. The number of AO1, AO2 and AO3 annotations do not correspond to the amount of marks available. The focus of this question will be using information to come to a judgement. The second order historical concepts candidates may use include cause and consequence of Persian and Greek actions, and similarity/difference between Persians and Greeks. A typical Level 4 or Level 5 response would refer to two or more reasons with evidence from the passage coming from the start, middle and end. Valid features / characteristics that answers could identify from the source include:
Level 4	10-12	- 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) - 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)	• Persians had placed excessive hopes in superior numbers 'huge size' of the navy • The Greeks were tactically superior 'Meanwhile the enemy came round us in a ring' • Differences in morale and military skill: the Greeks 'charged first', Persians 'none could help another'. • Inferior Persian leadership 'every ship we had broke rank'
Level 3	7-9	- 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)	Other valid features / characteristics that answers could identify include: • The Persians were fighting in an unknown land, whereas the Greeks were on home soil. • Differences in the quality of leadership: Themistocles and Leonidas were better than Xerxes and Mardonius. • Military tactics: Persian reliance on large numbers proved ineffective in the face of Greek mobility at Salamis, Thermopylae • Xerxes underestimated Greek ability to fight for a prolonged period • The difference between Persian and Greek equipment • Xerxes' character/pride/hubris: e.g. behaviour at Hellespont demonstrating that he does not cope well with failure • The differences between Persian and Greek equipment designed for different terrains
Level 2	4-6	- 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)	Credit discussion of the Battles of Plataea and Eurymedon as long as directly linked to the question

Level 1	1-3	- 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) - 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	'The only aim of Persian kings was to live up to Cyrus' example.' To what extent do you agree with this view? [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	- 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) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured</i>	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. No reference to sources is expected. 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. This would typically include discussion of three kings.
Level 4	13-16	- 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	No references to specific actions of Cyrus typically would be placed at the bottom of Level 3, on the basis of the best fit Level descriptors. Grounds for agreeing include: • All of the Persian kings were expansionist, and looked to add to

		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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	the empire. • Cyrus' 'earth and water' approach to conquered enemies remained the key policy of Darius. The use of overwhelming military strength was a feature of all Cyrus' successors. • The construction of Pasargadae set an example of building that was followed by Darius and Xerxes. There is clear evidence that later Persian kings used the idea of a 'palace complex' to project their power and authority. • All kings linked themselves to Cyrus: Cambyses' invasion of Egypt was the "unfinished business" of Cyrus. Darius linked himself to Cyrus by Achaemenid descent and by marrying two of Cyrus' daughters. Xerxes made his claim to the throne through Atossa. Grounds for disagreeing include: • Administrative reforms went further than Cyrus as the empire expanded and became more efficient. • Military ambitions can be seen as being an issue for Cambyses and Darius, but less significant for Xerxes. Xerxes was mainly concerned with putting down rebellions and gaining revenge for Darius. • Building projects did not concern Cambyses; the building projects of Darius and Xerxes went far beyond that scope of Cyrus' plans. • Cyrus had promoted tolerance of defeated enemies and an acceptance of their customs. Cambyses disrespected the Egyptian gods and attacked the Apis Bull. Darius and Xerxes invaded Greece more as a statement of punishment and revenge. Do not credit – Egyptian crown being worn by Cyrus in sculptural relief
Level 3	9-12	- 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) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2	5-8	-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) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

Level 1	1-4	- 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) <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

High performance 4–5 marks	- 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	- 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	- 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	- 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	Indicative Content	Marks	Guidance
6 (a)	Name the tyrant of Athens from 546-527 BC	AO1	
	Peisistratus	1	1 Mark for a specific answer Allow recognisable spellings Use  to indicate correct answer Use  to indicate incorrect answer or no response
6 (b)	Name the <u>two</u> Spartan kings who were involved in attacking Athens in 506 BC	AO1	
	• Cleomenes • Demeratus	2	1 mark for each specific answer (max. of 2) Allow recognisable spellings Use  to indicate correct answer Use  to indicate incorrect answer or no response
6 (c)	Identify <u>two</u> ways that archons were chosen after 508/7 BC	AO1	
	• Chosen by lot (elected from ex-archons) • Selected for only 1 year • Scrutinised before taking office. • Elected by the Ecclesia	2	1 mark for each specific answer (max. of 2) Use  to indicate correct answer Use  to indicate incorrect answer or no response This question refers specifically to Cleisthenes' reforms. Please use academic judgement, if a candidate has not used the exact wording but has described details of a method, the response should be credited.

Question 7	What can we learn from <u>Passage B</u> about the ideas behind the new Athenian democracy? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates are likely to pick out and explain the following details: • Dilution of established groups 'ten tribes in place of four', especially reducing aristocratic dominance of the tribal system • Expansion of political power 'so more would share in political power' • Reform of the Boule '500 instead of 400' • Reshaping of Athenian life in order to ensure interest in all geographical areas 'so that each had a share in each region' • Maintenance of traditions (phratries) to promote continuity 'to keep their existing traditions'. • An attempt to introduce much fuller democracy 'far more democratic'
Level 2	2-3	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	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 <u>Passage B</u>, how accurate do you think Aristotle's presentation of the new democracy 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 the historical contexts in which they were written/produced.		
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	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	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates might comment on the following: • Written nearly 2 centuries after the events. • Aristotle may not have been the author, it could have been one of his pupils. • Aristotle's account differs from Herodotus; Aristotle suggests that Cleisthenes' actions were after he had taken power, whereas Herodotus sees them as an attempt to curry favour with the populace. • Aristotle does not give any details about his sources for this account. • Aristotle's interest was not only in the Athenian Constitution, but in a total of 158 political systems. This may affect how he presents his findings.
Level 2	2-3	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	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 the significance of the rivalry of Themistocles and Aristides to the development of Athens in the 480s. [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
5	9-10	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)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Explanations may include: • The rivalry gave impetus to a range of changes in Athens, with Aristides siding with aristocratic members of the democracy, whilst Themistocles supported the poor. • Themistocles used his status as 'people's champion' to promote more radical democracy as well as the navy (which was crewed by ordinary Athenians). • The death of Miltiades in 489 BC proved the catalyst for sharpening the rivalry. • Aristides and Themistocles clashed in the Assembly, with Plutarch characterising Aristides as honest, whilst Themistocles was corrupt. Themistocles used the Assembly to increase his support from the demos by suggesting radical democratic changes. • Themistocles used the discovery of silver at Laurion to promote the building of 100 ships. Aristides' ostracism in this year could be linked to his possible opposition to the plan.
4	7-8	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)	
3	5-6	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)	Expanding the navy made ordinary citizens the foundation of Athenian power, as opposed to the aristocrats favoured by Aristides.
2	3-4	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)	
1	1-2	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 10	‘The overthrow of tyranny in Athens happened for exactly the same reasons as the removal of Polycrates in Samos.’ To what extent 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. [20 marks]		
Assessment Objectives	AO3 = 10 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about: • historical events and historical periods studied. • How the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced 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. 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.		
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	17-20	- 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 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	No set answer is expected. It is possible to reach the highest mark 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. This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels uncredited stories from the Ancient Sources OR names of sources, due to the implicit use of the sources. Grounds for agreeing include: • Both were removed by force: Hipparchus was assassinated (as was Polycrates) and Hippias forced out

		question. (AO1) - Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	soon after that - Foreign intervention was critical: Sparta was instrumental in removing Hippias, whilst Oreotes of Sardis killed Polycrates. - There is evidence that aristocratic discontent with leadership was important: the Alcmaeonids wanted to remove Hippias, and the Samian aristocracy resented the loss of their power.
Level 4	13-16	- 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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	Grounds for disagreeing include: - The motive for Polycrates' assassination seems to revolve around a Persian desire to curb his piracy and power. - Credit references to Polycrates treatment of families of political rivals and his removal of political opponents to Egypt - Overthrow of Athenian democracy was fuelled from within, possibly by those who wanted to replace tyranny altogether (as suggested by Aristotle). - Athenian actions revolved around the ambitions of those who stood to gain: the Alcmaeonids could replace the Peisistratids. However, in Samos, the actions were initiated by Persian intervention, and the island was quickly taken over by Darius. - The tyranny in Athens had been successful and lasted over 30 years. Polycrates' rule was more tumultuous and lasted just over a decade.
Level 3	9-12	- 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	Credit references to Polycrates treatment of families of political rivals and his removal of political opponents to Egypt Likely sources to be included: Herodotus 5.55-56, 5.62-65 Tyrannicides statue

		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) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Thucydides 6.53-59 Aristotle 18-19 Herodotus 3.44-60, 3.120-125 The source analysis is likely to address: Herodotus' views reflect his presence in Athens in the 450s/440s, when Athens was at the height of her powers. He also seems to have lived on Samos. He looks to draw moral lessons from the past, and so the end of tyrannies are framed in that light. Thucydides looks to establish a clear evidence-based account, but is writing 50-60 years after the events. In addition, he is keen to promote his own view of the benefits of democracy. Caution needs to be expressed about Aristotle as, though he offers useful detail on politics, he is writing well after the events. In addition, his main source for much of the detail on the assassination of Hipparchus seems to be Herodotus.
Level 2	5-8	- 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 no use of source analysis to reach judgements or conclusions about the historical issue in the question. (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) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1	1-4	- 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) <i>The information is communicated in a basic/unstructured way</i>	
	0	No response or no response worthy of credit	

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

Question	Answer	Marks	Guidance
11 (a)	Name the political and military leader who was repeatedly elected General of Athens between 443 and 429 BC.	1	
	Pericles (1)	AO1 1	1 mark for the specific answer Allow recognisable spellings Use  to indicate correct answer Use  to indicate incorrect answer or no response
11 (b)	Identify <u>two</u> reasons for the rising tensions between Athens and Sparta after the Persian Wars.	2	
	Valid responses include: - Sparta being challenged as the most powerful state in the Greek world (1) - Athens' increased power (1) due to its crucial role in the Persian wars (1) - Pausanias alienating many Greek cities (1) - Formation of the Athenian alliance (1) or Delian League (1) and the Peloponnesian League (1) - Athens dominating the alliance (1) - Naxos incident (1) - Athenian Imperialism (1) - Eurymedon (1) - Helot revolt (1) - Ostracism of Cimon (1) - Conflict between Corinth and Megara (1) - Conflicts between Athens and Corinth (1) - The 'First Peloponnesian War' (1) - Breaking of the Thirty Years Peace (1) - Megarian decree (1) - Spartans voting for war (1)	AO1 2	1 mark for any answer that offers a historically valid response (up to 2 marks) Use  to indicate correct answer Use  to indicate incorrect answer or no response Do not credit building the long walls by the Athenians
11 (c)	State <u>two</u> criticisms of Pericles' building programme.	1	

	Valid responses include: • (Allow that) Athenians had sworn an oath to not rebuild temples after the Persian sacking (1) • Athens allies could criticise use of Delian League treasury to fund it (1) • Thucydides (of Alopecce) the leading critic (1) for which he was ostracised by Pericles (1) • Pericles motivated by selfish interests (1) • Pheidias accused of stealing gold (1) for the Athena Parthenos statue (1) and of depicting himself and Pericles on the shield (1) regarded as an impious act (1)	AO1 1	1 mark for any answer that offers a historically valid response (up to 2 marks) Use  to indicate correct answer Use  to indicate incorrect answer or no response
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Question 12		What can we learn from <u>Passage C</u> about Aspasia? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates are likely to pick out and explain the following details: - Aspasia was educated, "great skill" - Aspasia was influential, "power" - Aspasia had seduced Pericles, "charm one of the leading men of the state" - Aspasia stood out as a particularly special woman at the time, "philosophers to discuss her for a long time" Aspasia, unusually, had some quality in her relationships with men, "relationships with powerful men" "rare political wisdom" - Aspasia was a skilled rhetorician, "Socrates sometimes went to see her...brought their wives to hear her conversation" - Aspasia was powerful, "ran a business"
Level 2	2-3	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	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	

			• Aspasia was desirable, “loved her very much” If a response is a paraphrase of the passage, where relevant details have been included, this is typically the bottom of Level 2.
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Question 13		Using details from <u>Passage C</u> , how accurate do you think Plutarch’s account of Aspasia 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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates should relate the evaluation of Plutarch to the account of Aspasia in the passage for full marks. Answers should note that the passage is from Plutarch and consider how accurate he might be in this case: - He was a biographer, rather than historian, and so was more interested in character than in a detailed analysis of events, e.g. ‘charm” ”loved her very much” - 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. Though this nevertheless reflects difficulties with evidence – for example in the passage, “some say that Pericles favoured Aspasia”.
Level 2	2-3	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	Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.	
	0	No response or no response worthy of credit	

			• However, positively it is the only surviving biography of Pericles and consequently has the most detailed information about Aspasia, “she kept a house of young <i>hetaira</i>” • Part of a larger work (Parallel lives) in which Pericles is compared to Fabius Maximus, e.g. he is interested in Aspasia’s “political wisdom”. Both were skilled politicians. Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy, e.g. Aspasia was a metic, and therefore it was easier for her to play a public role in Athens, “she ran a business”.
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Question 14		Explain the significance of Athena and Poseidon for Athenians [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	- 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)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Explanations might include: - Athena as the defender of the state – upon entering the sanctuary (on the Acropolis) the visitor was met by a huge bronze statue of Athena. This represented Athena Promachos, 'Athena who fights in the front line'. This is also dedicated to in the main part of the Erechtheion (the temple of Athena and Poseidon) - Purpose of the Parthenon – that the largest building on the Acropolis (the Parthenon) was designed to specifically show off Pheidias' statue of Athena – and the Parthenon was dedicated to Athena Parthenos, 'Athena the maiden'
Level 4	7-8	- 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	- 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	- 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)	Patron(s) of Athens – Athena was chosen as the patron of Athens as the people chose the olive tree of Athena rather than the (salty) spring of water of Poseidon. This key moment in Athenian mythology is depicted on the west pediment of the Acropolis.
Level 1	1-2	- 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)	- Symbol of Athens military success – on the Acropolis was the Temple of Athena Nike, 'Athena of Victory'. This depicts Nike as having no wings suggesting that victory would never leave Athens. - Poseidon was god of the sea, therefore he was important for naval warfare and trade. Temple of Poseidon at Cape Sounion, key location for ships to pass on way to or from Athens to the eastern Mediterranean.
	0	No response or no response worthy of credit	Panathenaic games – Pericles explains how important festivals were to the Athenian way of life. The most significant festival of the year was the Panathenaia which celebrated Athena's birthday and enabled all Athenian's to come together and worship Athena in her role as the founder and protector of their city.

Question 15	‘Supporting the institutions of Athenian democracy was the most important role of an Athenian citizen.’ 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 [20 marks]		
Assessment Objectives	AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 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. 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. .		
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	17-20	• 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)	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. This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels uncredited stories from the

		- 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) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Ancient Sources OR names of sources, due to the implicit use of the sources. Credit discussion of Solon and Cleisthenes' reforms although not on the specification or within the time frame, as long as it relates to the time of Pericles. Evidence that supporting the institutions of Athenian democracy was the most important role:
Level 4	13-16	- 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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	- Tribes - Demes - Assembly (including law making) - Council - Law courts (including dikasts) - Magistrates (including the strategoi) - Ostracism and sortition Other important roles: - Public speaking/rhetoric - Tuition by sophists - Strategoi (generals) - Funding of festivals/plays - Taxes (for the wealthiest citizens) for navy and religion - Serving as a hoplite or in the navy - Participating in festivals <u>Panathenaic Games</u> - Musical competitions - Sporting events - Tribal contests - The procession <u>City Dionysia</u>
Level 3	9-12	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) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	○ Drama competitions ○ Procession • Citizen women ○ Religious duties – e.g. Arrephoroi, funerals ○ Marriage – mother, managing household Likely sources to be included: • Aristotle, <i>The Athenian Constitution</i> 42-45, 55, 63-64, 67-69 • Plato, <i>Gorgias</i> 452d-e and 459b-c • Aristotle, <i>Rhetoric</i> 1402a • Plutarch, <i>Life of Pericles</i> 11.1-4, 13-14 • Panathenaic Amphora • Aristophanes, <i>Frogs</i> 1089-1098 • Parthenon friezes, <i>East V</i> 31-35, <i>South XVI</i> 137-140 • Thucydides, <i>The History of the Peloponnesian War</i> 2.45 • Xenophon, <i>The Estate Manager</i> 7.23, 7.4-5 • Pausanias, <i>Description of Greece</i> 1.27.3 • Red-figure chous (jug) attributed to the Meidias Painter: women perfuming garments
Level 2	5-8	• 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 judgements or conclusions about the historical issue in the question. (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) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1	1-4	• 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)	Analysis of the sources should focus on the limitations of the sources, such as: • Thucydides has his own perspectives and biases – e.g. he is thought to have favoured the richer classes. • Plutarch was a biographer, rather than historian, and so was more interested in character than in a detailed analysis of events. Part of a larger work

		There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <i>The information is communicated in a basic/unstructured way.</i>	(Parallel lives) in which Pericles is compared to Fabius Maximus - Although writing over 500 years later, Plutarch consults and cites a range of sources, some of which are early, and many of which have been lost and it is the only surviving biography of Pericles. - Pausanias lived during the Roman Empire, but valued his Greek identity, history, and culture: he was keen to describe the glories of a Greek past that still was relevant in his lifetime, even if the country was dominated by imperial Rome. Pausanias's purpose was to establish a new Roman Greece, connecting myths and stories of ancient culture to those of his own time.
	0	No response or no response worthy of credit	

Section D: Alexander the Great, 356–323 BC

Question		Answer	Mark	Guidance
16	(a)	How did Alexander's father Philip die?		
		Stabbed Murdered Assassinated	AO1 1	1 mark for any answer that offers a historically valid response Use  to indicate correct answer Use SEEN to indicate incorrect answer or no response Due to contradictory responses, if a response adds additional information which is incorrect, the response cannot be credited.
16	(b)	Name two reasons why Alexander attacked the Persian empire.		
		Any two from: - Philip had been elected to lead an invasion - To free Ionian states - To exact revenge for the Persian invasions of Greece - To prevent further Persian aggression - Persian empire was vulnerable following the death of Artaxerxes III - Alexander inherited the expedition from Philip	AO1 2	1 mark for any answer that offers a historically valid response (up to 2 marks) Use  to indicate correct answer Use SEEN to indicate incorrect answer or no response
16	(c)	List two reasons why Alexander believed he was a god.		
		Likely answers to include: - Oracle at Siwah - Worshipped as a god when Pharaoh of Egypt - Treatment by Persian courtiers (eg bowing/<i>proskynesis</i> etc.) - Parallels of his journey with that of Dionysos - Links to Heracles: Tyre and Aornos	AO1 2	1 mark for any answer that offers a historically valid response (up to 2 marks) Use  to indicate correct answer Use SEEN to indicate incorrect answer or no response

		• His treatment at Delphi • Stories of Olympias (snake cult) • His successive victories against all odds		
Question 17		What can we learn from <u>Source D</u> about Alexander's role on the battlefield? [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 comment	
L3	4-5	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Answers might include reference to some of these points from the source: Clothing Details shown of Alexander's appearance and clothing Alexander wearing a lion mask on his helmet Macedonian soldiers' equipment Persian soldiers clothing and armour Remnants of paint inform us about the colours used by Macedonians and Persians in their dress Warfare Savage nature of contemporary warfare demonstrated by the hand-to-hand combat scenes Power of cavalry shown by Alexander's rearing horse (Bucephalus) Contrast of equipment of Macedonian and Persian soldiers Apparently illustrates a scene from the battle of Issus as described by Arrian	
L2	2-3	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.		
L1	1	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		

			Hunting (this part is not in the prescribed sources so is not expected but can be credited) Two sides of the sarcophagus show hunting scenes (lion and panther being hunted) Demonstration of Alexander's policy of 'fusion' as Greeks and Persians shown engaged in a common activity together Alexander's character Possibility that this is a likeness of Alexander Alexander shown charging into battle at the head of his army Alexander portrayed as brave and strong as hurling a spear whilst engaged in hand-to-hand combat Alexander's influence Sarcophagus probably commissioned either by: Mazeus (Persian noble) or Abdalonymus, king of Sidon Neither are Macedonian or Greek, which demonstrates spread of Greek artistic and cultural influence following Alexander's campaigns Artistic points Macedonians shown nude reflecting contemporary Greek artistic fashion Apparent employment of Greek sculptors in Sidon demonstrates impact of Alexander's conquests on society Battles scenes could be based on a painting by Philoxenus, also used as a source for the 'Alexander mosaic' in Pompeii Examiners are reminded to use the AO3 annotations for reference; the number of these annotations does not directly respond to the marks available.
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Question 18		Using details from <u>Source D</u>, how accurate do you think the sculptor's presentation of Alexander's role on the battlefield 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 comment
L3	4-5	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates might comment on the following: Not accurate because: - Sculptor [probably] not present at any battles - Sarcophagus post-dates Alexander - Alexander shown with no armour - The tomb is broken so it is unclear what Alexander would have been carrying - This is not Alexander's tomb, do not credit references to sculptor being paid by Alexander Accurate because: - Alexander fought on horseback - Alexander fought in the front rank - Alexander known to have fought face-to-face with Persians in battle - Alexander shown as an heroic leader – an image he excelled at promoting on the battlefield
L2	2-3	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.	
L1	1	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.	• Clothing of the figures is accurate Students may cross-reference their own contextual knowledge with details from the source to make developed judgments on accuracy. Credit reference for the sculptor's positive opinion of, or bias towards, Alexander
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Question 19		Explain the differences between Alexander's relationships with Parmenio and Hephaestion. [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 comment
L5	9-10	- 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)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Responses should concentrate on analysing the second order concept of difference. A Level 3 response might cover two areas of comparison in great detail or several areas of comparison with details. If a response does not address both companions, i.e. just Parmenio or Hephaestion the maximum mark is typically at the bottom of Level 2. Arguments for similar might include: - Both were loyal to Alexander - Both served him unquestionably - Both members of the court/inner circle of Companions - Both were Macedonians - Alexander relied on them both - Alexander trusted them both with great responsibility. - Both had military roles - Both had administrative roles Arguments for different might include: - Age difference (Parmenio much older) - Parmenio was an excellent general
L4	7-8	- 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)	
L3	5-6	- 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)	
L2	3-4	- 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)	
L1	1-2	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)	- Hephaestion's military talents were limited - Hephaestion was always trusted by Alexander, whereas Parmenio was accused of treachery - Alexander's close friendship with Hephaestion was not reflected in his relationship with Parmenio - Alexander expressed utter grief at the death of Hephaestion, but ordered the murder of Parmenio
	0	No response or no response worthy of credit.	

Question 20		“The ancient sources for Alexander all show him in a very positive way.” 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. [20 marks]	
Assessment objective		AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 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. 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. .	
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 comment
L5	17-20	- 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)	No set answer is expected. It is possible to reach the highest mark 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. This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels uncredited stories from the Ancient Sources OR names of sources, due to the implicit use of the sources. In order to access Levels 4 and 5, responses typically should discuss a combination of the source writers and events in Alexander’s life. For example: Arrian and Plutarch both telling the story of Cleitus’ death.

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Responses may focus on the motivation of an individual source, use the best fit grid approach referring to AO1, AO2 and AO3 in the Level descriptors. Reference to Callisthenes as a source must be in conjunction with him being referenced in other sources. Arguments that agree might include: Arrian • Believed that kings could do no wrong • Focused on Alexander's military record • States that his intent was to spread news of Alexander's achievements to a wider audience • Blames Cleitus for causing the argument that led to his death • Defends Alexander's more 'barbaric' acts • Defends Alexander's claim to be a god Plutarch • Overall positive assessment in his biography • Avoids blaming Alexander for Persepolis • Blames Cleitus for causing the argument that led to his death Mosaic at the House of the Faun • Shows Alexander in pursuit of Darius • Shows Darius III preparing to flee • Highlights his success in battle Sarcophagus • Highlights Alexander's success in a cavalry role • Portrays the Persians and Macedonians hunting together
L4	13-16	• 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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
L3	9-12	• 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) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	- Shows Alexander on horseback crushing Persian's beneath the horses hooves Coin – Zeus Ammon - Shows Alexander with rams horns referring to his divinity and relationship with Zeus Ammon as revealed at the Siwa Oracle
L2	5-8	- 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 judgements or conclusions about the historical issue in the question. (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) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Coin – Elephant headdress - Refers to Alexander's success against Porus at the Hydaspes where he fought elephants Arguments that disagree might include: - Arrian states that he is ignoring Alexander's weaknesses, therefore accepting criticism of the king - States he is writing to records Alexander's 'great deeds' - Acknowledges that some of Alexander's actions were barbaric and cruel Plutarch - Included various negative anecdotes - Does not shy from relating story of death of Cleitus, and implicates at least some of the blame to Alexander - Describes Alexander's assault on Cassander Visual sources - Nature as propaganda - Created later by others using Alexander's image - Generally portraying him in a positive light because of their purpose so do not highlight the negatives Likely sources to be included: - Arrian
L1	1-4	- 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) <i>The information is communicated in a basic/unstructured way.</i>	- Plutarch - Diodorus Siculus - The 'Alexander sarcophagus' - The Alexander mosaic at Pompeii - The Babylonian diary tablet - Tetradrachm of Lysimachus showing himself as Alexander with horns (ie Zeus Ammon), with Athena - Tetradrachm of Ptolemy showing Alexander with elephant scalp, with Athena
	0	No response or no response worthy of credit.	Responses may reference contemporary sources including Callisthenes, Ptolemy, Nearchus, Aristobulos and Onescritus all of whom had reason to praise Alexander and magnify his achievements. Also near-contemporary sources: Cleitarchus and Timagenes NB responses do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view. Higher level responses will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Responses may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations. Analysis of the sources should focus on the limitations of the sources, such as: Arrian Wrote long after the death of Alexander

			• Had access to good sources but focuses on military matters not personality • Extremely positive about Alexander with little balanced criticism • Believed that king's were quasi divine and therefore everything that Alexander did was 'right' Plutarch • Lived several centuries after Alexander's death • Had access to court records and journals • Wrote 'biography' not 'history' • Not interested in military matters, only personalities • His style could be quite creative and he'd invent dialogue in order to illustrate characteristics
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