

GCE

Classics: Ancient History

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

Advanced GCE

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	AO1
A2	AO2
EVAL	Evaluation
^	Area of partial knowledge
IRRL	Significant amount of material which doesn't answer the question
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence

- 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.

MARK SCHEME

Question	Answer	Marks	Guidance																				
	Indicative Content		Levels of Response																				
1	<p>AO1 Answers should give details of the nature of the Persian threat and the Greek response, as described by sources such as Herodotus and Diodorus. Details to be used might include:</p> <ul style="list-style-type: none"> • The Ionian Revolt: causes and events running up to it; the battle of Lade; the outcome of the revolt, including the establishment of democracy as outlined by Herodotus • The reasons why Darius decided to attack the Eretrians and the Athenians, and the nature of the forces which he employed in this campaign. • Contact between the Greeks and the Persians, including the demands for earth and water • Details of divisions within the Greek world, including the responses of Alexander of Macedon, the Athenians and the Spartans • Details of the campaign under Mardonius in 492 BC • Details of the battle of Marathon and its outcome • Details of Persian kingship, with inscriptional evidence such the Behistun Inscription • Details of Herodotus' account of the Scythian campaign presented to help understand Darius' motivations should be credited if used appropriately. 	50	<p>How far do you agree that Darius' hostility towards the Greeks posed an equal threat to all Greek city-states?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the relations between Greeks and Persians at this time • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Herodotus and relevant Persian inscriptions; • They might also include knowledge of Diodorus' account of this period. 																				
			<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table> <p>AO2 = 30</p> <table> <tr> <td>Level 5</td> <td>26–30</td> </tr> <tr> <td>Level 4</td> <td>20–25</td> </tr> <tr> <td>Level 3</td> <td>14–19</td> </tr> <tr> <td>Level 2</td> <td>6–13</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>AO2 Candidates will need to consider carefully the question of ‘how far’ and consider whether they agree using appropriate analysis of the sources. There are a number of statements in the question which could lead to useful debate, in particular:</p> <ul style="list-style-type: none"> • Did the Ionian Revolt mark a change in the relationship between the Persians and the Greeks? • Was there a difference in the threat posed by the Persians for the Greeks in Asia and those in Europe? • Did Darius pose a threat for all the Greek city-states or was it just Athens and Eretria? <p>Candidates should also evaluate the reliability of Herodotus’ account. Candidates might also use Diodorus’ account, and should likewise evaluate this.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question ‘how far do you agree’, the nature of the sources and the specific issue of the threat posed by Darius to the Greek world and whether it was equally felt by all city-states. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the effects of Darius’ campaign on the Greek city-states – in particular, those other than Athens. • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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2	<p>AO1</p> <p>Candidates should give a clear account of what Herodotus tells us about the Persian Wars, and may choose any episodes that they see as suitable to exemplify the points made. They might also show knowledge of Herodotus' background – his origins in Halicarnassus, his family and his interests – which can be used to support their argument.</p> <p>Key examples (from Herodotus, unless otherwise stated) from the sources might include:</p> <ul style="list-style-type: none"> • Details from Herodotus' preface • Herodotus' description of Persian customs • The account of the Marathon campaign, including the heroic approach both of the Athenians and their commanders, whilst little said about the Persians at the battle itself • Characterisation of Darius and Mardonius • The nature of Xerxes (episodes such as his whipping of the Hellespont) and how he is used to characterise the Persian attack • The emphasis on large numbers and shows of strength in his treatment of the Persians. • The account of the battle of Thermopylae and the 'heroic' actions of the Spartans (Dieneces etc) • The battle of Salamis and Themistocles' conduct (might be contrasted with Cornelius Nepos and Plutarch) • The battle of Plataea, and in particular the aftermath with the viewing of Xerxes' tent and its contents • Evidence from Aeschylus' <i>Persae</i> on the Greek (or Athenian) attitude towards Persians. 	50	<p>'Herodotus is so biased towards the Greeks that he fails to give us a balanced account of the conflicts between the Greeks and the Persians.'</p> <p>To what extent is this a fair assessment?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the conflict between Greeks and Persians at this time and Herodotus' perspective on the war • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Herodotus. 	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<ul style="list-style-type: none"> • Evidence from Persian inscriptions on how the king of Persia was seen within Persia (or at least how the king wanted to be seen). <p>AO2 Candidates should consider carefully what is meant by Herodotus being biased, whether there is any evidence for this, and what form that bias might take. They could consider whether he is simply pro-Athenian, pro-Greek or anti-Persian, or whether his account is in fact balanced. Answers should consider whether the potential bias makes his account of the conflict unbalanced, and therefore means that his historical perspective is called into question. The use of other source material to help evaluate Herodotus and his portrayal of the Persians would help to support an argument.</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' bias towards the Greeks/his lack of detail on the Persian side. The analysis in answers should focus clearly on the effects of any bias on Herodotus' account of the conflict.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand Herodotus' approach and potential bias. • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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3	<p>AO1 Answers should give details about how the Greeks saw themselves in relation to the Persians. These might include the following:</p> <ul style="list-style-type: none"> • The role of the Athenians in the Ionian Revolt and the effect that this had on relations between Athens and Persia • Athenian fear of the Persians and their dress prior to the battle of Marathon (Herodotus) • The battle of Marathon, its outcome and effects on Athenian morale (Herodotus and Aristotle) • Herodotus' portrayal of the Persians, including Xerxes, with the emphasis on large numbers and the madness of Xerxes • Athenian involvement at Salamis: the role of Themistocles • The lack of unity among the Greeks at Salamis • Athenian involvement at Plataea and the aftermath of the battle • The nature of the weapons and the armour worn by both the Athenians and the Persians • Archaeological evidence: the sculptures on the Parthenon and Athena Nike and the paintings in the Painted Stoa (Pausanias) • Vase painting suggesting Persian inferiority • Portrayal of the Persians as almost enslaved in the <i>Persae</i>, the effects of the defeat on the Persian court and the virtues of the Athenians as portrayed by Aeschylus • the Greeks were aware that the Persians were more wealthy than they were, but felt that their lack of wealth was a sign of superiority (Herodotus) 	50	<p>'During this period, all Greeks saw themselves as superior in every way to the Persians.' To what extent do the sources support this view?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about how the Athenians are portrayed as superior to the Persians • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Herodotus 											
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	<ul style="list-style-type: none"> • Demaratus on the Spartans in Herodotus • the Greeks (Athenians) despised the Persian king (at least according to Herodotus) and placed emphasis on their freedom to choose their own government, democracy in the case of the Athenians. <p>AO2 Answers should consider the evidence presented by Herodotus and Aeschylus in particular, although other sources such as Plutarch and Diodorus may be useful. Care should be taken in the analysis to note that it is the Athenians' views of their relationship which is being considered, so Herodotus' view may promote a sense of superiority but he was not Athenian. The evidence from Aeschylus (and the archaeological evidence) may, however, be more conclusive. Candidates might also question the idea of 'in every way' and whether that is correct.</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 Greeks' sense of superiority over the Persians. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the Athenians' view of their position relative to the Persians. • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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4	<p>AO1</p> <p>Answers should include details of the states which medised and those which did not (the term medised is not expected). Candidates should base their answer firmly in Herodotus' account, but may also give details from Aeschylus, Plutarch, Diodorus and Cornelius Nepos. Details which might be used include:</p> <ul style="list-style-type: none"> • The Spartan decision to refuse help to the Ionians • The Athenian decision to support the Ionian Revolt and its effects on relationship between Athens and Persia • Differing political systems and ideologies within the Greek world and their effects on decision-making about Persia • Spartan response to the request for help at Marathon contrasted with that of the Plataeans • The treatment of Eretria and the Athenian decision to fight at Marathon and its effects on Athenian confidence (Aristotle) • Alexander of Macedon's reaction to the Persians (Herodotus 6) • The decision to fight at Thermopylae and the treachery of the Phocians • The Theban decision to medise • The Hellenic League and the decision to stand firm at the Isthmus (Plutarch) • Details of states that refused to join the Hellenic League (such as Argos) • The battle of Salamis and the abandonment of Athens (Herodotus and Aeschylus) • The states fighting with the Persians at the battle of Salamis and Themistocles' role at Salamis (Herodotus, Plutarch, Aeschylus) 	50	<p>To what extent do the sources enable us to assess why some states opposed the Persian invasions and others did not?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the states who fought against the Persians and those who medised • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Herodotus 	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<ul style="list-style-type: none"> • Mardonius' proposals and the Athenian reaction. <p>AO2</p> <p>Answers should consider whether we really know enough about the motives of each state and whether the sources are accurate in their portrayal of the situation facing each state. The limited nature of the evidence for Sparta should be noted, and discussed in relation to the overall picture, given that the majority of the sources were written with a focus on the triumph of the victors. Candidates should question the reliability of Herodotus, Aeschylus, Plutarch and any other sources which they choose to use. The focus of the answer should be on whether they enable us to assess reasons why the states might have acted as they did. This might include discussion of the geographical elements (with Athens and Plataea far more exposed than Sparta, and therefore helping to make sense of the Theban decision), but the complexities of the Greek political world should be considered to help question straightforward assumptions (eg in relation to the role of the Phocians at Thermopylae).</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 states which medised and those which did not. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand why certain states medised whilst others did not • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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5	<p>AO1 Answers should give details of the effects of conflict on the states in the Greek world at this time. Candidates should include details of the strength of Athens and Sparta as well as details of both internal and external conflict. Examples might include:</p> <ul style="list-style-type: none"> • Political divisions within Sparta • The military conflicts between Athens and Sparta during the Peloponnesian War, as recorded by Thucydides and Xenophon • The plague in Athens and its effects, due to the annual invasions of Attica by the Spartans • The political conflicts within Athens shown by Thucydides, such as the Mytilene Debate and the debate on the Sicilian Expedition and their effects • The destruction of Plataea by the Thebans • Mytilene and Melos • The interference of the Athenians in other states as shown by epigraphical and literary evidence, in particular Samos • Significance and impact of events in Pylos on Sparta • Xenophon on the weakening of Sparta through involvement of Spartans in other states (<i>The Constitution of the Spartans</i>, 14) • The effects of the Sicilian Expedition both on Sicily and Athens • The effects of the Peloponnesian War on Athens with the imposition of the Thirty, as well as the death and destruction caused by the fighting. 	50	<p>To what extent did military and political conflict weaken the strongest states in Greece during this period?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the effects of conflict between city-states during this period • Detailed knowledge of the period • Partial coverage for level 3 • Thorough treatment of two states is sufficient for level 5 • Detailed knowledge of the relevant sections of Thucydides, Xenophon, Aristophanes, Plutarch and any relevant epigraphical evidence. <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 conflict between states in the</p>	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>AO2 Candidates should consider carefully the different concepts within the question. In particular, the idea of military and political conflict should be considered. The military conflict between Athens and Sparta, and their respected allies, is well documented, and Thucydides and Xenophon should be evaluated in considering the nature of this conflict and its effects. The question of political conflict should also lead candidates to consider the nature of the internal conflicts within city-states during this period, and enable candidates to look at the effects of <i>stasis</i>. Careful evaluation of both Thucydides and Aristophanes in particular, as well as the epigraphical evidence which could be cited will be necessary. Candidates might also consider the political and military dimension of the Spartan and Athenian empires, and in particular the political interference of the Athenians in the affairs of their ‘subject states’. Political infighting within other states (eg Corcyra or Plataea) might also be considered as examples of the weakening of the states. They might look at the effects on the lives and political systems within each state as well as the physical destruction wrought on the inhabitants of each state.</p>		<p>Greek world. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know/understand the effect of conflict on the leading states within the Greek world • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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6	<p>AO1</p> <p>Answers should include details of the relationship between Sparta and Athens and their respective allies, and the advantages which these allies brought to their respective leading states. The military and economic advantages of the different alliances should be considered. Candidates should use a range of evidence which may include Thucydides, epigraphical evidence, Plutarch, Xenophon and Aristophanes. The following areas might be discussed:</p> <ul style="list-style-type: none"> • Idea of Spartan fear of growing Athenian dominance (Thucydides) • Spartan control over her allies and the nature of the alliance • Spartan fear of the helots and the role of her 'empire' in addressing this • Sparta's lack of a navy, and its reliance on support from Corinth and Persia • Spartan domination of Athens at the end of the fifth century and the benefits which it may or may not have brought to Spartans • The wealth which the Athenian empire brought to Athens and the development of Attica and Athens as a result (Plutarch, <i>Pericles</i> – debate on the use of the money from the Delian League) – archaeological evidence of the nature of this development • Comments by Pericles and Cleon on the nature of the Athenian Empire (Thucydides) • Athens' control over her allies to include the bringing of cases to be tried in Athens and the coinage decree 	50	<p>'Sparta and Athens both depended on their allies to maintain their power.' To what extent do the sources support this view?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the reliance of both Sparta and Athens on their allies • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Thucydides, Plutarch and epigraphical evidence. 											
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	<ul style="list-style-type: none"> • The trade benefits for the Athenians in the maintenance of the empire, to include trade with the Black Sea, Egypt and Sicily and the importance of Piraeus for Athenians • Corinth goading Sparta into conflict in 432 BC <p>AO2 Answers should consider whether the allies of each state brought benefits to the state. In the case of Athens the economic benefits may be clear, and well documented. Candidates should consider the nature of the evidence and question its reliability and how much it can tell us about these benefits. On the other hand, in the case of Sparta the nature of the benefits is less clear, and the evidence is considerably more limited. Candidates could point to the benefits for individual rulers, such as Archidamus and Lysander, but might question whether these continued campaigns brought benefits for the state, and whether they ensured that the state continued to be great. They might consider the nature of the benefit accruing from the conflict – fame and wealth for particular individuals, but not so for other members of society. Candidates should also question the reliability of the sources, which might include Thucydides, Aristophanes, Xenophon and Plutarch. In particular they might look at Thucydides’ own experiences of the conflict.</p>		<p>The evaluation in the answer should be focused on the issues raised by the assumption in the question that the two states both relied on their allies to ensure that they maintained their power, 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"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the role of the states’ allies in the development of the states and the effects that they had on their respective states • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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7	<p>AO1 Answers should give a detailed account of what Thucydides says about the role of key individuals in the continuation of conflicts within the Greek world. They should also look at how these individuals' actions relate to the underlying reasons for continued conflict.</p> <p>Details that might be included are:</p> <ul style="list-style-type: none"> • the role of Cimon and the pro-Spartan faction in Athens in trying to stop conflict • Pericles' strategy and his relationship with Archidamus • The actions of Cleon, other demagogues and Brasidas in stirring up the conflict (Thucydides and Aristophanes) • The pro-peace party in Athens and the peace of Nicias; Nicias' attitude to the Sicilian Expedition as contrasted with that of Alcibiades (Thucydides) • The Sicilian Expedition – Thucydides' account of the causes based on a local dispute, and the Athenians' lack of knowledge of what they were doing • The focus in Thucydides, Plutarch and Xenophon on men such as Pericles, Cleon, Alcibiades, Nicias, Gylippus, Demosthenes, Lysander • The nature of Athenian democracy as portrayed by both Aristophanes and Xenophon, and the decision-making processes in Athens • Thucydides' distinction between the immediate causes of the conflict and the underlying causes. 	50	<p>'Thucydides focuses too much on individuals, and therefore fails to recognise the underlying reasons why conflict between city-states went on for so long.' To what extent is this a fair assessment?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence for the role of individuals in the conflicts and their role in bringing it about • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Thucydides, Plutarch, Xenophon and Aristophanes and epigraphical evidence. 											
			<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table>		Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4
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	<p>AO2 Answers should consider whether Thucydides' focus is too narrow, and whether the speeches and actions of a few key individuals would have led to the continuing conflict within the Greek world. Candidates might concentrate on whether the continuing conflict was in fact down to the individual concerned: Thucydides suggests underlying causes for the conflict, but then focuses on the role of individuals in keeping it going. Candidates should question the reliability of the sources (in particular Thucydides, Aristophanes, Plutarch and Xenophon), and consider whether these sources give an accurate picture of the reasons for the continuation of the conflict.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question in relation to the role of individuals in the conflict and the nature of the sources. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the role of individuals in sustaining conflicts over a long period of time • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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8	<p>AO1</p> <p>Answers should include specific details about the causes of conflict during this period, in particular the conflicts between Athens and Sparta. They should also show an understanding of the different political ideologies as they operated both within city states and in different city-states. A particular focus will be the differences between oligarchy and democracy as they showed themselves in the conflict between Athens and Sparta. Answers might include the following, but should not be limited to these:</p> <ul style="list-style-type: none"> • Thucydides on the causes of the Peloponnesian War, in particular the idea of Spartan fear of growing Athenian dominance • epigraphic evidence for the interference of Athens in the running of other states • The disputes over Epidamnus, Corcyra and Potidea as portrayed by Thucydides • <i>Stasis</i> and internal conflict within Corcyra and other states as portrayed by Thucydides • The role of Thebes in this period and its relationships with Athens and Sparta, including the destruction of Plataea • The role of key individuals throughout the period in promoting or destroying the hopes of peace. These might include: Archidamus, Pericles, Cleon, Brasidas, Alcibiades, Nicias, Lysander, Theramenes and others • Relevant details of the political systems in Athens, Sparta and Thebes • Aristophanes' portrayal of the causes of conflict, including the Megarian decree, and the lack of willingness on the part of the Athenians to agree to peace 	50	<p>To what extent were differing political ideologies a cause of conflict during this period?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the causes of conflict in this period and the political ideologies at the time • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Thucydides and Xenophon, as well as other sources, such as Aristophanes and Plutarch. <p>Candidates may discuss Cimon and the helot revolt in Sparta and this should be credited if used relevantly.</p>	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<ul style="list-style-type: none"> • Thucydides' accounts of the Mytilene and Melian Debates • Aristotle on the Greeks attaining political unity • Candidates might consider the effects of the Persian Wars and the nature of the 'forced' unity within the Greek world at this point, but this should not be expected • Oligarchic factions in Athens and the events of 411 and 404 BC. <p>AO2 Candidates should focus on the idea of 'to what extent' and consider whether the political ideologies were a key factor, especially in the light of Thucydides' statements on the causes of the conflict. The significance of the different ideologies should be considered, particularly in relation to the differing alliances between Athens and her allies and Sparta and hers, and to what extent these alliances were driven by political ideologies or other motives, such as the desire for power, both political and economic, and the desire to expand the empire (Athens)/internal security (Sparta). Candidates should also consider the reliability of the sources in relation to the political ideologies of the time. The sources to be used might include: Thucydides, Xenophon, epigraphic evidence, Aristophanes and Aristotle.</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 relationship between political ideologies and the causes of conflict. Answers should include:</p> <ul style="list-style-type: none"> • 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 • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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9	<p>AO1 Answers should give a detailed account of the sanctuaries which the candidate has chosen to discuss. They should also include evidence of religious practice and the involvement of religion in the daily lives of the people in Attica. Evidence of the differing roles and involvement of people within Attica should also be rewarded, if it is used appropriately.</p> <p>Answers might include the following evidence:</p> <ul style="list-style-type: none"> • Details from the Acropolis, to include the sculptural and architectural detail of the Erechtheion, Parthenon, Athena Nike and Propylaea • Evidence from the Agora to include the various temples and religious buildings (eg Altar of the Twelve Gods, Hephaeston, Stoa of Zeus) • Evidence from the Theatre of Dionysus • Evidence from outside Athens: eg Brauron, Sounion, Rhamnous • Evidence from pottery could be used to demonstrate the importance of religion in the lives of women and their roles within sacrifice • Pottery could also be used to demonstrate the nature and significance of the games at the Panathenaic festival • Evidence for the Panathenaic Procession (to include the Parthenon Sculptures) and its importance in people's lives • Archaeological evidence from Eleusis and literary evidence about the religious practices there could be used to support an answer; this could be developed to include discussion of non-citizen groups 	50	<p>To what extent did Athenian religious sanctuaries reflect the importance of religion in the lives of Attica's population?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge of the Athenian sanctuaries and evidence for the involvement of religion in the lives of people in Attica • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant sections of Plutarch, Euripides and other relevant archaeological sources. 	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<ul style="list-style-type: none"> • Evidence from drama (eg Euripides <i>Hippolytus</i> and Sophocles, <i>Oedipus</i>) to show the importance of religion in people's lives • Evidence of discussion of religion in sources such as Plato, Xenophon and Aristophanes' <i>Clouds</i> • Discussion of non-citizen groups should be credited. <p>AO2 Answers should consider the nature of Athenian religious practice and to what extent it was significant for those living in Attica. They may choose to consider the different inhabitants of Attica separately. Candidates should also consider to what extent the sanctuaries accurately reflect what people in Attica experienced. They might question the great wealth poured into the building projects and whether this was in proportion to the importance of religion in people's lives; they might also consider the functions of the different sanctuaries. Some candidates might note the increasing scepticism about religion (Thucydides, for example) during the fifth century, and yet the considerable expenditure on the building programme in Athens. The issue of 'to what extent' should be carefully addressed considering factors such as those outlined above, but not limited to these interpretations.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', and to what extent the sanctuaries are purely religious, and whether those in Athens had other motives behind their construction. Answers should include:</p> <ul style="list-style-type: none"> • 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 • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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10	<p>AO1</p> <p>Candidates should include in their answers specific factual details on Socrates and the Sophists. They may wish to focus on particular areas such as Socrates' philosophical techniques or his religious beliefs, or to detail more generally with his character. Any approach which is based on a clear knowledge of Socrates and the Sophists should be rewarded. Areas for consideration might include:</p> <ul style="list-style-type: none"> • Socrates' philosophical mission and the use of the <i>Elenchus</i> as described in Plato's <i>Apology</i> and exemplified in dialogues such as the <i>Euthyphro</i> and the <i>Meno</i> • Socrates' interest in moral concepts relating to human behaviour such as justice, piety and courage – any example as given in the relevant Platonic dialogues (eg <i>Republic</i>) might be discussed • Socrates as portrayed in the <i>Clouds</i> – his philosophical methods and religious beliefs • Socrates' behaviour both in public and private, including his religious activities, as portrayed by Xenophon • Socrates' behaviour at his trial as recorded by both Plato and Xenophon • Details of relevant Sophists such as Gorgias (using his <i>Encomium of Helen</i> and Plato's <i>Gorgias</i>), Protagoras (Plato's <i>Protagoras</i>) and the account of the Sophists, including Critias, in Plato's <i>Apology</i>; Hippias of Elis might also be considered. Candidates might contrast the views of Socrates with the key doctrines of these Sophists, such as Protagoras 'man is the measure of all things' and Gorgias' idea that 	50	<p>To what extent do the sources enable us to assess how, if at all, Socrates differed from the other Sophists?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about Socrates and the Sophists • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the sources relating to Socrates and the Sophists, in particular Plato and Aristophanes. 	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>'force is equal to persuasion'. These could be contrasted with Socrates' views on these areas as presented by Plato and Xenophon.</p> <ul style="list-style-type: none"> • Relevant factual details on the sources (mainly Plato, Xenophon and Aristophanes) should also be rewarded, in as far as they help in assessing the reliability of the picture. <p>AO2 Answers should consider the nature of the sources on Socrates and the Sophists, and in particular Plato's and Xenophon's negative characterisation of the Sophists and desire to show that Socrates was clearly different. The evidence of Aristophanes should be used by way of contrast, and candidates should then consider carefully 'to what extent' we are in fact able to assess the issues raised by the question. The specific nature of the argument will depend on the areas on which the candidates have chosen to focus, but there should be a thorough consideration of the sources to support any argument.</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 Socrates and the other Sophists. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand Socrates and the Sophists • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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11	<p>AO1 Answers should include specific factual detail from the sources on the roles which different individuals could play in Athenian society. An outline of the different sections of Athenian society (citizens, metics, slaves and women) and attitudes to each should be rewarded, provided that the details are relevant to the argument. Suitable evidence that might be used would include:</p> <ul style="list-style-type: none"> • Pericles' Funeral Oration, as recorded by Thucydides • Evidence for the laws on citizenship as passed by Pericles (Aristotle) • Evidence for the involvement of citizens in jury service, both archaeological and literary (e.g. Aristophanes' <i>Wasps</i>) • The Athenian attitudes to their allies as outlined in the various debates in Thucydides (used to show that the Athenians had a sense of superiority) • Evidence for the sense of Athenian superiority shown in Art (Parthenon metopes), drama (Euripides, <i>Medea</i>) and history (Herodotus on the Persian Wars) • Evidence for the treatment of slaves on vases and in court speeches (Lysias) • Evidence for the status of Metics (Lysias and Plato, <i>Republic</i> 1 on Polemarchus) • The 'welcoming' of the Sophists (Gorgias et al.) and evidence for their position in Athenian society (Plato and Aristophanes' <i>Clouds</i>) • Evidence for the involvement of non-citizens in both religious (Great Dionysia, Panathenaea, but not Lenaea) and military positions 	50	<p>To what extent do the sources support the view that anyone could play an active role in Athenian society?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the different people who lived in Athens (men, women, citizens, metics, slaves, and children) • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of the relevant archaeological and literary sources. 											
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	<ul style="list-style-type: none"> • Evidence for office-holding in the Athenian system, including attendance at the Assembly, and its significance • Position of women in Athenian society (particular reference might be made to Aspasia and the request for Pericles' sons to be granted citizenship). <p>AO2 Answers should address the issue raised by the question that the rhetoric shown by Pericles was that Athens was an open and welcoming city, but that the reality was rather different, with non-citizens (metics/slaves) having considerably fewer rights (if any). Answers should also question how far the evidence helps us to understand what was happening. Issues that might be included are:</p> <ul style="list-style-type: none"> • The reliability of any sources used as evidence for non-Athenian experiences within Athens • The specific issue of Thucydides' reliability in relation to the Funeral Oration, and whether Pericles' views represented those of the Athenians more widely • Whether Drama and Art can offer an accurate picture in relation to the question raised. 		<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 anyone could play an active role in Athenian society and what an 'active role' might mean. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the Athenians' views on their city and whether it was open to all • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

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12	<p>AO1 Answers should outline what is known about drama, and include details of tragedy and comedy. They should use examples from the different types of play to ensure that the answer is balanced. Candidates might also give details of the religious contexts of the plays so that they can give an alternative perspective on the performance of drama. Examples which might be used include:</p> <ul style="list-style-type: none"> • Euripides, <i>Medea</i> – consideration of the sophistic nature of the argument, and her power over the various men with whom she comes into contact • Euripides, <i>Hippolytus</i> – the roles of Aphrodite and Artemis, and what they tell us about the nature of religious belief – is this a discussion about religion? • Sophocles, <i>Oedipus</i> – the intellectual nature of the lead character and his quest for knowledge • Sophocles, <i>Antigone</i> – the question of burial and the role of the political power in relation to the family, women and burial • Aristophanes, <i>Clouds</i> – the mockery of the sophists and the quasi-intellectual content, with the serious conclusion in the burning down of the Thinkery • Aristophanes, <i>Acharnians</i>, <i>Peace</i> and <i>Lysistrata</i> – all these could be used to exemplify the political discussion which appears to be entertaining, but in fact can be seen to have a serious agenda behind it (peace). • Any other examples from plays during this period which candidates have studied should be rewarded. 	50	<p>To what extent did Athenian playwrights aim to make their audiences think about the issues of the day?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question answers should provide:</p> <ul style="list-style-type: none"> • Specific factual knowledge and evidence about the drama of the fifth century, including knowledge of relevant plays • Detailed knowledge of the period • Partial coverage for level 3 • Detailed knowledge of relevant plays and the religious festivals should be rewarded. 	<p>AO1 = 20</p> <table border="0"> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table border="0"> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>AO2 Candidates should carefully consider what is meant by the issues of the day, and how these might be reflected in the writings of the playwrights. Candidates might also consider how we can know about the aims of the playwrights. Candidates might also consider the differences between tragedy and comedy, and how these reflect the aims of the playwrights. They might also construct an argument about the apparently frivolous nature of much of comedy, which is also based on serious questions in Athenian society. The issue of 'to what extent' can be addressed both through the different types of drama and through doubts about the evidence which we have – its comparatively limited nature and whether we know anything about the audience response at the time, particularly in the light of the religious nature of the festivals.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', and the differences between tragedy and comedy. Answers should include:</p> <ul style="list-style-type: none"> • A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand fifth century Athenian drama and its context • Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	

APPENDIX 1: A2 Ancient History Marking Grids

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
Level 5	18–20	26–30
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used.
Level 4	14–17	20–25
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used.
Level 3	9–13	14–19
	<ul style="list-style-type: none"> • A range of basic factual knowledge • Partially relevant to the question • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used.
Level 2	5–8	6–13
	<ul style="list-style-type: none"> • Limited factual knowledge • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.
Level 1	0–4	0–5
	<ul style="list-style-type: none"> • Little or no factual knowledge • Rarely relevant to the question • Minimal or no supporting evidence • Displays minimal or no understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • Little or no interpretation or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary.

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

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