

GCE

Ancient History

H407/13: Macedon and the Greek world

Advanced GCE

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

Annotation	Meaning
	Correct
	Assessment Objective 1 (AO1)
	Assessment Objective 2 (AO2)
	Assessment Objective 3 (AO3)
	Assessment Objective 4 (AO4) (L4 stamp to be used in June 2019 – a new AO4 stamp will be available from 2020)
	Blank page
	Omission
	Evaluation
	Irrelevant
	Knowledge

Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

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

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

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.

Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1. The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
2. The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
3. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
4. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

Section A: Relations between Greek states and between Greek and non-Greek states, 492-404 BC

Question 1*	'Athens' allies quickly learned that Athenians always tried to dominate the Greek world.' To what extent do the sources support this view? [30 marks]		
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at a range of states allied to Athens at various points during the period, and look at the extent to which the sources support the view suggested about the intentions of the Athenians. They may well consider that Persia, and indeed Sparta, presented a more obvious threat of domination in the early part of the period, though this changes after the Persian Wars. They should consider the perspective of a variety of states. Candidates will be expected to cover the time period, looking at continuity and change, and similarities and differences in how states interacted with Athens.</p>

Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> specific examples of Greek states which had a close relationship with Athens in the years before Xerxes' invasion of Greece, such as Platea and Sparta. the formation of the Hellenic League as a response to the Persian threat and Athens' role within it during the Persian invasion. The formation of the Delian League as an attempt to react to poor Spartan leadership from Pausanias and take revenge on Persia and gain recompense; but the early history of the league suggests that the Athenians set the direction the League took and indeed dominated weaker states such as Scyros and Carystus, later Naxos and Thasos. The impact of the Battle of Eurymedon on the Delian League. Athenian response to the Spartan appeal for help after the helot revolt and the reasons for the breakdown in relations between Athens and Sparta. Athenian activity in Egypt in the 450s, leading to the final defeat there and the transfer of the treasury of the Delian league to Athens. The development of the Athenian land empire in the 450s/440s. Cimon's activity after his return from ostracism. The 'Peace of Callias' and the so-called 'Congress decree'. The terms of the Thirty Years Peace. The revolt of Samos (and the reactions of other states such as Sparta and Corinth). The events leading up to the outbreak of the Peloponnesian War and the role of Athens. The Allied Congress at Sparta.
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about 	

2		<p>how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> • Events during the Archidamian War, such as the revolt of Mytilene, the campaign of Delium and the punishment of Scione. • The Thirty Years Peace. • Athenian relationships with other states up to the Battle of Mantinea. • Athenian ambitions for the Sicilian expedition. • Attitudes of Athenian allies after the Sicilian disaster. • The relationship between Athens and her allies in the final years of the Ionian War. • The final defeat of Athens and the Spartan settlement. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Herodotus on the relationships between Athens and other states before, during and after the Persian wars: • Thucydides: especially the Pentakontaetia and lead-up to the Sicilian expedition. • Aristophanes <i>Akharnians</i> 524-539, <i>Peace</i> 619-22, 639-648 • Aristotle <i>Politics</i> 1284a38 • Diodoros 11.46-7, 11.50, 12.2.1-2, 12.4.4-6, 12.38.2. • Plutarch: <i>Aristeides</i> 23, 24, <i>Cimon</i> 11-13; <i>Pericles</i> 28, 30-31 • Chalkis decree, Thoudippos decree <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • assessment of the relationships between Athens and others due to limited non-Athenian sources and the agendas and contexts of Greek sources. • limitations of evidence in Thucydides for 479-431 BC; limitations of Herodotus and Thucydides and reliance on later authors for the period; the differences in their information and viewpoints. • the lack of information after 411 BC compared with earlier.
Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

Question 2*		How far did the Peace of 446 BC address the challenges of the First Peloponnesian War (462-446 BC)?		[30 marks]
Assessment Objectives		<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content	
Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at a range of examples, such as the developing relationship between Athens and Sparta, and of course the various states allied with both states (including those who changed sides); they may consider the extent of change and continuity both in the period leading up to the Thirty Years Peace, and also the aftermaths, leading up to the outbreak of the Peloponnesian war and beyond. They may look at the nature of the evidence which is</p>	

Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<p>largely drawn from Athenian sources.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> • The events leading up to the crisis of 446 BC and the terms of the Thirty Years Peace itself. • The developing relationship between Athens and Sparta after the Persian Wars, including the tension between them over the walls of Athens and the impact of the Helot revolt. • The tensions of the so-called First Peloponnesian War and the development of the Athenian land empire in Central Greece; the significance of Athens' relationships with Spartan allies such as Megara, Thebes and Corinth; continued war with Persia e.g. Egypt and Cyprus, and possible peace treaty.
Level 3	13–18	<ul style="list-style-type: none"> • Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<ul style="list-style-type: none"> • The lead-up to the outbreak of war, including the revolt of Samos (including the response of both Sparta and Corinth) and then the incidents involving Corcyra, Potidaea and Megara. The relationship with Corinth in this period is important, especially as shown in Thucydides Book 1. • The Chalkis decree (and other decrees may be also used to good effect). • The events of the Archidamian War, and the significance of Athenian decisions as they affected allies, including the Peace of Nicias. • Relationships between Athens and other states after the Peace of Nicias, down to the Battle of Mantinea
Level	7–12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. 	<ul style="list-style-type: none"> • Athenian intentions in Sicily. • The changes in the relationships during the final years of the Peloponnesian War.

2		<p>(AO3)</p> <ul style="list-style-type: none"> The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> Sparta's treatment of Athens and other cities after the end of the war. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Herodotus <i>Histories</i>: some background on the Hellenic league may be relevant. Thucydides <i>The Peloponnesian War</i> Book 1 for Pentekontaetea and the outbreak of the war; Book 4 Pylos; Book 5 Peace of Nicias and Mantinea; Relations with Persia in Book 8. Xenophon <i>Hellenica</i> Plutarch <i>Aristeides</i> 23. Aristophanes <i>Akharnians</i> 524–539. Diodorus 11.46–7, 50.
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> the methodology, agendas and contexts of the Greek sources and how these affect the value of the information (especially given the limited access we have to non-Athenian perspectives. the limitations of the evidence for the events and issues of the period in Herodotus and Thucydides and reliance on later authors which emphasise individuals and their abilities. problems of evidence for internal Spartan politics and individuals, and the lack of Spartan material.
	0	No response or no response worthy of credit	

Question 3		How convincing do you find R. Meiggs' interpretation of Sparta's position at the start of the Peloponnesian War? [20 marks]	
Assessment Objectives		AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.	
Additional guidance		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>	
Level	Marks	Level descriptor	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> Response has a very thorough and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> <p>In locating the interpretation within the wider historical debate, candidates might:</p> <ul style="list-style-type: none"> Confidence of allies in Sparta as liberators. The issues for allies with the Thirty Years' peace. The issue of Spartan resources- 'without a strong fleet'. Concern of democracies – Sparta in 404 BC set up
Level 4	13–16	<ul style="list-style-type: none"> Response has a thorough and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	
Level 3	9–12	<ul style="list-style-type: none"> Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of 	

		historical features and characteristics that are relevant to the question. (AO1)	oligarchies on their victory.
Level 2	5–8	<ul style="list-style-type: none"> Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	<ul style="list-style-type: none"> consider the difficulty of assessing the issue given the limitations of the sources and their views and aims/intentions. assess the problems in reconstructing the reasons for decisions taken in the ancient world. consider the emphasis on the role of individuals in the sources. <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p>
Level 1	1–4	<ul style="list-style-type: none"> Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	<ul style="list-style-type: none"> Sparta did aim to help Samos and Potidaea. Sparta had fleets from allies e.g. Corinth. Brasidas and the Thracian region – liberated cities in 424-3 BC Our limited understanding of Spartan resources and readiness. The reliance on Athenian sources which hampers our understanding of the views of allied states throughout this period. The eventual outcome of the war which resulted in the defeat of Athens; or even the conclusion of the Archidamian War. <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <p>Candidates may consider Pericles' strategy for the Peloponnesian War, and in particular how the early years of the war reflect this view of Sparta's ambitions.</p>
	0	<ul style="list-style-type: none"> No response or no response worthy of credit. 	

Section B: The Rise of Macedon, c.359–323 BC

Question 4	How useful is this passage for our understanding of why Alexander was successful as a military leader?		[12 marks]
Assessment Objectives	<p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>		
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content
Level 6	11–12	<ul style="list-style-type: none"> The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of usefulness. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to the contents of the source and their own knowledge:</p>
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> The importance Alexander attached to leading by example. Alexander as an inspiration to his men; how they reacted to his leadership. The loyalty Alexander inspired. The value placed on taking opportunities.
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<ul style="list-style-type: none"> Alexander's determination, much of it derived from a need to win renown and rival the deeds of heroes.

		<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> Alexander's fighting abilities. The element of luck he enjoyed.
Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> Alexander's impetuosity The veracity of Arrian's account in relation to the contents of the source and the context in which it was produced. The latter issue may be related to the impact of Arrian's sources (Ptolemy is mentioned in the passage), his background, his aims, and the context of the time in which he was writing. The context of the passage within Arrian's text.
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> Other factors that contributed to his success as a military leader that are absent from the passage: strategy, battle tactics, intelligence, speed of movement, and preventative measures such as his appointments, first marriage and those actions designed to deter future resistance. These factors could be illustrated from elsewhere in the prescribed sources. E.g. Plutarch <i>Alexander</i> 9, 16 (Granicus), 60 (Porus); Curtius 5.7.1;
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3) 	
	0	No response or no response worthy of credit	

Question 5*		'Philip was only interested in gaining glory for himself.' To what extent do you agree with this statement? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> • Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>This question tackles the issue of Philip's genuineness of belief in the causes he took up, and how much they were merely a means to an end. Candidates should question the idea of 'only interested in' by evaluating Philip's actions to make judgements on his motives when aligning himself with various causes. They may distinguish between stated motives and ulterior motives, making judgments on relative significance. Causes were often a means to an end. Candidates may argue that at times he had more than one aim and each was important in his calculations; fighting a cause would gain him renown. The issue of continuity and change in Philip's motives might be addressed, especially in the context of an early desire to strengthen Macedon against outside threats. Evidence pertaining to Philip's desire for glory should be identified and analysed. Candidates may argue that Philip sought personal power as</p>
Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) 	

		<ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>much as personal glory.</p> <p>Answers may include some information on:</p> <ul style="list-style-type: none"> Philip's concentration on securing Macedon against outside threats in the early part of his reign. Reforms of the army. Potential evidence may include his policies towards Illyria, Paeonia, Crenides, Amphipolis, Thessaly, marriage and military developments.
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<ul style="list-style-type: none"> Philip's actions during the Third Sacred War, to include his conduct and commitment during different periods of the war (including actions elsewhere, notably Olynthus and Thrace), his treatment of the defeated, his symbolic gestures, and how he used/benefitted from the victory. Philip's strategic actions in eastern Thrace, especially on the Chersonese and with regard to Perinthus and Byzantium. Philip's role as the Macedonian monarch, to include the nature of his coinage and possibly the significance of any perceived change in the role of the monarchy during his reign.
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>The information has some relevance and is presented with limited structure. The</i></p>	<ul style="list-style-type: none"> cultural aims and their relative significance. the actions of Philip before, during and after the Battle of Chaeronea. Philip's attitude to Alexander after Chaeronea, to include Philip's marriage to Cleopatra (Eurydice) and its impact on Alexander, and Philip's conduct at the marriage of his daughter.

		<i>information is supported by limited evidence.</i>	
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> The nature/aims of the League of Corinth and Philip's role as Hegemon. What was Philip hoping to achieve and why? <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Diodorus, <i>Library of History</i>, Book 16 Demosthenes: Philip portrayed as a seeker of glory whose subjects gain little 2.15–16, 2.18, 5.20, 5.22 Justin, <i>Epitome</i>: 8.2–4, 8.6, 9.4–5 Plutarch, <i>Life of Alexander</i>: 7–9 Gold coin of Philip Arrian, <i>Campaigns of Alexander</i>: 7.9 <ul style="list-style-type: none"> The Philippeion in the Atolis at Olympia (not a prescribed source) <p>Analysis of the sources might focus on:</p>
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> The contexts in which Demosthenes was speaking and the impact these have on the utility of his evidence and judgements. The utility of Philip's coin with regard to his priorities. The limitations and strengths of the evidence of Diodorus, Justin, Plutarch and Arrian in relation to their aims, methods, sources, background and historical context. The context in which evidence appears in the sources and the impact this may have on its utility. The differences between the views of Demosthenes, Justin and Diodorus with regard to Philip's role in the Third Sacred War.
	0	No response or no response worthy of credit	

*Question 6		'Alexander became increasingly ruthless in his attitude towards others.' How far do the sources support this statement? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>This question looks at how Alexander treated others over time with the expectation that candidates will discuss issues related to continuity and change. Sophisticated answers will analyse his behaviour closely to reach judgements on the extent and nature of any changes in the ruthlessness that he showed towards others.</p> <p>Some answers could argue that the changing context, and not a change in personality, affects our perception of Alexander in the later years of his campaign. It is equally possible to argue that the changing context and events altered how</p>
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated 	

		<p>and convincing conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>Alexander dealt with others. Candidates are expected to select evidence from across the period of Alexander's reign that relates to his attitude towards others in different circumstances. They can use the evidence to draw comparisons. In evaluating the context in which the sources were produced, candidates may discuss differences between the various historical traditions.</p>
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Answers may include some information on:</p> <ul style="list-style-type: none"> Alexander's attitude towards others as he reasserted Macedonian control over Greece. The treatment of Thebes, Athens and individuals at Corinth and Delphi might be discussed in relation to how differing contexts provoked different treatment. Alexander's actions during and after the Battle of the Granicus with regard to both his own men and the defeated. Alexander at Halicarnassus and Issus, to include his diplomacy with Darius in the wake of the latter. Candidates may mention the events at Tyre. Alexander at Persepolis. Alexander's treatment of Persians more generally, to include the satrap appointments, the later purges, and the pursuit of Bessus. The treatment of the Branchidae.
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features 	

		<p>and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> The fates of Philotas, Parmenio, Cleitus and Callisthenes may well be discussed in their respective contexts.
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> Alexander's actions in Sogdiana and then India. Discussion of the latter might include reference to Alexander's treatment of Porus in comparison to other Indians like Taxiles and his treatment of the mutineers at the Hyphasis. The crossing of the Gedrosian Desert, the mutiny at Opis and the atmosphere around Alexander after the death of Hephaestion. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Arrian, <i>Campaigns of Alexander</i> Plutarch, <i>Life of Alexander</i>. 11–14, 16, 48–55, 59–62 Curtius Rufus, <i>The History of Alexander</i>. 5.6.1–8, 7.5.28–35 The Alexander Sarcophagus <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The actions of Alexander in various contexts across his reign to reach judgements on the extent of any change. Discussion of the exact nature of the contexts in which Alexander was acting in order to evaluate those actions. The limitations and strengths of the evidence of Arrian, Plutarch and Curtius in relation to their aims, methods, sources, background and historical context.
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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