













































Level 3	9–12	<ul style="list-style-type: none"> <li>• Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>	<p>as battles and strategy in the ancient world.</p> <ul style="list-style-type: none"> <li>• consider the emphasis on the role of individuals in the outcome of the expedition on both sides in the sources.</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>• the resources on both sides and the evidence in the sources and in modern assessments in terms of numbers of men and equipment, ships and supplies.</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>• Persian knowledge of Greece and the opposition gained from Greeks in the Empire – Ionians; exiles and Persians (Demaratus, Hippias, Artabanus (Herodotus 7.1–2; 7–10; 7.49–50, 102).</li> <li>• the extent to which Xerxes’ preparations and strategy contributed to success or failure on the expedition (Herodotus 7.49–50.</li> <li>• the extent to which the Greeks won through their own resources, strategies / tactics and generals, rather than ‘were fortunate’ (Herodotus 7.143–5, 174–5, 207, 219–222; 8.62–63).</li> </ul>
Level 1	1–4	<ul style="list-style-type: none"> <li>• Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>• the limited sources for the Persian side and the presentation in the evidence favouring the Greeks and their cause.</li> <li>• the modern assessment of the size of resources on both sides and the advantages for the Greeks in terrain.</li> <li>• the success of Xerxes’ until Salamis.</li> <li>• the effects on the outcome of events out of the control of both sides, introducing an element of luck, good or bad (Herodotus 7.207).</li> </ul>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li>• The importance of Greek unity or lack of it – Spartan reluctance at times (Herodotus 8.3; 49–50, 56, 62, 74).</li> </ul>

## Section B: The Culture and Politics of Athens, c. 460–c.399 BC

<b>Question 4</b>	How useful are these passages for understanding the importance of the performance of the speaker in the law courts? <b>[12 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 6	11-12	<ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source and their own knowledge:</p> <ul style="list-style-type: none"> <li>the Athenian interest in rhetoric and public speaking, in the courts in particular but potentially also in general (e.g. in the Assembly (Mytilene debate)).</li> <li>the trial scene from the Wasps for its emotional appeals. This is supported by details from Apology 34bc, which Socrates refused to follow.</li> <li>the large juries and the very public nature of the trial. Answers should evaluate the utility of the evidence presented in the examples on the</li> </ul>
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>	

		<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>question paper (e.g. trial of Socrates, trial scene in Wasps) and show what factors appear to influence jurors, insofar as we can reconstruct what happened.</p> <ul style="list-style-type: none"> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources.</li> <li>make judgements on the value of the examples as historical evidence.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul>	
	0	No response or no response worthy of credit	

<b>*Question 5</b>		To what extent do the sources enable us to assess whether Socrates differed from the Sophists?		<b>[36 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>	
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at the similarities and differences in how the Sophists and Socrates are depicted and the judgment in the answer should be focused on the issues raised by the question 'to what extent' and the specific issue of Socrates and the other Sophists.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>Socrates' philosophical mission and the use of the Elenchus as described in Plato's <i>Apology</i>.</li> <li>Socrates' interest in moral concepts relating to human behaviour such as justice, piety and courage might be discussed.</li> <li>Socrates as portrayed in the <i>Clouds</i> – his philosophical methods and religious beliefs,</li> </ul>	
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained</li> </ul>		



		<p>and developed and judgements. (AO2)</p> <ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>Socrates' behaviour both in public and private, including his religious activities, as portrayed by Xenophon.</p> <ul style="list-style-type: none"> <li>Socrates' behaviour at his trial.</li> <li>Details of relevant Sophists such as Gorgias, Protagoras 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 'force is equal to persuasion'. These could be contrasted with Socrates' views on these areas.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include material from:</p> <ul style="list-style-type: none"> <li>Aristophanes, <i>Clouds</i></li> <li>Plato, <i>Republic</i>, <i>Gorgias</i>, <i>Apology</i></li> <li>Gorgias, <i>Encomium of Helen</i></li> <li>Xenophon, <i>Memorabilia</i></li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray</li> </ul>	

		<p>events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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<b>*Question 6</b>		To what extent was the Athenian building programme a political statement?	<b>[36 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Answers should focus on the idea of the building programme being a political statement, and whether there are other motives – primarily, religious – which might be relevant. Answers might also consider what is meant by a political motive – to appeal to citizens within Athens, to glorify Pericles or to make Athens look like a 'capital' of Hellas – and whether this is incompatible with a more religious view of the programme. Candidates could also evaluate the stories depicted on the Parthenon (and the other buildings on the Acropolis) and consider what these stories tell us about the political motives in the developments at this time. Relations between the Athenians and their allied states might also be considered in this context.</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach</li> </ul>	

		<p>substantiated, sustained and developed and judgements. (AO2)</p> <ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>developments in Athens during this period, to include the developments on the Acropolis and more widely within Athens as well as the developments such as those at Sounion.</li> <li>specific factual knowledge and evidence about the building programme in Athens and the use of sculptural motifs on the buildings, such as details of the sculpture on the Parthenon, Athena Nike and Erechtheion could be used</li> <li>what is known of Pericles' motives in developing Athens (especially in Thucydides' Funeral Oration and Plutarch's Life of Pericles)</li> <li>Athens' role in the Delian League and the use of treasury funds</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>sculpture on the Parthenon, Athena Nike and Erechtheion</li> <li>Relevant sections from Plutarch, <i>Pericles</i></li> <li>Thucydides' Funeral Oration</li> <li>Pausanias 1.24.5, 7; 1.28.2</li> </ul> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>should also consider Thucydides' reliability in his treatment of Pericles, and could note his silence on the building programme.</li> <li>how much we really know about what the sculpture was intended to say, and how this might relate to what Pericles is reported to have said about Athens.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources</li> </ul>	

		<p>are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

## Assessment Objective Grid

	Distribution of marks for each Assessment Objective			
Section A	AO1	AO2	AO3	AO4
Questions 1 & 2	5	10	15	–
Question 3	5	–	–	15
Section B	AO1	AO2	AO3	AO4
Question 4	6	–	6	–
Questions 5 & 6	6	12	18	–
<b>TOTAL</b>	<b>22</b> <b>(22.5%)</b>	<b>22</b> <b>(22.5%)</b>	<b>39</b> <b>(40%)</b>	<b>15</b> <b>(15%)</b>

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