

# **Classics: Ancient History**

Advanced GCE

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

## **Mark Scheme for June 2013**

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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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**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	AO1
	AO2
	Evaluation
	Areas of partial knowledge

**Subject-specific Marking Instructions**

- 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.

**IMPORTANT POINTS TO NOTE**

1. Record marks for each question out of the total for that question eg A01 15/20 A02 17/30.
2. Marking should be done in small batches of around 20 at any one time; avoid marking large numbers of scripts in one session.

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

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
1		<p><b>AO1</b> Answers should draw on what is known of the growth of the Persian Empire in this period, and its effects on the Greek world. The key source will be Herodotus, but candidates might also use inscriptional evidence from the Persian side such as the Bisitun Inscription or the inscriptions from Naqs-e Rostam and Persepolis. Candidates might also use Diodorus, Aeschylus and Xenophanes of Colophon's question 'how old were you when the Medes came?' The key elements might include: the run-up to the Ionian Revolt, the battle of Marathon and the surrounding campaign and the campaigns of Xerxes. Candidates might also use Plutarch (and Thucydides) to support their arguments about the development of the Delian League.</p> <p>Key elements from the sources might include:</p> <ul style="list-style-type: none"> <li>• The expansionist policies of Darius (moving into Thrace) as given by Herodotus and the inscriptional evidence</li> <li>• The aftermath of the Ionian Revolt and the reactions of both Sparta and Athens (and Eretria) to the request for help</li> <li>• Discussion of Darius' aims in attacking Greece in 492 BC</li> <li>• The battles fought by Xerxes against the Greeks and the consequent 'unity' amongst the Greeks</li> <li>• The development of the Delian League</li> <li>• Questioning of the significance of Xenophanes of Colophon's questions based on the Persian invasion</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>How far do the sources enable us to understand the impact of the growth of the Persian Empire on the Greek world?</b>' 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 and relevant Persian inscriptions, as well as knowledge of Diodorus' account of this period.</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	
		<b>Indicative content</b>			<b>Levels of response</b>
		<ul style="list-style-type: none"> <li>Differences in the strategies between Darius and Xerxes, and Xerxes' apparent lack of interest initially in attacking Greece</li> <li>Details of the city-states that medised as a result of the Persian threat.</li> </ul> <p><b>AO2</b> Candidates will need to consider carefully the question of 'how far' and consider whether the sources view on the Persian expansion might be one which is taken from the point of view of the victors, and whether the interaction between the Greeks and the Persians was down to the expansion of the Persian Empire or the more aggressive narrative of Greek involvement hinted at by Herodotus' account of the Ionian Revolt. Candidates should carefully evaluate Herodotus' account, as well as the other evidence which they use, and aim to achieve a balance between the Greek evidence and the Persian evidence for the expansion of the Persian empire. Candidates might also consider the effect on the Greek world in terms of the development of greater unity among the Greek states (not least shown by Herodotus' account of the battle of Salamis).</p>		<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 impact of the expansion of the Persian Empire on the Greek world. 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 due to the expansion of the Persian Empire.</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>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	
		<b>Indicative content</b>			<b>Levels of response</b>
2		<p><b>AO1</b> Candidates are free to choose their own individuals, but examples might include: Miltiades (in Herodotus and Cornelius Nepos), Themistocles (Herodotus and Plutarch), Darius and Xerxes (Herodotus and Aeschylus), and the key advisors in the Persian camp (Artabanus, Artemisia, Demaratus) and events surrounding the battle of Eurymedon. Relevant background to each individual should be given, and their actions seen against the backdrop of the events taking place – eg Darius in relation to the Ionian Revolt and Marathon campaign, Xerxes in relation to Thermopylae, Salamis and Plataea etc. Knowledge of the differing political systems in Greece (esp Athens and Sparta) and Persia should be rewarded where it is relevant. Inscriptional evidence on the position of the King in Persia (eg the Bisitun Inscription) should also be rewarded. Key examples (from Herodotus, unless otherwise stated) from the sources might include:</p> <ul style="list-style-type: none"> <li>• Darius' desire for revenge for the Ionian Revolt</li> <li>• Darius' position as king and decision maker (Bisitun and Persepolis inscriptions)</li> <li>• The discussions before Marathon between Callimachus and Miltiades</li> <li>• Leonidas at Sparta, and the decision to stand and fight</li> <li>• Ephialtes' role at Thermopylae</li> <li>• Xerxes' roles at Thermopylae and Salamis</li> <li>• Demaratus' role as an advisor to Xerxes</li> <li>• Artemisia before and at Salamis</li> <li>• Themistocles at the battle of Salamis and his 'tricks' (Plutarch and Herodotus)</li> <li>• Cimon at the battle of Eurymedon (Plutarch)</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question <b>'To what extent do the sources over-emphasise the importance of individuals in the conflict between the Greeks and the Persians?'</b> answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the conflict between Greeks and Persians at this time and the role of individuals in the conflict</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	
			Indicative content			Levels of response
			<p><b>AO2</b> Candidates should question carefully what is meant by over-emphasise. The best answers may see this against the backdrop of the political systems in Greece and Persia, and therefore consider whether the individuals would have had as much influence as is made out. Answers might consider the role of Xerxes at the battles of Thermopylae and Salamis, or the role of Themistocles at Salamis and that of Cimon at Eurymedon. Equally they might also look at the roles of individuals in decision making and consider whether the individuals would have had this 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 the portrayal of individuals and the importance given to their actions. 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 individual characters and their influence</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	
		<b>Indicative content</b>			<b>Levels of response</b>
3		<p><b>AO1</b> Candidates can focus initially on the defeats inflicted on Xerxes at Salamis, Plataea and Mycale, as well as the battle of Thermopylae and its outcome. This will not form the complete answer, but relevant details of how the Persians were weakened should be rewarded. They should then move on to consider the effects of the defeats, using Aeschylus' <i>Persae</i> as evidence, and then look at the final years of the conflict after the death of Xerxes, culminating in the battle of Eurymedon and the 'Peace of Callias'. Key examples (from Herodotus, unless otherwise stated) from the sources might include:</p> <ul style="list-style-type: none"> <li>• Details of the Persian losses in battle at Thermopylae, Salamis and Plataea</li> <li>• The state of the Persian court as portrayed by Aeschylus after the battle of Salamis</li> <li>• The situation of different groups of Greeks after the defeat of Xerxes: those in Ionia and those who joined the Delian League.</li> </ul> <p><b>AO2</b> The focus of the answer should be on the assertion in the question about the weakness of the Persians as a result of their defeats at the hands of the Greeks and whether this had the effect of freeing all the Greeks from the threat of a Persian attack. Candidates should question this, and look at other options: internal politics in Persia, the lack of interest in continuing with expansion, and the effects of Athenian leadership within the Greek world might all be considered. The best answers should carefully evaluate the sources, and consider whether Herodotus, Thucydides, Plutarch and Aeschylus,</p>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>The defeats inflicted on Xerxes weakened the Persians so much that all the Greeks were free after 479 BC.</b>' <b>To what extent do you agree with this view?</b> answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about how the defeats inflicted on Xerxes weakened the Persian forces</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 'to what extent', the nature of the sources and the specific issue of how the outcomes of the battles between Xerxes and the Greeks weakened the Persians. 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</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	Levels of response
			Indicative content			
			combined with relevant Persian inscriptional evidence, can give us a full enough picture to support the assertion in the question. Particular attention should be given to questioning the reliability of Aeschylus in this area. Some candidates might also argue that whilst the Greeks were free from the Persian threat, the dominance of Athens within the Greek world meant that the Greeks were not free. This interpretation should also be given appropriate credit in line with the marking grids.		<p>changes brought about by the battles fought by Xerxes and his forces, as well as the subsequent developments in the Delian League/Athenian Empire.</p> <ul style="list-style-type: none"> <li>Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>	

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
4		<p><b>AO1</b></p> <p>Answers should look at the causes that Herodotus lays down for the conflict: trade (women-snatching in Book 1), revenge (for the Ionian Revolt) and the need to keep the army busy. The expansionist theory advanced by Diodorus might be used to balance this view. Answers might also consider the differences between the localised, polis-based system in Greece, and the empire which the Persians were creating.</p> <p>Key examples (from Herodotus, unless otherwise stated) from the sources might include:</p> <ul style="list-style-type: none"> <li>• Women-snatching in Book 1</li> <li>• Democedes and Atossa (Book 3.132ff)</li> <li>• Persian expansion under Darius (the Scythians, Book 4)</li> <li>• Spartan and Athenian treatment of Darius' envoys (demands for earth and water) prior to Marathon</li> <li>• Details of the Ionian Revolt and the Athenian response to the request for ships, including the burning of Sardis and Darius' response.</li> <li>• Miltiades and Callimachus' discussions before Marathon and the determination of the Athenians to fight for freedom</li> <li>• The shame of the defeat at Marathon, and Xerxes' need to continue his father's campaign</li> <li>• The debate at the beginning of Book 7 of Herodotus about the war and the 'encouragement' given to Xerxes to attack</li> <li>• Demaratus' advice to Xerxes</li> <li>• Diodorus' account of the need for the Persian empire to expand.</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>Herodotus gives us a balanced account of the causes of conflict between the Greeks and the Persians.</b>' <b>To what extent is this a fair assessment?</b> answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the causes of conflict 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</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	
			Indicative content			Levels of response
			<p><b>AO2</b>                      Answers should evaluate Herodotus carefully, noting his tendency to focus in on individuals, but then also drawing wider themes from the individual concerns. They might also question his knowledge as a Greek, and consider whether he could have known what caused the Persians to attack Greece initially. Answers should consider what is meant by a 'balanced' account of the causes, and whether Herodotus' fulfils the criteria that they lay down. Candidates might also consider the theme of Greek freedom, and whether this could be seen as a cause of the conflict. Discussion of other causes of conflict not mentioned by Herodotus or other sources should be given due credit.</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 Herodotus' account is balanced, and how we might know otherwise. 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 causes of conflict between Greeks and Persians</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	
		Indicative content			Levels of response
5		<p><b>AO1</b> Candidates should outline the different causes of conflict between the city-states in the Greek world at this time. These might include the fear of Athenian domination, the desire of Athens to control her allies and expand her empire, local power ‘squabbles’ between states, allegiance to one league or another and the involvement of ‘mother states’ and colonies. Specific examples might include:</p> <ul style="list-style-type: none"> <li>• The causes of conflict in 460 BC between Athens and Sparta</li> <li>• Epidamnus and Corcyra, with appeals to Athens and Corinth leading to ‘mother states’ becoming involved. (Thucydides, 1)</li> <li>• Corinth and Potidaea</li> <li>• Revolt from the Delian League/Athenian Empire (Mytilene) (Thucydides, 3)</li> <li>• Imposition of heavy handed controls from Athens (Chalcis, ML 52)</li> <li>• Fear of Athenian Domination (Thucydides, 1.23), the Congress Decree (Plutarch, <i>Pericles</i> 17)</li> <li>• Pericles on the difficulties of giving up the Athenian Empire (Thucydides, 1.63) and Cleon on the relationship between the Athenians and their allies (3.37ff)</li> <li>• Athens and Megara (Thucydides, and Aristophanes’ <i>Acharnians</i>)</li> <li>• Attacks on Attica by Sparta to wear Athens down</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question ‘<b>How far do the sources enable us to understand the various causes of conflict between Greek city-states during this period?</b>’ answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the causes of conflict between city-states during this period</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> 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	
			Indicative content			Levels of response
			<ul style="list-style-type: none"> <li>The <i>Old Oligarch</i> 2.2-8 on the nature of the relationship between the Athenians and their allies</li> <li>Relations between Thebes and Plataea leading to the siege of Plataea in 427 BC</li> <li>Local disputes: Egesta appealing to Athens about the Selinuntines, Syracuse and Sparta (Thucydides, 6.6ff)</li> <li>Athenian imperial expansion, as shown by the Sicilian Expedition (Thucydides, 6.8ff, including Alcibiades' speech)</li> <li>Contrast between oligarchic states (often associated with Sparta) and democratic states (often associated with Athens) and the imposition of democracy on states such as Samos in 440 BC (Thucydides 1.115.3) leading to further internal conflict (Thucydides, 3.82.1).</li> </ul> <p><b>AO2</b> Answers should evaluate the evidence to consider the extent to which the sources help us to understand the causes of the conflicts, and in particular whether there is too great a focus on Athens and an Athenian point of view to make it possible to assess accurately the different causes of conflict. Candidates might also include consideration of the different political ideologies in the Greek world, and to what extent they contributed to the disputes between different states.</p>		<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 causes of conflict between states in the Greek world. 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 the causes of conflict in the Greek world</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	
		<b>Indicative content</b>			<b>Levels of response</b>
6		<p><b>AO1</b> Answers should outline the actions of at least two key individuals, and the political situation in which their respective states found themselves. Specific examples might include:</p> <ul style="list-style-type: none"> <li>• Archidamus – relationship with Pericles and attacks on Attica in the opening years of the Archidamian War (Thucydides)</li> <li>• Brasidas – Spartan aggression towards Athens and the events in Amphipolis (Thucydides and Aristophanes, <i>Peace</i>)</li> <li>• Lysander – leading Sparta in the latter years of the Archidamian war, with success at Aegospotami in 405 BC (Xenophon, <i>Hellenica</i> 2.1)</li> <li>• Pericles – citizenship laws (Aristotle), reforms to democracy (Aristotle), development of relations with allies and treatment of revolts (eg Samos) (Thucydides 1 &amp; 2), Megarian Decree (Aristophanes, <i>Acharnians</i>) strategy in the Archidamian War (Thucydides 1), Building Programme (with relevant interpretation) (Plutarch)</li> <li>• Cleon – aggression towards Sparta, aggression towards allied states (eg Mytilene, Thucydides 3), success at Pylos (Thucydides 4), death at Amphipolis (Thucydides 4), Cleon's political activities, including his involvement with the lawcourts and his presentation in Aristophanes (<i>Wasps</i>, <i>Knights</i>) and the idea of a change in the quality of leadership in Athens (Thucydides/Aristophanes)</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>The leadership of key individuals transformed Athens and Sparta.</b> 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 leadership of at least two individuals (one Athenian, one Spartan)</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><b>AO1 = 20</b> 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	
			Indicative content			Levels of response
			<ul style="list-style-type: none"> <li>Alcibiades – aggression towards allied states and expansionist policy towards empire (Sicily), cooperation with Sparta followed by cooperation with Athens and Persian influence (Thucydides, Xenophon)</li> <li>Others who might be included: Demosthenes, Nicias, Theramenes.</li> </ul> <p><b>AO2</b> Answers should look at whether the assertion in the question is valid on the basis of the evidence which we have. In particular, they should look at the leadership shown by their chosen individuals, and how this leadership related to the political system within which they found themselves. Careful evaluation of the sources will be required in line with the individuals chosen (for example, Thucydides’ admiration for Pericles, and his more negative approach to Cleon), whilst Aristophanes and Plutarch might also serve to fill out the picture and should also be evaluated in relation to their strengths and weaknesses as historical sources.</p>		<p>The evaluation in the answer should be focused on the issues raised by the assumption in the question that it was through the leadership of individuals that the changes were made, 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 role of individuals in their city states and the impact these individuals may have had on their respective states</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	
		<b>Indicative content</b>			<b>Levels of response</b>
7		<p><b>AO1</b> Answers should give some details of the conflicts between states during this period, but should focus in the main on the effects of those conflicts. Areas for consideration might include:</p> <ul style="list-style-type: none"> <li>• Growth in importance of military leadership, eg Cleon at Pylos (Thucydides, 4) or Alcibiades and Sicily (Thucydides 7)</li> <li>• Plague in Athens (Thucydides 2.47ff)</li> <li>• Absence from home of men (Aristophanes, <i>Lysistrata</i>)</li> <li>• Internal conflict within states, such as Corcyra and Plataea, and moral changes due to <i>stasis</i> (Thucydides 3.82ff)</li> <li>• Changes in alliances and treatment of those who rebelled (Mytilene, Scione, Samos)</li> <li>• Athenian treatment of a non-allied state, Melos (Thucydides 5.84ff)</li> <li>• Changes to the workings of democracy in Athens (Aristophanes, <i>Acharnians</i> and Thucydides)</li> <li>• Movement of conflict to Sicily with Athens and Sparta fighting there (Thucydides 6-7)</li> <li>• Changing Athenian attitudes to their allies as shown through epigraphical evidence, including changes in tribute requirements</li> <li>• Economic importance of the empire to Athens (Thucydides, 1.63 and tribute lists (ML69)); Piraeus and trade routes, especially up to the Black Sea area, and the importance of Aegospotami</li> <li>• Xenophon's treatment of the effect of conflict in Sparta.</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>How far do the sources enable us to understand the social and economic effects of conflict within the Greek world?</b>' answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence for the social and economic effects of conflict within the Greek world</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><b>AO1 = 20</b> 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
			Indicative content		Levels of response
			<p><b>AO2</b>                      Answers need to focus on the idea of the effects and how possible it is to measure those effects given the source material which we have. The best candidates may look at the differences between social changes (absence of men, changes to government and morality etc), and the economic changes (difficulties with trade, increased taxes from Athens etc) and look at the difficulties associated with each. Detailed evaluation of the sources in this regard should also be included.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question in relation to the social and economic effects of conflict and the nature of the sources.                      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 conflict on the Greek world</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>

**AO2 = 30**

Level 5	26–30
Level 4	20–25
Level 3	14–19
Level 2	6–13
Level 1	0–5

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
8		<p><b>AO1</b> Answers should show knowledge of any areas of politics as shown by Thucydides and Xenophon. They might also give details of Thucydides and Xenophon's military careers, and in particular look at Thucydides' exile from Athens and the effects that this might have had. Candidates should choose their own areas within the scope of the question, but in particular they might consider:</p> <ul style="list-style-type: none"> <li>• Process of discussion surrounding events such as the outbreak of the Archidamian War (debate at Sparta, Thucydides 1.66ff) and the Pylos episode in Athens (Thucydides 4.27ff), build up to the Sicilian Expedition</li> <li>• Treatment of Athenian allies as presented by Thucydides contrasted with epigraphical evidence (Thoudippus' decree)</li> <li>• Emphasis on military engagement in their accounts, using Aristophanes' 'non-military' plays to balance the argument</li> <li>• Xenophon's treatment of Theramenes and the Thirty, and his descriptions of the final battles at the end of the Peloponnesian War</li> <li>• Discussion of Plutarch, The Old Oligarch and other sources.</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>Thucydides and Xenophon give us a limited view of the relationships between Greek city-states during this period.</b>' <b>To what extent is this a fair assessment?</b> answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence both about the period and Thucydides' and Xenophon's accounts 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 Xenophon, as well as other sources, such as Aristophanes.</li> </ul> <p>Treatment of the internal affairs of states (e.g. Thucydides 1.63) may be given credit if it is made relevant to the argument, but considering how the internal affairs of states related to the development of their position and the relationships between them. Candidates might also consider the relationship between the internal political systems of key states, and the development of conflict between those states. For example:</p> <ul style="list-style-type: none"> <li>• The process of government in Athens at the time – focus on key leaders (Pericles, Cleon, Nicias) – contrasted with the theory of democracy</li> </ul>	<p><b>AO1 = 20</b> 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	
			Indicative content			Levels of response
			<p><b>AO2</b>                      Answers should focus on whether the assessment in the question is ‘fair’, and the idea of the account being limited. The backgrounds of both Thucydides and Xenophon can be used to help evaluate the material, but considerable emphasis should be placed on looking at the interests of the two historians and how these compare with what we know of what was happening in the Greek world at this time. Thucydides’ approach to Democracy in Athens might also be contrasted with other sources at the time, whilst our lack of knowledge of what was happening in Sparta could also be highlighted.</p>		<ul style="list-style-type: none"> <li>Understanding of Spartan government with focus on leading kings/generals (Archidamus, Brasidas, Lysander)</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 this period. Answers should include:</p> <ul style="list-style-type: none"> <li>A thorough analysis/balanced argument about the nature of Thucydides and Xenophon as sources on the period, and whether they give us a limited picture</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></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 449–399 BC

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
9		<p><b>AO1</b> Answers should outline both the values of fifth century Athens in as far as they can be determined from the sources, and the details of the building programme undertaken during the fifth century. Candidates can focus on a particular area, and may include details of the buildings on the Acropolis or in the Agora, whilst also discussing the sculpture. Specific examples which might be used include:</p> <ul style="list-style-type: none"> <li>• The vision for Athens in Pericles' Funeral Oration – democratic, free, acting as a 'school to Hellas' – or the contrast between the Athenians and the Spartans outlined in Thucydides Book 1</li> <li>• Debate over intellectual issues as shown through the Sophists and Socrates</li> <li>• The role of debate in Athenian politics, as shown in Thucydides or Aristophanes (the introduction to <i>Acharnians</i>)</li> <li>• The importance of religion in Athenian society (as shown through archaeological evidence)</li> <li>• The temples from the building programme – Parthenon, Erechtheion, Athena Nike and the worship of Athena; the use of Doric and Ionic orders and their interpretation</li> <li>• Sculpture from the building programme: the metopes (Centaur and Lapiths, Trojan War, Gigantomachy and their interpretation), frieze (Panathenaic procession) and the pedimental sculpture (Birth of Athena and Contest of Poseidon and Athena) from the Parthenon; the Chryselephantine statue of Athena; the statue of Athena Promachos</li> <li>• The sculpture from the temple of Athena Nike, and the Persian victory</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>The Athenians used art and architecture to express their political and social values.</b>' <b>To what extent do the sources support this view?</b> 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><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	
			Indicative content			Levels of response
			<ul style="list-style-type: none"> <li>Plutarch's account in the <i>Life of Pericles</i> of the building of the temples and the disputes over finance. The transfer of the Delian League funds from Delos to Athens in 454 BC and its significance</li> <li>The connection between the Persian Wars and the building of the temples</li> <li>Vase-painting, and what can be learned about the roles of women in society and religion, for example, or other social contexts.</li> </ul> <p><b>AO2</b> Candidates should carefully consider the phrase 'used art and architecture' to question whether this was the intention of the artists, or whether it was the intention of the politicians or other groups within Athens. The difficulties of interpreting the mythical scenes presented on the Parthenon should be considered against the known background of the Persian wars, whilst the challenges of balancing the aesthetic aims of the architects and artists should be balanced with what we understand in relation to the political aims of Pericles. Candidates might also consider the other social contexts of art (especially with vase painting) to help elucidate their arguments. Care should also be taken to define the 'values' and how they are shown in 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 Athenians used the art and architecture to express their ideals, and if so, what those ideals were. 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 ideals of Athenian society and how they were express through art and architecture</li> <li>Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outline above.</li> </ul>	<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	
		<b>Indicative content</b>			<b>Levels of response</b>
<b>10</b>		<p><b>AO1</b></p> <p>Answers should outline the different elements in Athenian society, and consider the different ways in which they can be viewed. They might look at men/women, or citizens/metics/slaves as divisions. In each case they should briefly outline what is known about the roles of these different elements in society, using relevant sources. Examples of the sources that might be used include:</p> <ul style="list-style-type: none"> <li>• Pericles' Funeral Oration (Thucydides) on women (being least heard of and producing children), welcoming foreigners and openness, and mutual respect for citizens</li> <li>• Aristotle (Athenian Constitution) on Citizenship and Pericles' Citizenship Laws</li> <li>• Xenophon and Plato on the Athenian Assembly</li> <li>• The <i>Old Oligarch</i> (10–12) on striking slaves</li> <li>• Plato, <i>Republic</i> (on Cephalus) and Lysias on the position of a metic</li> <li>• Xenophon, <i>Economics</i> on a wife</li> <li>• Pottery and grave <i>Stelai</i> showing the roles of women in sacrifice and mourning</li> <li>• Sophocles' <i>Antigone</i> or Euripides' <i>Medea</i> on women (with suitable evaluation)</li> <li>• Examples from Aristophanes' plays</li> <li>• Attitudes to citizens of states within the Athenian Empire.</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>How far do the sources enable us to understand the attitudes of Athenians towards their fellow-citizens and other people in Athens?</b>' answers should provide:</p> <ul style="list-style-type: none"> <li>• Specific factual knowledge and evidence about the different people who lived in Athens (men, women, citizens, metics, slaves, and children)</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><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
			Indicative content		Levels of response
			<p><b>AO2</b> Candidates should consider how the Athenians might have viewed the different elements in society, and whether it is possible for us to know accurately how they might have responded to these elements. The sources used (in the main Thucydides, <i>Old Oligarch</i>, Plutarch's <i>Life of Pericles</i> and Xenophon's <i>Economics</i>, as well as tragedy) should be appropriately evaluated for their reliability. The lack of information on slaves might also be noted.</p>		<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 how the Athenians viewed different sections of the city's population. 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 Athenians' views towards different sections of the population</li> <li>• Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>

Levels of response	
<b>AO2 = 30</b>	
Level 5	26–30
Level 4	20–25
Level 3	14–19
Level 2	6–13
Level 1	0–5

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
11		<p><b>AO1</b></p> <p>Answers should give details of the various sophists present at the time in Athens. These might include the influence of Anaxagoras, Prodiccus, Protagoras and Socrates. The evidence to be used could include: fragments of Aristotle, Plato (esp <i>Apology</i>), Xenophon (<i>Apology and Memoirs of Socrates</i>), Euripides' <i>Medea</i>, Thucydides. The associations between the sophists and the leading politicians (in particular Pericles and Cleon) could be outlined. Aristophanes' <i>Clouds</i> could also be used as evidence of the misuse of intellectual powers. The idea of a conflict of generations, and the change from the earlier times as suggested by Aristophanes could also be outlined. Key examples which might be used include:</p> <ul style="list-style-type: none"> <li>• Protagoras, 'Man is the measure of all things' contrasted with the seated gods in the Parthenon frieze</li> <li>• The roles of Damon and Anaxagoras in relation to Pericles (Plutarch)</li> <li>• Strepsiades and Phidippides in the <i>Clouds</i> and the idea of the weaker/stronger arguments, as well as the conflict of generations</li> <li>• Anaxagoras believing that the moon was a rock (Plato, <i>Apology</i>)</li> <li>• Gorgias <i>Encomium of Helen</i></li> <li>• The Decree of Dioppeithes</li> <li>• Socrates as a revolutionary 'gadfly' stirring up people who are asleep, questioning people like Euthyphro about their beliefs</li> <li>• Arguments in <i>Medea</i> about killing the children, and using any means possible to gain power (Medea supplicating Creon).</li> <li>• The arguments from expediency in the Mytilene debate and Melian Dialogue as presented by Thucydides</li> <li>• Questioning of democracy from Plato (analogies of ship/beast), Thucydides (Mytilene Debate, Melian Dialogue, Sicilian Expedition)</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>To what extent do the sources enable us to understand how the Sophists affected the intellectual climate in Athens?</b>' 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><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	
			Indicative content			Levels of response
			<ul style="list-style-type: none"> <li>Contrast of the ideals presented by Pericles in the Funeral Oration with the treatment of Socrates at his trial.</li> </ul> <p><b>AO2</b>                      Answers should focus on ‘to what extent the sources enable us to understand’ as a theme. There is evidence for a change in the thinking in Athens, but whether it can be directly tied to the Sophists is more problematic. Candidates should be able to amass evidence both for the effects of the Sophists on Athenian religion and on their effects on the democratic process. Each of the sources should be carefully evaluated, in particular Plato and Xenophon’s relationship with Socrates and Aristophanes’ role as a comic playwright.</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 sources help us to understand the effects that the Sophists had on Athenian thinking at the time. Answers should include: <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 using the source and evaluate what we can learn from the range of sources available to us</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></p> Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
12		<p><b>AO1</b></p> <p>Candidates should outline the dramatic festivals in Athens, in particular the City Dionysia and the Lenaea, using the relevant sources (in particular Isocrates, <i>On Peace</i> 82), and look at the religious elements (worship of Dionysus), and the 'political' elements – the parade of tribute and that of the orphans at the City Dionysia. They might include details of who attended each festival. Credit should also be given for treatments of relevant plays, which would be at the candidates' discretion.</p> <p>Key examples might include:</p> <ul style="list-style-type: none"> <li>• Euripides' <i>Medea</i> and the theme of revenge, and the essentially human nature of the dilemma with which Euripides presents his audience</li> <li>• The role of the divine (Aphrodite and Artemis) in Euripides' <i>Hippolytus</i></li> <li>• Sophocles' <i>Antigone</i> and the importance of burial, and the argument over obedience to the state or gods</li> <li>• Sophocles' <i>Oedipus</i> and the questioning of the oracle by Jocasta, only for it to be discovered that the oracle was correct all along</li> <li>• Religious elements in comedy, such as the festivals in Aristophanes' <i>Acharnians</i> and <i>Peace</i> or the religious elements in the <i>Lysistrata</i></li> <li>• Isocrates on the City Dionysia</li> <li>• The role of the King Archon at the City Dionysia, as outlined by Aristotle</li> <li>• The more serious messages suggested by Aristophanes in the <i>Acharnians</i> (l.500).</li> </ul>	50	<p>Marking grids to be used for response to the specific question. In response to the question '<b>The dramatic festivals in Athens were primarily concerned with religion.</b>' <b>To what extent do the sources support this view?</b> 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><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	
			Indicative content		Levels of response	
			<p><b>AO2</b></p> <p>The focus of the question should be on whether the festivals and the plays were primarily religious. The word 'primarily' should help to focus candidates' arguments. On a basic level candidates might note the presence or absence of the gods in plays, and consider what this can tell us. In addition, they might look at the festival of the City Dionysia itself, and note the dominance of political activities in the festivals. However, candidates might also consider more carefully the relationship between religion and politics in Athenian society, and whether the distinction which we make between them would have been as strong as in ancient times. They might use the worship of Athena and the building programme by way of example to illustrate this point.</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 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 religious importance of the events at the festival and within the plays</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></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>

## APPENDIX 1: A2 Ancient History marking Grids

	<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>

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