

# **Classics: Ancient History**

Advanced GCE

Unit **F393**: Greek History: conflict and culture

## **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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OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
AO1 or O1 or 1	Meeting Assessment Objective 1
AO2 or O2 or 2	Meeting Assessment Objective 2
Eval.	Evaluation of evidence
Inter.	Interpretation of evidence
^	Omission
(tick) S	Reference to relevant source material
(tick) F	Reference to relevant factual information
R	Irrelevant material
BOD	Benefit of doubt where judgment is exercised in favour of the candidate
?	Unclear relevance/factual knowledge/analysis
Rep.	Instances of significant repetition

**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 question 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.

- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.
- Use annotations above to indicate points in the scripts.
- Underline and mark with an X significant errors of factual knowledge/source material/analysis.
- Underline with dotted line significant spelling/grammar errors or lack of clarity

## Option 1: Greece and Persia 499 – 449 BC

Question			Answer	Marks	Guidance	
					Content	Levels of response
1			<p><b>Indicative content</b></p> <p><b>AO1</b> Answers should give details of the relationships between the Greeks and the Persians as shown in the sources before and after the battle of Marathon. They might include details of the demands for earth and water, the course of the battle of Marathon itself, Xerxes' seeming reluctance to take action against the Greeks after the death of Darius and the development of the Hellenic League. Detail of Herodotus' account of Marathon campaign should be included, especially the comments about the Greeks' fear of the Persians. Details of the other demands on Persian Kings' time – such as the rebellion in Egypt – could also be included. Reference could also be made to Aristotle's comments on the battle of Marathon and the silence in Thucydides. Details of Xerxes' motives and actions after the Darius' campaign could also be included, and reference to both Herodotus and other sources, such as Aeschylus' <i>Persae</i>.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('Relations between Greek city-states and Persians changed completely as a result of the Battle of Marathon.' To what extent do the sources support this view?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the relations between Greeks and Persians at this time</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Herodotus.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>AO2</b>            Answers should evaluate Herodotus' account, and could note the lack of detail in this area, as well as commenting on the rhetoric shown in contemporary Persian inscriptions. Answers could also focus on whether we can know what the Persians' response to the battle was, and the extent to which Aristotle's comments are helpful. Answers should address the question of 'to what extent' to ensure that they are developing an evaluative response to the question to meet the demands of AO2. Answers should evaluate 'to what extent' and should also look at the nature of the source material, including its nature and how complete the material is. Answers which use Aeschylus' <i>Persae</i> to draw parallels should be given credit where the material has been intelligently used in response to the question.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of change in the relations due to the battle of Marathon. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand any changes brought about by the battle of Marathon</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO2 = 30</b>            Level 5 26–30            Level 4 20–25            Level 3 14–19            Level 2 6–13            Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p><b>Indicative content</b></p> <p><b>AO1</b> Answers should demonstrate knowledge of Persian military weaknesses in the relevant battles, although not all the battles need to be chosen. Key details such as the lack of cavalry at Marathon and the differences in weaponry and armour could be noted as well as details of both land and naval skills. Answers might also include details of the discussions prior to the battles at Marathon, Thermopylae, Salamis and Plataea which give some details of the Greek military thinking. Details from Aeschylus' <i>Persae</i>, Plutarch and Herodotus should be used. Use of relevant vases as evidence should be credited.</p> <p><b>AO2</b> Answers should consider what is meant by military weaknesses, and the extent to which these would have affected the outcome. Herodotus' focus on individuals and the idea that the 'barbarians' were a disorganised, highly numerous rabble should be suitably evaluated. Likewise, questioning of Herodotus' account of Xerxes' leadership should be rewarded where it is relevant. They might also consider whether the Greeks in fact had a strategy at all, and the reliability of each of the sources in this area.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question (How far were Persian military weaknesses responsible for the outcome of the battles between the Greeks and the Persians? (You should discuss at least <b>two</b> battles.)) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence of Persian military skill and Greek strategies</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Herodotus.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'how far', the nature of the sources and the specific issues of skill/strategy in the chosen battles. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the Persians' skill and Greek strategy</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14– 9 Level 2 6–13 Level 1 0–5</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
3			<p><b>Indicative content</b></p> <p><b>AO1</b>            Answers should include details of any aspects of Herodotus' account of the Greco-Persian conflict relevant to the question, and other factual detail relevant to the aims of Herodotus' work, both as stated by the author and as understood from his historical context. Candidates might choose to focus on Herodotus' treatment of the battles or his treatment of leadership within the Greek and Persian forces. In particular, treatment of Xerxes' character and scenes such as the whipping of the Hellespont could be used to support an answer. The best answers will focus on key details and consider how Herodotus has used these to develop his narrative: for example, the role of individuals and the supernatural, the discussion before the battle of Marathon, the events at Thermopylae including the dialogue with Dieneces and stories from Salamis – such as that concerning Artemisia could all provide support for an answer.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('Herodotus' main aim was to entertain his audience.' To what extent is this a fair assessment of his account of the conflict between the Greeks and the Persians?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge of Herodotus' account (including any specific stories/details chosen by the candidate to support the answer)</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20            Level 4 14–17            Level 3 9–13            Level 2 5–8            Level 1 0–4</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>AO2</b> Answers should question the assumption in the question that the main aim was to entertain, not least as Herodotus' himself presents different aims. They could consider how far Herodotus fulfils his own aims, and whether the material which he presents is in line with those aims. Detailed evaluation of each story in line with the argument presented should support the chosen argument and there should be a clear response to the issue of whether the proposition in the question is a fair assessment. Details of Herodotus' opening statements on his work and an account of his methodology could be used to support an argument concerning the proposition, and note in particular his aim that the great and wonderful deeds of Greeks and Barbarians should be recorded for posterity. Details of Herodotus' sources – such as his connection with the Alcmaeonids – could also be used. Candidates might also note Thucydides' covert attack on Herodotus as a piece of entertainment, and consider how Herodotus' work might originally have been presented.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of Herodotus' aims in writing his work, and whether they were more than entertainment. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about and understand Herodotus' aims</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO2 = 30</b> Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p><b>Indicative content</b></p> <p><b>AO1</b>            Details of Herodotus' account of the conflict between the Greeks and the Persians should be included, especially in relation to the outcomes of Plataea and Mycale. In addition, the final sections of Herodotus on the poverty of Greece might be considered. Answers should also make use of Plutarch, Aeschylus, Diodorus and Thucydides. Answers could include details of the various battles between the Greeks and the Persians (esp. 490 – 479) and their outcomes. Details, in as far as they are known, of the final peace in 449BC should be included, and candidates might like to refer to Pericles' aims at this point for the development of Athens, but this should not be required. Details of the battles after 479BC should also be included, and candidates might also discuss the development of the Delian and Peloponnesian Leagues and the consequential changes in Greek politics, as well as the changes in Persian leadership and the internal difficulties within the Persian Empire after the death of Xerxes.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('The Persians found that the Greeks were not worth conquering, so, after 479 BC major conflict between them came to an end.' To what extent do the sources support this view?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about how the Greeks were seen by the Persians</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Herodotus.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20            Level 4 14–17            Level 3 9–13            Level 2 5–8            Level 1 0–4</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>AO2</b>            Answers should evaluate, in line with the demands of the question, the material which is available, and note that the evidence is limited. Answers should also note the words 'major conflict', and consider whether it is just the limited source material that limits our ability to know what happened. They might consider whether peace was made because of a change in the balance of military power, or whether the Persians just discovered that Greece was such a poor country that it was not worth fighting over (Herodotus). Candidates might also consider what is meant by 'the Greeks' and the differences between the Greek and Persian sides. In addition, they might consider other factors in the apparent ending of the conflict – especially the Greek victories, and balance these with the Greek loss at Thermopylae and its effects on the Persians. They might also consider the difficulties which faced the Persians at this time, and how far these can be accurately assessed from the sources.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of whether the Persians felt that the Greeks were not worth conquering after the campaigns down to 479BC. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the Persians' motives in attacking Greece, and how these might have been affected by their time in Greece</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO2 = 30</b>            Level 5 26–30            Level 4 20–25            Level 3 14–19            Level 2 6–13            Level 1 0–5</p>

## Option 2: Greece in Conflict 460 – 403 BC

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p><b>Indicative content</b></p> <p><b>AO1</b> Answers should give details of episodes from Thucydides which help us to understand the nature of conflict. These might include the Epidamnus, Corcyra and Potidaea episodes, the Mytilene debate, the events at Pylos and the Sicilian Expedition. Answers might also consider the details of the plague and its effects on Athens. Aristophanes' accounts of conflict, in particular in the <i>Acharnians</i>, <i>Peace</i> and <i>Lysistrata</i> could be included to help evaluate Thucydides' account. Answers might also make use of Herodotus and Plutarch for further examples of conflict during this period.</p> <p><b>AO2</b> Answers should consider what is known about how Thucydides wrote his history, and the accuracy which is attributed to him. They might also note that there are other sources which give us a different view on some aspects of conflict. In particular the treatment of the Megarian Decree by Plutarch and Aristophanes (<i>Acharnians</i>) might be used to help evaluate Thucydides' account. Answers might also include details of the epigraphical and archaeological evidence from which we can build up a picture of the period.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('Without Thucydides we would understand little about conflict during this period.' To what extent is this a fair assessment?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence both about the period and Thucydides' account of it</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Thucydides and other sources (such as Aristophanes).</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the idea of a 'fair assessment', the nature of the sources and the specific issue of our debt to Thucydides in understanding conflict during this period. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about the period without Thucydides and evaluate his account.</li> <li>•</li> </ul> <p>Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
6			<p><b>Indicative content</b></p> <p><b>AO1</b> Answers should give details of how the Athenians treated their allies during this period. They might include the development of the Delian League and its original aims, and then the change from League to Empire with the movement of the treasury from Delos in 454BC, followed by details of the various rebellions such as Samos and Mytilene and how the Athenians responded to these. Details of Thucydides' account of these events, as well as Plutarch's account of the founding of the Delian League should be used and the use of tribute money for the building programme in Athens, as well as the relevant epigraphical evidence (such as the <i>Coinage Decree</i> or the <i>Thoudippus Decree</i>) which would give further insight into how they Athenians treated their allies. Answers could also make use of the tribute lists, and look at the development of the relationship between Athens and her allies, as an increasing number of states gave money rather than ships. Treatment of the debate of the use of the money for the building programme would also be welcome, as would discussion of the requirement for subject states to come to Athens for trials.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('The Athenians saw their allies only as a source of wealth.' To what extent is this a fair assessment of Athenian treatment of their allies in this period?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about how the Athenians saw their allies</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Thucydides, Plutarch and any relevant epigraphical evidence.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p><b>AO2</b> The focus of an answer's argument should be on the idea of a fair assessment and how this might be defined. Answers should carefully evaluate the source material used in particular Thucydides' accounts of these events. They should also note the differences between literary and epigraphical evidence, and consider the difference between the 'factual' nature of a decree and the narrative shaping which might be present in an account by Thucydides. Answers might also question whether wealth was the key interest or whether the Athenians were interested primarily in power.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of how the Athenians saw their allies and the wealth they gained from them. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know/understand how the Athenians saw their allies</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO2 = 30</b> Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p><b>Indicative content</b></p> <p><b>AO1</b> Answers could focus on the conflict between Athens and Sparta and their respective allies described by Thucydides. In particular, they could look at the effects of the war on Athens, and consider the changing fortunes of Pericles as a result of the conflict and the plague. Aristophanes and Thucydides also provide useful material for considering the role of Cleon and his rise to power at the time of the Pylos incident. The effects of the conflict on Athenian democracy could also be considered. Answers could also look at the divisions within Sparta during this period, the debate over Plataea and the effects of the conflict on Syracuse and the other states in Sicily at the time of the Sicilian Expedition. Candidates might also consider Corcyra, Thebes and Plataea, and support their answers with details from Thucydides' account of the situation of each of these states.</p> <p><b>AO2</b> Answers should evaluate the source material used – in particular Thucydides and Aristophanes – and consider whether it gives us an accurate picture. Particular care should be taken over Thucydides' accounts of events in Sparta and Sicily. Details of Thucydides' account of events in Thebes, Plataea and Corcyra could be evaluated. Answers should also focus on the idea of how far and whether we can gain an accurate picture of the effects of conflict. Reward candidates who consider the limitations of the evidence for states other than Athens.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question (How far did conflict affect the internal politics of Greek city-states? (You should discuss <b>at least two</b> city-states.)) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence for the internal conflicts within Greek states, as chosen by the candidate</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Thucydides, Plutarch, Aristophanes and epigraphical evidence.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'how far conflict affected the internal politics', the nature of the sources and the specific issue of the internal relations within the chosen states. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the internal politics of Greek states in this period</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p><b>Indicative content</b></p> <p><b>AO1</b> Details of the Athenians relationship with their allies and their willingness to crush rebellions should be given. Examples from the Mytilene Debate in Thucydides and the Melian Dialogue could be used to show Athenian methods of control, as well as the epigraphical evidence for <i>episkopoi</i> and the use of Athenian courts for cases within the empire. Evidence from Thucydides about the relationship between Sparta and Corinth both before and during the Peloponnesian War could be used. Details of the debate at Sparta in the early sections of Thucydides might also be profitably used. Answers might also use the events in Sicily as recounted by Thucydides to look at the Athenians' relationship with their allies, and contrast this with the Spartan response to the request for help from the Syracusans. Epigraphical evidence for the Athenians' control of their allies might also be useful.</p> <p><b>AO2</b> Answers should consider the extent to which we know how the Spartans related to their allies, and whether much of the picture is based on an Athenian view of the situation. Answers should evaluate Thucydides and the epigraphical evidence used. Answers might consider the extent to which we can reasonably compare these sets of relationships, given the difficulties of reconstructing the Spartans' relationships with their allies and Thucydides' background as an Athenian, as well as his sources for events both in Sparta and Sicily.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('The Athenians controlled their allies, but the Spartans were controlled by theirs.' To what extent do the sources support this view?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the relations between the Athenians and their allies and the Spartans and their allies</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sections of Thucydides, Plutarch and epigraphical evidence.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the relations between the different groups outlined above. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the relations between the Athenians and Spartans and their respective allies</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

## Option 3: The culture of Athens 449 – 399BC

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p><b>AO1</b></p> <p>Details of a number of sophists should be given. These might include Anaxagoras, Protagoras, Prodicus, Gorgias and Socrates. Candidates should make reference to the relevant sources, which might include Aristophanes' <i>Clouds</i>, Gorgias' <i>Encomium of Helen</i>, Plato's <i>Apology</i> and <i>Gorgias</i> and Xenophon's <i>Memoirs of Socrates</i>. In each case the questioning of the existence and role of the gods should be considered, and the effect that this might have had on society – in particular with reference to Socrates' behaviour and trial. Answers might also make reference to Euripides, Sophocles or Thucydides to support the view that religious belief was being questioned. Answers might also use the building programme to argue that religious belief was still extremely important in Athens.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question (To what extent do the sources suggest that the Sophists undermined religious beliefs in Athens?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence of the activities and effects of the sophists on religious beliefs in Athens</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant sources (as outlined/chosen by the candidate).</li> </ul>	<p><b>AO1 = 20</b></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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2</b></p> <p>Answers should focus on the idea that they undermined the religious beliefs of Athenians. An account of the sophists' religious beliefs should be given due credit, but for the highest marks the focus must also be on whether their activities had any effect on the beliefs of others. Any evidence which is used should be appropriately evaluated, and due attention should be given to the limited nature of the evidence and the importance of how it is interpreted. Answers might also consider the extent to which Socrates was a sophist and the extent to which the evidence on his actions and character which we have is trustworthy, as well as the apparent anti-sophist bias in the extant sources. Candidates might also consider what is meant by Athenians, and consider the different sections in society – young/old, rich/poor, men/women, citizen/metic/slave.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the effects of the sophists on Athenians' religious beliefs. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the effects of the sophists' activities on Athenians' religious beliefs</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> <p>The question is phrased to allow consideration of how slaves and metics might have felt about religion ('in Athens'), so candidates who mention these and the difficulties associated with knowing about their views should be given due credit.</p>	<p><b>AO2 = 30</b></p> <p>Level 5 26–30</p> <p>Level 4 20–25</p> <p>Level 3 14–19</p> <p>Level 2 6–13</p> <p>Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p><b>Indicative content</b></p> <p><b>AO1</b> Answers should include details from the plays which have been studied. They may use both tragedy and comedy. Details of any two plays from the period will be sufficient for the highest grades. Answers may include details of the festivals which should be credited where it is relevant to the answer. The plays given below could be used, but any plays from the period may be used for evidence. Candidates may use Aristophanes' <i>Acharnians</i>, <i>Peace</i> or <i>Lysistrata</i> to look at the issues surrounding peace and the state of politics in Athens, whilst they could also use the <i>Wasps</i> to look at the state of the law-courts and the role of Cleon. Equally, answers might use tragedy and look at the role of Athens in the <i>Medea</i> or the role of Thebes and the questioning of oracles in the <i>Oedipus</i>.</p> <p><b>AO2</b> Answers should evaluate the evidence, and note that much of what is available is subject to different interpretations. They should consider the effect of their chosen plays on the audience, and whether those plays would have sent the audience away with questions. Answers might note a difference between the direct interaction with contemporary events in comedy and the use of myth in tragedy to help support their answer. Answers might also include evaluation of what is known of the Great Dionysia, which would have given the audience opportunities to reflect on the wealth and power of Athens.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question (How far did the plays performed at dramatic festivals encourage the Athenians to question their society and values?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the nature of the plays and dramatic festivals</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of plays from the period.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'how far', the nature of the sources and the specific issue of the questions raised by the plays performed in Athens. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the effects of plays on the Athenian audience</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
11		<p><b>Indicative content</b></p> <p><b>AO1</b> Details of what is known about religious activity within Attica should be given. These might include: the festivals in Athens, the development of sanctuaries throughout Attica (such as the Acropolis (including the Parthenon sculptures), buildings in and around the Agora in Athens, Brauron, Sounion and Eleusis) and their roles in festivals. Details of the numerous festivals might also be given – such as the Panathenaea, the Great Dionysia, the Thesmophoria and the Eleusinian Mysteries. Candidates might also make use of Aristophanes' <i>Thesmophoriazusae</i>. Evidence for the role of women in religious activities shown in pottery could also be included as well as the evidence from grave <i>stelai</i>.</p> <p><b>AO2</b> Answers could look carefully at the ideas of 'essential part of life' and 'for everyone'. They could consider the importance of religion for rich and poor, men, women, children, metics and slaves. They should evaluate the source material, which would include both literary and archaeological evidence in line with the demands of the question. The difficulties of interpreting both should be considered. Answers might also consider the difficulties for a modern historian in appreciating the nature of religious activity in fifth century Athens, and its absence from the major political account of the time by Thucydides.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question ('Religious festivals were an essential part of life for everyone in Attica.' How far do the sources support this view?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the religious festivals and practices in Attica at this time</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant archaeological and literary sources.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'how far', the nature of the sources and the specific issue of the importance of religious festivals in peoples' daily lives. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the importance of religion in people's daily lives</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
12		<p><b>Indicative content</b></p> <p><b>AO1</b> Answers should also show knowledge of the developments in Athens and Attica during this period, to include the developments on the Acropolis and more widely within Athens as well as the developments such as those at Eleusis and Sounion. Details of the sculpture on the Parthenon, Athena Nike and Erechtheion could be used to support an answer. Answers might also refer to what is known of Pericles' motives in developing Athens (especially in Thucydides' <i>Funeral Oration</i> and Plutarch's <i>Life of Pericles</i>). Details of Plutarch's account of the building programme from <i>The Life of Pericles</i>, as well as the silence in Thucydides might be included.</p> <p><b>AO2</b> Answers should focus on the idea of the building programme being a political statement, and whether there are other motives – primarily, religious – which might be relevant. Answers might also consider what is meant by a political motive – to appeal to citizens within Athens, to glorify Pericles or to make Athens look like a 'capital' of Hellas – and whether this is incompatible with a more religious view of the programme. Candidates could also evaluate the stories depicted on the Parthenon (and the other buildings on the Acropolis) and consider what these stories tell us about the political motives in the developments at this time. Relations between the Athenians and their allied states might also be considered in this context.</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question (To what extent was the Athenian building programme a political statement?) answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the building programme in Athens and the use of sculptural motifs on the buildings</li> <li>• Detailed knowledge of the period</li> <li>• Partial coverage for level 3</li> <li>• Detailed knowledge of the relevant archaeological evidence and sections of Plutarch, as well as any other evidence which the candidate chooses to include.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of whether the building programme was a political statement. Answers should include:</p> <ul style="list-style-type: none"> <li>• A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the motives behind the building programme;</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

## A2 Classics Marking Grid for essays and contexts in Units AH3 and AH4

	<b>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</b>	<b>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.</b>
<b>Level 5</b>	<b>18–20</b>	<b>26–30</b>
	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge</li> <li>• Fully relevant to the question</li> <li>• Well-supported with evidence and reference to the sources</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence</li> <li>• Very well structured response with clear and developed argument</li> <li>• Fluent and effective communication of ideas</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>
<b>Level 4</b>	<b>14–17</b>	<b>20–25</b>
	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge</li> <li>• Mostly relevant to the question</li> <li>• Mostly supported with evidence and reference to the sources</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgements</li> <li>• Sound interpretation and evaluation of the sources and/or evidence</li> <li>• Well structured response with clear argument</li> <li>• Mostly fluent and effective communication of ideas</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>
<b>Level 3</b>	<b>9–13</b>	<b>14–19</b>
	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge</li> <li>• Partially relevant to the question</li> <li>• Partially supported with evidence and reference to the sources</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence</li> <li>• Structured response with some underdeveloped argument</li> <li>• Generally effective communication of ideas</li> <li>• Mostly accurately written with specialist vocabulary sometimes accurately used.</li> </ul>

<b>Level 2</b>	<b>5–8</b>	<b>6–13</b>
	<ul style="list-style-type: none"> <li>• Limited factual knowledge</li> <li>• Occasionally relevant to the question</li> <li>• Occasionally supported with evidence</li> <li>• Displays limited understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence</li> <li>• Poorly structured response with little or no argument</li> <li>• Occasionally effective communication of ideas</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>
<b>Level 1</b>	<b>0–4</b>	<b>0–5</b>
	<ul style="list-style-type: none"> <li>• Little or no factual knowledge</li> <li>• Rarely relevant to the question</li> <li>• Minimal or no supporting evidence</li> <li>• Displays minimal or no understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Very superficial analysis of the evidence and/or issues</li> <li>• Little or no interpretation or evaluation of the sources and/or evidence</li> <li>• Very poorly structured or unstructured response</li> <li>• Little or no effective communication of ideas</li> <li>• Little or no accuracy in the writing with little or no specialist vocabulary.</li> </ul>

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**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)

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