

Classics: Ancient History

Advanced Subsidiary GCE

Unit **F391**: Greek History from original sources

Mark Scheme for June 2012

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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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Subject-specific Marking Instructions

The Mark Scheme is a guide to markers and is not prescriptive. It should be used with tile marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1 or 2 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance: and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining:

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be ticked by the examiner.

1. Record marks for each question out of the total for that question eg for an (a) sub-question 8/10; for a (b) sub-question: AO1 8/10 AO2 6/10; for a (c) sub-question AO1 6/10 AO2 11/15.
2. Marking should be done in small batches of around 20 at any one time; avoid marking large numbers of scripts in one session.
3. It is important to ensure that your work is thoroughly checked and that this is clearly shown on the scripts and the mark sheets.

Option 1: Athenian Democracy in the 5th century BC.

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
1	(a)	<p>AO1</p> <p>Answer might include;</p> <ul style="list-style-type: none"> • Re-election to generalship; • Put their affairs into his hands; • High regard of the people; • His control based on his position, intelligence and integrity • He led them rather than they led him; • He was able change the mood of the assembly; • Pericles was different from his successors (who more on a level with each other and strove to be first, so losing control). 	10	<p>The focus should be on details from the passage that show Pericles' skill in the assembly. Credit awareness of context.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
	(b)	<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Acharnians</i>, <i>Knights</i>; • <i>Ath.Pol.</i>; • The Old Oligarch; • Thucydides; • Xenophon <i>History of Greece</i>. <p>AO2</p> <p>Answers should interpret and/or evaluate the evidence presented in the chosen examples and show the role of leaders in the assembly and how far they could direct what happened.</p>	20	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> • examples of assembly meetings; • the role of public speakers; • sources for assembly meetings, such as Aristophanes, Thucydides and Xenophon, together with inscriptions. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 	25	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the range of speakers at assembly meetings, including comparisons between different individuals (eg Pericles, Cleon).</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>
2	(a)	<p>AO1 Answer might include:</p> <ul style="list-style-type: none"> • appeal to members of the jury; • use of the term 'order of the Three Obols (state pay); • shouting (rhetoric); • the possibility of an anti-democratic conspiracy; • financial chicanery; • <i>euthunai</i> of magistrates at the end of their year of office; • popular politicians going after the rich; • the political role of the courts. 	10	<p>The focus should be on details from the passage that show the nature of political competition in Athens.</p> <p>Credit understanding of the context of this passage in the work of Aristophanes.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
	(b)	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Knights, Wasps</i>; • <i>Ath.Pol.</i>; • The Old Oligarch; • Xenophon <i>History of Greece</i>. <p>AO2 Answers should interpret and/or evaluate the evidence presented in the chosen examples and show how the attitudes of Athenians are reflected in them. Credit discussion of bias.</p>	20	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> • examples of competition such as Ephialtes and Pericles against Cimon, Cleon against Nicias, Alcibiades against Nicias; • the impact on democracy; • sources such as Aristophanes' plays, Thucydides, the Old Oligarch, <i>Ath.Pol.</i>, Xenophon. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 	25	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of particular examples where competition between individuals is made clear in the sources: the Pylos affair, the trial of the generals. Candidates may use examples from a broader range of sources than covered in the specification: eg Thucydides' account of the Sicilian debate, ostracism etc.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
3		<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • <i>Ath.Pol.</i>; • the Old Oligarch; • Thucydides (the Funeral Speech, examples of debates such as Mytilene, Pylos). <p>Answer might include:</p> <ul style="list-style-type: none"> • the reforms to the Areopagus; • the transfer of powers to the assembly, the council and the courts; • the introduction of jury pay (and state pay); • the increase in popular participation. <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and show to what extent the reforms were crucial; assessment of bias in the sources is needed.</p>	45	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of specific reforms to the courts and the introduction of state pay, including the impact that this had on political life in Athens after this time.</p> <p>Credit understanding of our limited evidence for the reforms themselves, and our reliance on Thucydides for an understanding of the working of the democracy later in the period.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
4		<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • <i>Ath.Pol.</i>; • Thucydides (the Funeral Speech); • the Old Oligarch; • Aristophanes <i>Knights</i>; • Plutarch <i>Life of Pericles</i>. <p>Answer might include:</p> <ul style="list-style-type: none"> • examples of individuals from rich and well-established families such as Cimon, Pericles and Alcibiades; • individuals from a different background such as Cleon and Hyperbolus. <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and show whether family & wealth were more important than rhetorical ability; assessment of bias in the sources is needed.</p>	45	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit awareness of the impact of the Peloponnesian War on Athenian politics and the extent to which the difficulties of war allowed different sorts of political figures to come to the fore.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Option 2: Delian league to Athenian Empire

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
5	(a)	<p>AO1 Answer might include:</p> <ul style="list-style-type: none"> the allies come to Athens to ask for Aristides' help; Aristides took a leading role as an Athenian; Aristides was just and kind towards all; the tribute was raised over time, first doubled, then tripled; the war increased Athenian demands on their allies; however the tribute was used for the benefit of Athenians (state pay, public entertainments, religious building). 	10	The focus should be on details from the passage that show that the relationship changed as Athens used the increases in tribute more for her own benefit.	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(b)	<p>AO1 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> Aristophanes <i>Birds</i>; <i>Ath. Pol.</i>; The Old Oligarch; Thucydides; Xenophon <i>History of Greece</i>; Plutarch, Pericles 12 inscriptional evidence (eg Methone decree). <p>AO2 Answers should interpret and/or evaluate the evidence presented in the chosen examples and show how the allies benefited from the existence of the Delian League.</p>	20	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the changing nature of the Delian League, though candidates may choose to focus only on the earlier period (down to 454 BC) if they wish.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> examples of Athenian decisions that show their changing attitude towards their allies, such as the aftermath of the Peace of Callias, and the Mytilene debate; the evidence of the sources, particularly Thucydides and the Old Oligarch. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	25	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the difficulties establishing how Athenian attitudes changed during this period, and the limited evidence we have for the reactions of the allies.</p> <p>Credit discussion of the response of the allies to these changes if candidates develop this argument.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
6	(a)	<p>AO1</p> <p>Answer might include:</p> <ul style="list-style-type: none"> the use of Athenian statutes within the empire; the reference to the imposition of standards on allies; the role of the Overseers; the Athenian response if the cities will not set up the stele; the reference to the Athenians ordering the allies; the fact that punishments and penalties are laid down for those who do not comply. 	10	<p>The focus should be on details from the passage that show how allies responded to Athenian imperialism.</p> <p>Credit understanding of the context of this passage in the work of Aristophanes and the insight offered by decrees like this.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
	(b)	<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> Aristophanes <i>Birds</i>; The Old Oligarch; Thucydides (eg the revolts of Samos, Mytilene); Xenophon <i>History of Greece</i>; inscriptions such as the Khalkis and Methone decrees. <p>AO2</p> <p>Answers should interpret and/or evaluate the evidence presented in the chosen examples and show how Athens controlled her allies.</p>	20	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the reliability of our sources.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> a range of sources such as Thucydides, the Old Oligarch and inscriptional evidence; examples where Athens was successful (eg Methone); examples where Athens was unsuccessful (eg revolts by Samos, Mytilene etc). <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	25	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of particular examples drawn from the sources. Allow some discretion as to the candidates' interpretation of 'political means', but answers should not focus primarily on military responses. Reward discussion of Athenian manipulation of her allies (eg Methone) and the use of <i>proxenoi</i> to promote Athenian interests; the impact of cleruchies.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
7		<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • inscriptional evidence; • Thucydides; • the Old Oligarch • Plutarch, <i>Life of Pericles</i>. <p>Answer might include:</p> <ul style="list-style-type: none"> • the events surrounding the revolt of Mytilene; • the debate in Athens as recorded by Thucydides; • other sources which reflect Athenian attitudes towards their empire. <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and show how reliable Thucydides' version of events is, given his attitude towards Cleon (as reflected elsewhere in his work).</p>	45	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit use of inscriptional evidence, and detail of, for example, Athenian use of the tribute in this period for their own benefit. Reward judicious evaluation of the potential bias in Thucydides' account.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
8		<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • inscriptional evidence, such as the Khalkis decree and ATL; • Plutarch, <i>Perikles</i>; • Thucydides; • the Old Oligarch. <p>Answer might include:</p> <ul style="list-style-type: none"> • examples of revolts in the earlier part of the period (eg Naxos, Thasos); • the events around 446 BC; • the revolts before and during the Peloponnesian War (eg Samos, Mytilene). <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and show how Athenian power was affected by allied rebellions.</p>	45	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit accurate understanding of the context of revolts, particularly later in the period when Athens was under pressure from Sparta.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Option 3: Politics and Society of Ancient Sparta.

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
9	(a)	<p>AO1</p> <p>Answer might include:</p> <ul style="list-style-type: none"> • Lycurgus used them to address 'neglect of duty'; • messes were 'a most effective check on disobedience'; • regulations for quantity of food laid down by Lycurgus; • emphasis on appropriate use of wine; • the messes mix young and old together; • the reference to 'noble deeds' suggests their importance in promoting shared values. 	10	<p>The focus should be on details from the passage that show how important the messes were in Sparta.</p> <p>Credit understanding of the context of this passage in the work of Xenophon, who experienced Spartan life from a closer perspective than our other sources.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
	(b)	<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Herodotus; • Plutarch, <i>Lycurgus</i>; • Xenophon <i>Constitution of the Spartans</i>. <p>AO2</p> <p>Answers should interpret and/or evaluate the evidence presented in the chosen examples and show to what extent we can discover the relationship between young and old.</p>	20	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Answers should not focus on the details of the <i>agoge</i> unless they are made relevant to the relationship between young and old.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> the public lives of Spartiates; the unusual nature of Spartan marriage; the limited nature of our evidence for the internal workings of Sparta: evidence may be drawn from Herodotus, Xenophon, Plutarch etc. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	25	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limited evidence we have for Spartan social life and of the reliability of our surviving sources.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>
10	(a)	<p>AO1 Answer might include:</p> <ul style="list-style-type: none"> the determination to secure the body of Leonidas; the organisation of the Spartan troops even in the face of overwhelming numbers; the continuation of the fight by any means possible; Dieneces' attitude to Persian weaponry and the threat of war. 	10	<p>The focus should be on details from the passage that show the attitude of the Spartans towards warfare and death, and their determination in combat.</p> <p>Credit understanding of the context of this passage in the work of Herodotus.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1 Sources may include:</p> <ul style="list-style-type: none"> • Thucydides; • Tyrtaeus; • Plutarch <i>Lycurgus</i> • Xenophon <i>Constitution of the Spartans</i>. <p>AO2 Answers should interpret and/or evaluate the evidence presented in the chosen examples and show how military success was promoted through the <i>agoge</i> and through the attitudes of all members of Spartan society.</p>	20	<p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of our limited evidence for the attitudes of Spartans, and the extent to which the 'Spartan mirage' complicates this.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(c)	<p>AO1 Answers should include:</p> <ul style="list-style-type: none"> • the significance of the battle of Thermopylae in the Persian wars; • the contribution of Thermopylae to Sparta's reputation; • the impact on other states of their attitude towards Sparta both immediately after Thermopylae and later in the century. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 	25	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the 'Spartan mirage'.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15 Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
11		<p>AO1</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Herodotus; • Plutarch <i>Lycurgus</i> • Thucydides; • Xenophon <i>Constitution of the Spartans</i>. <p>Answer might include:</p> <ul style="list-style-type: none"> • details of the way Sparta was governed, including the roles of kings, gerousia, ephors and assembly; • the effectiveness of decision-making in Sparta; • the contribution of the political system to Spartan success. <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and show how decisions were made; assessment of bias in the sources is needed.</p>	45	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our knowledge of how decisions were made in Sparta in this period, and the problematic nature of many of our sources.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
12		<p>AO1</p> <p>Sources may include:</p> <ul style="list-style-type: none"> • Plutarch <i>Lycurgus</i> • Xenophon <i>Constitution of the Spartans</i>; • Herodotus. <p>Answer might include:</p> <ul style="list-style-type: none"> • details of Lycurgus' reforms, as reported by the sources; • the problematic nature of the evidence for Lycurgus; • our limited insight into Spartan views of Lycurgus. <p>AO2</p> <p>Answers should evaluate the evidence presented in the chosen examples and show to what extent we can rely on the evidence of our sources for a figure such as Lycurgus.</p>	45	<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our knowledge about Lycurgus, and the problematic nature of many of our sources.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

APPENDIX 1

AS Classics Marking Grid for essays and contexts in Units AH1 and AH2

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9 – 10	18 – 20	9 – 10	14 – 15	22 – 25
	<ul style="list-style-type: none"> - A very good range of detailed factual knowledge; - Fully relevant to the question; - Well-supported with evidence and reference to the sources; - Displays a very good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> - Thorough analysis of evidence and issues leading to coherent judgements; - Thorough interpretation and evaluation of the sources and/or evidence; - Very well structured response with clear and developed argument; - Fluent and effective communication of ideas; - Very accurately written with a range of specialist vocabulary accurately used. 		
Level 4	7 – 8	14 – 17	7 – 8	10 – 13	17 – 21
	<ul style="list-style-type: none"> - A good range of detailed factual knowledge; - Mostly relevant to the question; - Mostly supported with evidence and reference to the sources; - Displays a good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> - Good analysis of evidence and issues leading to some coherent judgements; - Sound interpretation and evaluation of the sources and/or evidence - Well structured response with clear argument; - Mostly fluent and effective communication of ideas; - Accurately written with some specialist vocabulary accurately used. 		
Level 3	5 – 6	9 – 13	5 – 6	6 – 9	12 – 16
	<ul style="list-style-type: none"> - A range of basic factual knowledge; - Partially relevant to the question; - Partially supported with evidence and reference to the sources; - Displays some understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> - Some analysis of evidence and/or issues with some judgements; - Partial interpretation and/or evaluation of the sources and/or evidence - Structured response with some underdeveloped argument; - Generally effective communication of ideas; - Mostly accurately written with specialist vocabulary sometimes accurately used. 		
Level 2	2 – 4	5 – 8	2 – 4	3 – 5	6 – 11
	<ul style="list-style-type: none"> - Limited factual knowledge; - Occasionally relevant to the question; - Occasionally supported with evidence; - Displays limited understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> - Occasional analysis of evidence and/or issues with little attempt at judgement; - Limited interpretation and/or evaluation of the sources and/or evidence - Poorly structured response with little or no argument; - Occasionally effective communication of ideas; - Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. 		

Level 1	0 – 1	0 – 4	0 – 1	0 – 2	0 – 5
	<ul style="list-style-type: none"> - Little or no factual knowledge; - Rarely relevant to the question; - Minimal or no supporting evidence; - Displays minimal or no understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> - Very superficial analysis of the evidence and/or issues; - Little or no interpretation or evaluation of the sources and/or evidence; - Very poorly structured or unstructured response; - Little or no effective communication of ideas; - Little or no accuracy in the writing with little or no specialist vocabulary. 		

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