

**GCSE (9–1)**

**Ancient History**

**J198/12: Greek depth study**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2021

[www.exam-mate.com](http://www.exam-mate.com)

## 1. Annotations

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

## Mark Scheme

### Section A: From Tyranny to Democracy, 546-483 BC

Question	Indicative Content	Marks	Guidance
1 (a)	Isagoras Cleisthenes	AO1 2	
1 (b)	Sparta Corinth	AO1 2	
1 (c)	Aristides	AO1 1	

<b>Question 2</b>	What can we learn from Passage B about the main priorities of Samian society?		<b>[5 marks]</b>
<b>Assessment Objective</b>	AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
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.	Candidates are likely to pick out and explain the following details: <ul style="list-style-type: none"> <li>• The tunnel aqueduct, which demonstrates the planning and organisation of the civic and urban needs of the city of Samos.</li> <li>• The breakwater, which shows the Samians' interest in naval power.</li> <li>• The temple of Hera, showing Samian religious piety as well as their desire for ostentatious display.</li> </ul>
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	

<b>Question 3</b>	Using details from Passage B, how accurate do you think Herodotus' description of the Samian building projects is? <b>[5 marks]</b>		
<b>Assessment Objective</b>	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.		
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	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	<p>Candidates might comment on the following:</p> <ul style="list-style-type: none"> <li>● Herodotus is writing in the mid 5th century about construction that took place 75-100 years earlier, probably in the time of Polycrates, and thus his knowledge of the projects has considerable hindsight.</li> <li>● He almost certainly visited the island and may have lived there, so he was probably able to visit the sites and observe them for himself.</li> <li>● Quoting the names of the architects shows his careful research, alongside very specific measurements, which may support the theory that he visited the sites.</li> <li>● Herodotus tends to put a positive gloss on the Samians, which suggests a pro-Samian attitude to the building projects.</li> <li>● Herodotus' wider approach to exploring the Greek world gives credence to his ability to make a judgement about the relative quality of Greek building works ('the three greatest Greek works of all time').</li> <li>● Candidates may also cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</li> </ul>
Level 2	3-4	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	1-2	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	
--	---	---	--

<b>Question 4</b>	Explain the significance of Sparta's actions in Athens becoming a democracy. <b>[10 marks]</b>		
<b>Assessment Objective</b>	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.		
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>		<b>Indicative content</b>
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)	<p>Explanations may include:</p> <ul style="list-style-type: none"> <li>• Spartans were instrumental in assisting the Alcmaeonids in overthrowing Hippias in 510 BC.</li> <li>• In the power struggle between Cleisthenes and Isagoras, King Cleomenes supported Isagoras and exiled Cleisthenes, attempting to restore oligarchy. The people of Athens opposed Isagoras and Cleomenes, forcing a Spartan withdrawal. Spartan intervention had had the effect of rallying support for Cleisthenes, and thus for the nascent democracy.</li> <li>• Cleisthenes' reforms were, in part, designed to neutralise Isagoras. Isagoras was seen as a threat due to the Spartan backing he enjoyed.</li> </ul>
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)	
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	

<b>Question 5</b>	<p>'The leaders of Athens maintained power because of the strength of their characters rather than the popularity of their policies.'  How far do you agree with this statement?  You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge.'  <b>[20 marks]</b></p>		
<b>Assessment Objectives</b>	<p><b>AO3</b> = 10 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied.</li> <li>• How the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>	<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>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<p>- 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)</p> <p>- The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</p> <p>- Response has a full explanation and thorough, convincing analysis of the</p>	<p>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.</p> <p>Grounds for agreeing include:</p> <ul style="list-style-type: none"> <li>- Evidence of the strength of Peisistratus comes from his seizure of power and longevity.</li> <li>- Weakness of Hippias and Hipparchus sees tyrannical power within Athens decay, linked to their weak characters and the events of the Tyrannicide.</li> <li>- Cleisthenes used the advantage of being well known, and was strong in facing down Spartans.</li> <li>- Miltiades' successes at Marathon juxtaposed by his eventual fall suggest that his policies were less than his personality.</li> <li>- Themistocles' skills of persuasion shown through winning the debate over the harbour at Piraeus and over the use of the silver mines.</li> </ul> <p>Grounds for disagreeing include:</p>

		<p>issue in the question, arriving at substantiated and developed judgements. (AO2)</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>-Peisistratus' policies of economic and social reforms were welcomed in Athens.</p> <p>- Rejection of Hippias despite Spartan intervention reflects the popularity of Cleisthenes' reforms and the introduction of isegoria.</p> <p>- Themistocles not from an aristocratic family, thus must have had strong policies to win support</p>
Level 4	13-16	<p>- 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)</p> <p>- The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</p> <p>- Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	<p>Likely sources to be included:  Aristotle 14-17, 18-19, 22  Plutarch 'Life of Aristides' 2-3, 'Life of Themistocles' 3-5  Herodotus 6. 54-59, 5.65-72, 5.78  Cornelius Nepos, 'Miltiades' 6-8</p> <p>The source analysis is likely to address:</p> <p>Caution needs to be expressed about Aristotle as, though he offers useful detail on politics, he is writing well after the events. In addition, he shows partiality for Peisistratus over Hippias.</p> <p>Plutarch's work is focused on moral conduct of leaders, and therefore may not be the best place to assess the historical facts pertaining to political power in Athens. Meanwhile Nepos gives a Roman view of the period, and is written long after the events.</p> <p>Herodotus' views reflect the prevailing views of the 440s, and are probably sympathetic to democracy. His views on Hippias are unsympathetic, linked in part to the role Hippias played in the 490 BC invasion.</p>
Level 3	9-12	<p>- 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</p>	

		<p>make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>- The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>- 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></li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>- 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)</li> <li>- The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>- There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>
Level 1	1-4	<ul style="list-style-type: none"> <li>- 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</li> </ul>

		<p>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)</p> <ul style="list-style-type: none"><li>- Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li><li>- There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li></ul> <p><i>The information is communicated in a basic/unstructured way</i></p>	
	0	No response or no response worthy of credit	

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

Question	Answer	Mark	Guidance
<p><b>6 (a)</b></p>	<p>The 4 main buildings</p> <ul style="list-style-type: none"> <li>• Parthenon (1)</li> <li>• Erechtheion (1)</li> <li>• Propylaea (1)</li> <li>• Temple of Athena Nike (1)</li> </ul> <p>Also allow:</p> <ul style="list-style-type: none"> <li>• Theatre of Dionysus</li> <li>• Arrephorion (1)</li> <li>• Odeon of Pericles (1)</li> </ul>	<p><b>AO1 1</b></p>	<p>1 mark for the specific answer.</p>
<p><b>6 (b)</b></p>	<p>Valid responses include:</p> <ul style="list-style-type: none"> <li>• Any archon/magistrate (1)</li> <li>• Archontes (1)</li> <li>• Dikast (1)</li> <li>• Member of a tribe (1)</li> <li>• Member of a deme (1)</li> <li>• Member of the boule (council) (1)</li> <li>• Member of the prytany (1)</li> <li>• Member of a principal assembly (1)</li> <li>• Councillor (1)</li> <li>• Chairman of the council (1)</li> </ul>	<p><b>AO1 2</b></p>	<p>1 mark for any answer that offers a historically valid response.</p> <p>More than one mark may be awarded for more than one specific role – e.g. eponymous archon and basileus</p> <p>Be generous on this question, some of the valid responses are not strictly political roles – but are in the broader sense. This is acceptable.</p>
<p><b>6 (c)</b></p>	<p>Valid responses include:</p> <ul style="list-style-type: none"> <li>• Had to have an Athenian father (and mother post Pericles' reform) (1)</li> <li>• Prove that they were of age (1)</li> <li>• Prove that they were free-born (1)</li> <li>• Serve in the army (1)</li> <li>• Could expect to serve in the: council (1), boards of magistrates (1) or the law courts (1)</li> </ul>	<p><b>AO1 2</b></p>	<p>1 mark for any answer that offers a historically valid response.</p>

<b>Question 7</b>		What can we learn from Passage C about women in Athens?		<b>[5 marks]</b>
<b>Assessment Objective</b>		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li>Women could be trained in the role of a wife by their husbands – “Did you yourself train your wife to be how she ought to be”</li> <li>Women could be trained in the role of a wife by their parents – “or did she understand how to organise such things when you received her from her mother and father?”</li> <li>Women, as part of their upbringing, were sheltered at home (not going to school) – “She was not yet fifteen when she came to me, and until then she had lived in a situation of great care so that she saw as little as possible, heard as little as possible and said as little as possible.”</li> <li>Women, when at home, learnt from their mother roles and duties expected of her as an Athenian woman, e.g. producing clothes – “she came to me only understanding how to produce a cloak when she was given wool, and had seen how spinning was given to the slave-girls”</li> <li>Women could be well-trained in matters of cookery – “she came well-trained in matters concerning her appetite. I, at any rate, think that this is the most important training for both a man and his wife”.</li> </ul>	
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>		
Level 1	1	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	0	No response or no response worthy of credit		

<b>Question 8</b>		Using details from Passage C, how accurate do you think Xenophon’s portrayal of women in Athens is? <b>[5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 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.	
<b>Additional guidance</b>		The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Candidates should relate the evaluation of Xenophon to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Xenophon and consider how accurate he might be in this case:</p>
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>There can be no accurate single description of women in Athens as women were in very different social situations (e.g. slave women, metic women, poor women, rich women) – the passage only gives the perspective of the role and position of a wealthy Athenian woman – she had, “had seen how spinning was given to the slave-girls”</li> </ul>
Level 1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.</li> </ul>	<ul style="list-style-type: none"> <li>The passage is mainly focused only on roles related to marriage – “I, at any rate, think that this is the most important training for both a man and his wife.”</li> </ul>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li>The extract is part of a philosophical dialogue and contains an idealised image of marriage at the time.</li> <li>Xenophon did not live in the actual age of Pericles (he lived between c.428 and c. 354) so to a limited extent the role and position of women may have changed.</li> <li>It is a good extract for what it tells us of marriage with a virtuous, wealthy landowner.</li> </ul>

			<ul style="list-style-type: none"><li>• The extract is useful about what girls were taught –“ she saw as little as possible, heard as little as possible and said as little as possible.... she came to me only understanding how to produce a cloak when she was given wool.... she came well-trained in matters concerning her appetite”</li><li>• Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</li></ul>
--	--	--	---

<b>Question 9</b>		Explain why festivals were significant for the Athenians. <span style="float: right;"><b>[10 marks]</b></span>	
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>Explanations might include:</p> <p><b>Panathenaia:</b></p> <ul style="list-style-type: none"> <li>was a way for all Athenians to come together and worship Athena in her role as the founder and protector of their city, e.g. through the newly woven robe presented to the statue of Athena Polias.</li> <li>also gave the opportunity of community feasting - many animals were sacrificed in the grand procession to the Acropolis</li> </ul> <p><b>Great Panathenaia:</b></p> <ul style="list-style-type: none"> <li>Significant for the many ways it celebrated and competed in a number of ways of Athenian life/community life (social and religious) which could be developed by candidates in their explanation. These include: <ul style="list-style-type: none"> <li>Musical competitions</li> <li>Sporting events</li> <li>Tribal contests</li> <li>The procession</li> </ul> </li> </ul> <p><b>The City Dionysia:</b></p> <ul style="list-style-type: none"> <li>Significant for the way it allowed worship of Dionysus (god of drama, fertility and wine). In</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	
Level 2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some</li> </ul>	

		<p>understanding that is relevant to the question. (AO1)</p> <ul style="list-style-type: none"> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<p>particular through:</p> <ul style="list-style-type: none"> <li>○ The importance of the 2 drama competitions (tragedy and comedy) as part of civic life through: <ul style="list-style-type: none"> <li>▪ The role of the eponymous archon</li> <li>▪ The panel of judges from the tribes</li> <li>▪ The requirements of the choregos (e.g. liturgy)</li> <li>▪ The Theoric Fund</li> </ul> </li> <li>○ The celebrations of day one - Grand procession, dithyramb and evening street celebration – significant for celebrating the fertility of Dionysus (&amp; again community participation)</li> </ul> <ul style="list-style-type: none"> <li>• Libations to the 12 Olympian gods and the following presentations.</li> <li>• The Proclamation of honours was significant as it awarded a crown for those who had provided outstanding service to the city.</li> <li>• The Parade of orphans was significant as it respected their father's sacrifice (of their life dying for Athens) by parading them, and the state paying for their education.</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 10</b>		<p>'The actions of Athens were the main cause of the Peloponnesian War'. 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 <b>[20 marks]</b></p>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Examples of the <u>actions of Athens</u> causing the Peloponnesian War might include:</p> <ul style="list-style-type: none"> <li>The Delian League and the consequential growth in Athenian military strength &amp; their control of the League (Athenian Imperialism).</li> <li>Additionally, the Greek world was now broadly divided into two power blocks: the Delian League led by Athens and the Peloponnesian League led by</li> </ul>

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4	13-16	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Sparta – relations between the 2 continued to deteriorate.</p> <ul style="list-style-type: none"> <li>Athenian's (according to the Spartans) breaking the terms of the Thirty Years Peace in the 430s – the four grievances: <ul style="list-style-type: none"> <li>Athens' defensive alliance with Corcyra</li> <li>Athens' harsh treatment of Potidaea</li> <li>Grievances of Aegina</li> <li>Megarian decree</li> </ul> </li> </ul> <p><b>NB. Pericles' actions</b> could be considered on the 'actions of Athens' side OR 'other causes of the War' (see below for these)</p> <ul style="list-style-type: none"> <li>Pericles' actions:</li> <li>Refusal to overturn the Megarian decree</li> <li>Stubbornness to compromise with Sparta</li> <li>Diverting attention from the trial of Pheidias</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><u>Other causes of the Peloponnesian War</u> might include:</p> <ul style="list-style-type: none"> <li>Sparta's expectation, in the aftermath of the Persian Wars, to remain the most powerful state in the Greek world.</li> <li>Pausanius' alienating of states (such as Ionia) which led to Athens' naval/military growth.</li> <li>Impact of the helot revolt and consequential changes in alliances.</li> <li>Ostracism of Cimon, leading to anti-Spartan Athenian policy.</li> <li>The Spartans voted for war.</li> </ul> <p>Likely sources to be included:</p> <ul style="list-style-type: none"> <li>Thucydides, <i>History of the Peloponnesian War</i> 1.1.01-2, 1.126, 1.139.1, 1.23.6, 11.139.1-2, 1.67.1-4, 1.96</li> <li>Plutarch <i>Pericles</i> 29-32</li> <li>Aristophanes <i>Acharnians</i> 515-539</li> <li>Aristophanes <i>Peace</i> 605-609</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>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</li> </ul>	

		<p>context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>Analysis of the sources should focus on the limitations of the sources, such as:</p> <ul style="list-style-type: none"> <li>• 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 (Parallel lives) in which Pericles is compared to Fabius Maximus</li> <li>• 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.</li> <li>• Thucydides, as a historian, set a great store on evidence-based research. He had himself fought in the early years of the war and had his own perspectives and biases – e.g. thought to have favoured the richer classes and thought Pericles was acting in Athens’ best interests.</li> <li>• Aristophanes was a comedian playwright who satirised Athenian public life. As it is satire, caution is necessary though it is based upon truth to create humour. Comedians at the time liked to make fun of Pericles’ sense of self-importance by speaking of him in language usually reserved for Zeus. Aristophanes refers to Pericles, and his refusal to revoke the Megarian decree, as the main cause of the war – and that (in <i>Peace</i>) the Spartans believe that Pericles was preventing Peace.</li> </ul>
Level 1	1-4	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

Question		Answer	Mark	Guidance
11	(a)	Name one of Alexander's tutors.	1	
		Valid responses include: <ul style="list-style-type: none"> <li>• Aristotle</li> <li>• Leonidas</li> <li>• Lysimachus</li> </ul>	AO1 1	1 mark for specific answer
11	(b)	Name two items Plutarch states Alexander kept under his pillow.	1	
		Valid responses include: <ul style="list-style-type: none"> <li>• Dagger</li> </ul> Plus one from: <ul style="list-style-type: none"> <li>• Favourite book</li> <li>• Story of Troy/Trojan war/Achilles</li> <li>• Copy of Homer</li> <li>• Copy of <i>The Iliad</i></li> </ul>	AO1 1	1 mark for specific answer [max 1]
11	(c)	Give <b>two</b> reasons why Alexander's soldiers mutinied at the River Hyphasis (Beas).	2	
		Valid responses include: <ul style="list-style-type: none"> <li>• Exhaustion</li> <li>• Sense of doom</li> <li>• Feeling homesick</li> <li>• Disagreement with Alexander's policies/plans</li> <li>• Monsoon / weather</li> <li>• Fear of meeting more elephants</li> <li>• Fear of greater armies in front of them</li> <li>• Fear of the River Ganges</li> </ul>	AO1 2	1 mark for each specific answer [max 2]

<b>Question 12</b>	What can we learn about the battles that Alexander fought <b>Source D?</b> [5 marks]		
<b>Assessment objective</b>	AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>
L3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li>Greek use of cavalry</li> <li>Alexander's shock tactics: <ul style="list-style-type: none"> <li>Alexander shown leading Companion cavalry</li> <li>Alexander attempting to attack Darius himself</li> <li>Macedonian soldiers [<i>phalangites?</i>] appearing from behind the Persians</li> <li>Massed pikes indicate use of a <i>phalanx</i></li> </ul> </li> <li>Details of Macedonian military equipment including <ul style="list-style-type: none"> <li>linen cuirass</li> <li>[Boeotian?] helmets</li> <li><i>sarissa</i> (or 'pike')</li> </ul> </li> <li>Persian dress including <ul style="list-style-type: none"> <li>Distinctive headgear</li> <li>trousers</li> <li>Lack of armour worn by most Persians</li> <li>Chain mail</li> </ul> </li> <li>Persian use of chariots</li> <li>Darius shown as commanding from chariot behind the Persian lines</li> <li>Chaotic and bloody nature of close quarters combat.</li> </ul>
L2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>	
L1	1	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>	

<b>Question 13</b>	Using details from Source D, how accurate do you think the artist's portrayal of Alexander and Darius is? <b>[5 marks]</b>		
<b>Assessment objective</b>	<b>AO3</b> = 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.		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>
L3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Candidates might comment on the following:</p> <p>Not accurate because:</p> <ul style="list-style-type: none"> <li>Mosaic from Pompeii, not Greece, therefore perhaps not accurate</li> <li>Produced c.100 BC, over 200 years later than events portrayed</li> <li>Not clear what battle portrayed – Issus or Gaugamela</li> <li>Unlikely artist was present at the battle, and even if he was he would not have witnessed this scene</li> </ul> <p>Accurate because:</p> <ul style="list-style-type: none"> <li>Probably a copy of painting by Philoxenus of Eretria (according to Pliny)</li> <li>Philoxenus was painter to Cassander and therefore could have been contemporary to Alexander.</li> <li>Or original possibly painted by Nichomachus during reign of Alexander himself, and copied by his pupil Philoxenus.</li> <li>Or original painted by Apelles, another contemporary of Alexander</li> <li>Roman tradition stated Issus, modern theories lean towards Gaugamela owing to proximity of Alexander and Darius</li> <li>Realistic style (including accurate perspective)</li> <li>Accurate detailing of Macedonian uniforms and equipment (linen cuirass, Boeotian helmet, sarissa, wreath and plume on officer's helmet)</li> <li>Persian clothing and equipment similar to other sources suggesting also accurate (headgear, trousers, chain mail, chariots)</li> <li>Image of Alexander similar to sculptures – suggests realism, or is it an artistic convention?</li> <li>Possible artist was present at the scene as Alexander took a range of scholars/artists with him on campaign</li> <li>Students may cross-reference their own contextual knowledge with details from the source to make developed judgments on accuracy.</li> </ul>
L2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>	
L1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</li> </ul>	
	0	No response or no response worthy of credit.	

<b>Question 14</b>	How far did Alexander's aims change over the course of his campaign. <b>[10 marks]</b>		
<b>Assessment objective</b>	<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>
L5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>In order to reach Level 5 candidates should directly address the second order concept of change.</p> <p>Possible explanations might include:  Aims at start of campaign:</p> <ul style="list-style-type: none"> <li>Take revenge on the Persians for destruction of temples in 480 BC</li> <li>To outdo his father or fulfil his father's ambitions</li> <li>To win eternal fame</li> <li>To gain money</li> <li>To free the Greek cities of Asia Minor and so win the respect of Greeks</li> </ul> <p>Aims that emerged during the campaign:</p> <ul style="list-style-type: none"> <li>To take control of Persian empire</li> <li>To found cities</li> <li>Development of coinage</li> <li>Improvements to trade</li> <li>Mixing of Macedonians/Greeks with Persians by marriage</li> <li>Enrolling Persians into his army</li> <li>Campaigning beyond the boundary of the Persian empire</li> <li>Proposed invasion of India (and possibly Europe?)</li> </ul> <p>Students should concentrate on analysing the second order concept of change and continuity when assessing these aims.</p> <p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
L4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>	
L3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	
L2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	
L1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit.	

<b>Question 15</b>		How far does Alexander's relationship with his Companions help us to understand his character? <b>[20 marks]</b>	
<b>Assessment objective</b>		<p><b>AO3</b> = 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.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses. .</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>
L5	17-20	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Students should address the issue of how far Alexander's treatment of his Companions is revealing of his overall character.</p> <p>Examples relating to Hephaestion might include:</p> <ul style="list-style-type: none"> <li>Studied together under Aristotle suggests loyal friendship.</li> <li>Laid wreath with Alexander at tomb of Patroclus – interpreted by some as evidence of them being lovers.</li> <li>Key cavalry commander suggests trust.</li> <li>Alexander's extravagant display of grief at his funeral suggests deep friendship/love.</li> </ul> <p>Examples relating to Parmenio might include:</p> <ul style="list-style-type: none"> <li>Alexander kept him as 'second in command' for a long time – suggests trust and respect for his abilities.</li> <li>Alexander disagreed and over-ruled him from time to time (e.g. battles of Granicus and Gaugamela).</li> <li>Contrast of Parmenio's urgency and Alexander's relaxed</li> </ul>
L4	13-16	<ul style="list-style-type: none"> <li>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</li> </ul>	

		<p>draw reasonable conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>• Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>disposition at start of battle of Gaugamela illustrates Alex's self-confidence.</p> <ul style="list-style-type: none"> <li>• Assassination of Parmenio can be seen as example of Alexander's paranoia.</li> <li>•</li> </ul> <p>Examples relating to other Companions might include:</p> <p>Cleitus ['the Black']</p> <ul style="list-style-type: none"> <li>• Another of Philip's generals – suggests Alex trusted his father's judgement.</li> <li>• Saved Alex's life at the Granicus.</li> <li>• Alex promoted him when Philotas was killed, suggesting trust.</li> <li>• Murdered by Alex when drunk – suggests volatile temper and prone to heavy drinking.</li> </ul> <p>Callisthenes</p> <ul style="list-style-type: none"> <li>• His 'History' apparently glorified Alexander and linked him to the gods – suggests Alexander was vain.</li> <li>• He criticised Alex's Medism.</li> <li>• His execution suggests that Alexander reacted violently against anyone who criticised him.</li> </ul> <p>Antipater</p> <ul style="list-style-type: none"> <li>• Again his role as regent in Greece suggests that Alexander trusted those selected by his father.</li> </ul> <p>Cassander</p> <ul style="list-style-type: none"> <li>• Alex's treatment of Cassander ('banging his head against a wall') demonstrates Alex's fiery temper and dislike of being contradicted.</li> </ul> <p>Philotas</p> <ul style="list-style-type: none"> <li>• Trusted and effective commander of the Companion Cavalry (one of the highest ranks) Alex had him stoned to death for – apparently – criticising him (but officially on trumped up charge of treason). Necessitated the execution of his father Parmenio – so Alex killed two of his best generals because one was prone to criticise him. Suggests vanity, paranoia</li> </ul>
L3	9-12	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
L2	5-8	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul>	

		<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>and violent temper.</p>
L1	1-4	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>Other examples that might be referred to in order to judge the 'understand' issue in the question may include:</p> <ul style="list-style-type: none"> <li>• Alexander's relationships with his parents.</li> <li>• His taming of Bucephalus.</li> <li>• His perceived relationship(s) with the gods.</li> <li>• His three marriages (Stateira, Roxanne and Parysatis)</li> <li>• His relationship with his army.</li> </ul> <p>Likely sources to be included:</p> <ul style="list-style-type: none"> <li>• Plutarch: [Parmenio] 32-33; [Cleitus] 50, 51; [Callisthenes] 4.14; [Antipater] 74; [Cassander] 74</li> <li>• Arrian: [Hephaestion] 1.11, 3.15, 7.14; [Parmenio] 1.13, 3.10, 3.15; [Cleitus] 4.8-9; [Callisthenes] 4.10; [Antipater] 1.11</li> <li>• More able candidates might refer to Quintus Curtius Rufus</li> </ul> <p>Analysis of the sources should focus on their strengths and limitations in relation to the issue in question. For example:</p> <ul style="list-style-type: none"> <li>• Plutarch: Biography – so interested in character, but factual information might be inaccurate. Written several centuries after Alex's death. However he had access to good sources.</li> <li>• Arrian: History – so less interested in character and more interested in military detail. Tends to be slanted in favour of Alexander as based on account by Ptolemy who was keen to promote Alex in a positive light.</li> </ul> <p>If candidates take the term 'Companion' to refer not to individuals but to the military units ('Companion Cavalry' [<i>hetairoi</i>] and 'Foot Companions' [<i>pezhetairoi</i>]) they should be credited.</p> <p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit.	

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

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

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

[www.exam-mate.com](http://www.exam-mate.com)