

GCE

Classics: Ancient History

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

Advanced GCE

Mark Scheme for June 2015

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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
A1	AO1
A2	AO2
EVAL	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

Record marks for each question out of the total for that question eg A01 15/20 A02 17/30.

Marking should be done in small batches of around 20 at any one time; avoid marking large numbers of scripts in one session.

MARK SCHEME

Principal Examiners - please read 'Writing the Mark Scheme using the OCR template' then:

Start here:

Paste the chosen format for your first question. Type the relevant information into the columns.

Move on to the next question by repeating the process.

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
1	<p>AO1</p> <p>Answers should show a detailed knowledge of the actions of key individuals in the conflict, as outlined by Herodotus, Aeschylus, Plutarch and Nepos. The specific actions of individuals might include:</p> <ul style="list-style-type: none"> - Callimachus and Miltiades both before and at Marathon; - The actions of the Alcmaeonids after Marathon; - Leonidas and 'the 300' at Thermopylae; - Themistocles and Eurybiades at Salamis; - The actions of Artemisia at Salamis; - The actions of both Darius and Xerxes at relevant points in the campaign; - The role of the 'counsellor' in the Persian court in its various forms e.g. Mardonius; - Cimon's role in the battle of Eurymedon; - The Peace of Callias. <p>They should also show a knowledge of other factors, such as the tactics used in any battles which they might discuss (Marathon, Thermopylae, Salamis and Plataea, for example), and the logistical and other factors (such as the supply of the Persian forces and the mixed nature of the Persian forces, as well as the pressures on Greek states to medise or fight with the Greeks)</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question [How significant were the actions of individuals to the outcome of the conflicts between the Greeks and the Persians?]</p> <p>Answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the role of individuals in the conflict 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 other sources as outlined opposite. 	<p>AO1 = 20</p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>AO2</p> <p>Candidates will need to consider the significance of the role of individuals in the outcome of the conflict: that is to say whether the actions of individuals had a significant effect on the outcome (i.e. the Greek victory). In considering this candidates should consider whether the sources give us an accurate picture, or whether Herodotus and Plutarch, in particular, are too focused on key individuals, and miss out other historical causes which might account for the outcome.</p>	30	<p>The evaluation in the answer should be focused on the issues raised by the question, and in particular how significant the actions of individuals were as a contributing factor towards the outcome of the conflict and the nature of the sources which enable us to assess this question. 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 actions of individuals and the significance of those actions in the progress of the conflict; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>
2	<p>AO1</p> <p>Candidates should give a clear account of the course of the Ionian Revolt, and show a thorough knowledge both of its genesis and its outcome. The main source for their account will be Herodotus (together with Diodorus), and they should show knowledge of the following aspects:</p> <ul style="list-style-type: none"> - The roles of Aristagoras and Histiaeus in the starting of the revolt and their motives; - The involvement (or non-involvement) of the Spartans, the Athenians and Eretrians and its implications (including the burning of Sardis); - Relations between the Persians and the Ionians; - The resources of both sides in the revolt as outlined by Herodotus; 	20	<p>Marking grids to be used for response to the specific question. In response to the question [‘Doomed to failure.’ To what extent is this a fair assessment of the Ionian Revolt?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about course and outcome of the Ionian Revolt - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus and his statements of his aims. 	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p>

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	<ul style="list-style-type: none"> - Cyprus and the discussions with the Ionians (Herodotus 5.109ff); - Quality of leadership on the Ionian side and the motives of those involved; - The lack of unity amongst the Ionians, and, in particular, the battle of Lade; - The outcome of the revolt, including the establishment of Democracy in Ionia may also be discussed. <p>AO2 Candidates should consider whether the revolt was in fact 'doomed to failure' or whether this view owes more to our source (Herodotus). They should present a well-argued case, which might include the following:</p> <ul style="list-style-type: none"> - Does Herodotus have a predisposed view of the revolt, especially due to his connections with this part of the Greek world? - Is Herodotus too keen to make the Ionian Revolt fit neatly into his narrative of the conflict between the Greeks and the Persians? - What were Herodotus' sources for the Revolt? - Were there other factors (economic or political) at play which Herodotus ignores? 	30	<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 Ionian Revolt was doomed to failure from the outset. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about the nature of Herodotus' presentation of the Ionian Revolt. - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">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	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
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3	<p>AO1 Answers should give details of the states that medised and those that did not, and show knowledge of the thinking behind the decisions and the political processes in the relevant states. Examples might include:</p> <ul style="list-style-type: none"> • Details of the treatment of earlier embassies from Persia to the Greeks; • The actions of Alexander of Macedon in opposing the Persian expedition; • Events in Ionia during the Ionian Revolt and its aftermath; • The discussions prior to the battle of Marathon between Callimachus and Miltiades, and the subsequent Athenian action; • The Spartan actions at Thermopylae and the actions of other Greek states at this point; • The discussions at Corinth and the subsequent actions leading to the battle of Salamis; • Themistocles' actions at Salamis, and his subsequent ostracism for medising; • The Theban and Boeotian decision to medise and the role of the pro-Persian faction in Thebes; the actions of Aegina; • The nature of the Persian empire and relations between the Persians and subject states; • Relations between the Persians and the Greeks after 479BC, including the battle of Eurymedon. <p>AO2 Answers should include a thorough analysis of the factors which led some states to medise and others to oppose the Persian invasion. These factors might include the political divisions within states and more</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question [How far do the sources help us to understand why only a few Greek states opposed the Persians, while most welcomed them?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the way in which some states medised and others opposed the Persian invasion - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus, Aeschylus, Diodorus and Plutarch. <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 why some states decided to support the</p>	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4</p> <p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13</p>

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	<p>widely the relations with other states from whom support might be gained. The nature of the Persian threat and its effects on particular states might also be considered. There should also be consideration of the nature of the sources, in particular Herodotus, Diodorus and Plutarch, and whether the sources are predisposed to oppose states who declared their hand with the Persians. Candidates might also consider the use of medism as a way of gaining power within the Greek world, and the nature of Thebes' power within Boeotia and the wider Greek world.</p> <p>Discussion of the limited nature of the sources in relation to the motives of different states.</p>		<p>Persians and others did not.</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 approaches of different states to the threat of the Persian invasion. - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>Level 1 0 – 5</p>
4	<p>AO1</p> <p>Answers should demonstrate a detailed knowledge of Herodotus' account of the course of the conflict between the Greeks and the Persians. Candidates should be allowed to select which areas of the conflict they discuss, but areas which might be considered include:</p> <ul style="list-style-type: none"> • The Ionian Revolt, Darius' motives in attacking the Greeks and the run up to the battle of Marathon; • The role of Hippias and other Greek individuals in supporting Persian attempts to conquer Greece, and their political significance; • The battle of Marathon and the discussions among the Athenians both prior to the battle and after it (including the treatment of Miltiades); • Xerxes' motives (and those of his courtiers) in launching the expedition against Greece (including Mardonius, Democedes and Artabanus); 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['Herodotus fails to take into account significant political and economic aspects of the conflict between the Greeks and the Persians.' To what extent is this an accurate assessment?]</p> <p>answers should provide: answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge of Herodotus' account of the conflict between the Greeks and the Persians; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Herodotus, other written sources and relevant Persian inscriptions and archaeological evidence from Athens. 	<p>AO1 = 20</p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p>

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	<ul style="list-style-type: none"> • The battle of Thermopylae, details of the location of Thermopylae, and the reasons why the Greek chose to fight there; • The battle of Salamis and the Athenians' actions in the run up to the battle, as well as the Persian treatment of the city of Athens; • The battle of Plataea and its aftermath, including the display of wealth in the Persian camp; • Herodotus' concluding remarks in book 9, with the comments of Artembares (Herodotus 9.122). • Divisions within the Greek world, including the discussions at the Isthmus and the medising of the Thebans. <p>Candidates might also make use of the accounts of Diodorus, Nepos and Plutarch to help supplement the points made above. Persian epigraphical evidence (such as the Daiva Inscription) might also be used to show the Persian side of the conflict. Aeschylus' <i>Persae</i> might also be used to give evidence of the economic effects of the conflict on the Persians, whilst archaeological evidence from Athens could be used to show the effects in Athens.</p> <p>AO2 Answers should consider the nature of Herodotus' account, and compare what he says with other sources, and, if they wish, with the conclusions drawn by modern historians. In particular, candidates may examine Herodotus' focus on key individuals such as the Persian kings Darius and Xerxes, as well as the commanders on the Greek side. They may look at the lack of economic analysis – in particular in relation to the</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of Herodotus' account and other economic and political aspects of the conflict. 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 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

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	<p>Ionian Revolt – and Herodotus’ lack of treatment of the effects of the conflict on Athens with the abandoning of the city and the burning of the temples in 480BC. Candidates might also consider how the other Greek states were affected by the decisions to fight at Thermopylae and then at Salamis. They might also look carefully at the political alignment of Greek states and the divisions within states caused by the threat of a Persian attack, as well as the theme of the economic and political imperative for the expansion of the Persian Empire.</p>		<p>about/understand other factors, both economic and political, in the conflict;</p> <ul style="list-style-type: none"> - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 											
5	<p>AO1 Answers should include factual details about the nature of the leadership in Athens in the mid-fifth century and its effects on the Spartans. Candidates might bear in mind the statement of Thucydides that ‘fear of Athenian growth’ was a key cause of the conflict. Candidates should show knowledge of relevant sections of Thucydides, Xenophon and Plutarch, and might also use Aristophanes and epigraphic evidence. Details which might be included are:</p> <ul style="list-style-type: none"> - The ascendancy of Pericles, and the developments in Athens under his ‘rule’ including changes to the citizenship laws and the building programme; - Pericles’ initial policy towards Sparta, with the development of the 30 years’ peace in 446, and the policy of attacking only the allies, his friendship with Archidamus. - The approach of Cleon towards Sparta and the events at Pylos and Amphipolis; - The continuing conflict after the attempts of Nicias to make peace, and the actions of Alcibiades, the Sicilian Expedition and its aftermath. - Alcibiades’ changes of allegiance and the weaknesses in Athenian leadership at the end of 	20	<p>Marking grids to be used for response to the specific question. In response to the question [To what extent did the behaviour of the leaders in Athens make conflict with Sparta inevitable throughout this period?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about the nature of the leadership in Athens and its effects on Sparta; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Plutarch and epigraphical evidence; <p>Although it is not expected, candidates should be given credit if they discuss Cimon’s leadership and relations between Athens and Sparta at this time, including the Athenian rebuttal in 462 BC after the Helot revolt.</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>	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>the period, including Theramenes and the imposition of rule by Sparta in Athens;</p> <ul style="list-style-type: none"> - The role of leaders in developing Athenian treatment of their allies and the effects of this on their alliances. <p>AO2 Answers should critically consider the nature of the leadership in Athens during the fifth century. To do this, they will need to evaluate the sources: for example, in dealing with Pericles' leadership critical treatment of both Thucydides and Plutarch will be required, whilst looking at Cleon will require a thorough treatment of Thucydides and Aristophanes. Likewise, sources for Alcibiades' leadership and the events in the final years of the war (mainly Xenophon) will need to be critically considered. Answers will also need to consider whether the idea that the leadership led to conflict is valid – they may wish to look at the effects of the different approaches to Sparta under Cimon, Pericles and Cleon, before looking at the concluding years of the conflict. An intelligent approach to the lack of evidence from Sparta might also be considered as a key element in any well-argued case.</p>		<p>The evaluation in the answer should be focused on the issues raised by the assumption in the question that there was strong leadership in Athens and that this was a cause of conflict with Sparta. 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 leadership in Athens and its effects on Sparta; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>
6	<p>AO1 Answers should show a detailed knowledge of the different ideologies at play in Athens and Sparta, in particular the democratic system in Athens and the oligarchic system in Sparta. Candidates should also show knowledge of other factors which led to the conflict between Athens and Sparta, such as their relations with their allies (for example, Epidamnus, Corcyra, Potidaea and Plataea), the ambitious nature of some leaders on both sides (Cleon, Brasidas and Alcibiades), trade (in particular in relation to Corinth's</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question ['The different ideologies in Athens and Sparta were the main reason for conflict in the Greek world in this period.' How far do the sources support this view?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence for the ideologies in Athens and Sparta, and other factors which led to conflict 	<p>AO1 = 20</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	
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	<p>role in the early years of the 431 conflict), and internal difficulties in each state – Sparta’s need to control the helots and the effects of the pro-Spartan lobby in Athens. Candidates might also consider the imposition of oligarchic rule on Athens in 411, and should be given due credit if they show knowledge of the helot revolt in 464, although this is not expected.</p> <p>Key sources for this answer would include sections of Thucydides, Aristotle (on democracy), Plutarch, Xenophon (on Sparta), Aristophanes and epigraphical evidence.</p> <p>AO2 Answers should consider whether the differences in ideologies between the Athenians and the Spartans were the main cause of the conflict during this period, or whether there were other causes which might be considered. Answers should look at the significance of the opposing ideologies and their role in the conflict, but also broaden out to consider other causes of conflict as outlined under AO1, and consider how these may have contributed to the development of the situation. To do this fully, they will need to evaluate the evidence, and consider whether the source material available to us gives an accurate picture of the issues involved. In particular, they might consider Thucydides’ views of Athenian democracy and the Athenian Empire, Xenophon’s approach to Sparta and the nature of the evidence in Aristophanes and the epigraphical evidence.</p>		<p>between the two states.</p> <ul style="list-style-type: none"> - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Thucydides, Plutarch, Aristophanes, Aristotle and epigraphical evidence. <p>The evaluation in the answer should be focused on the issues raised by the question in relation to the significance of the different ideologies in Athens and Sparta for the conflict between the two 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 ideologies and their significance in the conflict between Athens and Sparta; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>
7	<p>AO1 Answers should show a detailed knowledge of the economic effects of conflict on Athens and Sparta in this period. The sources used should include at least some of the following: Thucydides, Aristophanes,</p>	20	<p>Marking grids to be used for response to the specific question. In response to the question [‘The economic effects of conflict on Athens and her allies were far greater than the effects on Sparta and</p>	<p>AO1 = 20</p> <p>Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8</p>

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	<p>Plutarch, Xenophon, epigraphical evidence and archaeological evidence from Athens (supported by Pausanias). Evidence which might be included is:</p> <ul style="list-style-type: none"> • Development of the Delian League into Athenian Empire during the period 460 to 431, and the economic consequences for Athens and her allies; evidence for reduction in the amounts of tribute paid to Athens, and epigraphic evidence for developments in this area. • The episodes leading up to and during the 431 war including: Epidamnus, Corcyra, Potidaea and Plataea with details from Thucydides to show the effects of conflict on each of these states. • The annual campaigns undertaken by the Spartans against Attica and their effects on the 'economy' in Athens and Sparta; • Events at Pylos in 425BC, and their effect on the Spartan economy; • The 'Allied Congress' at Sparta in 432, and the description of both Athenians and Spartans by the Corinthians: economic arguments for the conflict; • The economic effects of the plague in Athens; • Debates in the Assembly as described by Thucydides, e.g. the Mytilene Debate and its outcome – the economic significance of the allies and arguments for their treatment in particular ways; • The Sicilian Expedition and its effects in Athens and Plutarch's accounts of the aftermath of the Sicilian Expedition and the fate of the Athenians in Sicily; • The occupation of Decelea and its consequences; • The various descriptions of the effects of conflict on Athens and Megara given by Aristophanes, 		<p>her allies.' To what extent is this a fair assessment?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about what the sources tell us about the effects of the conflict on both Athens and Sparta; - 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; 	<p>Level 1 0 – 4</p>

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	<p>including the effect on trade;</p> <ul style="list-style-type: none"> • The involvement of the Persians in the final years of the conflict and its financial effects; • Archaeological evidence for the effects of conflict on Athens – e.g. incomplete buildings on the Acropolis. • The effects of conflict on Athens' allies, as shown by the various decrees (e.g. the Coinage Decree); • Details of Sparta's relationship with her allies, such as Corinth, Megara and Syracuse, and the economic consequences of conflict. <p>AO2 Answers should focus on the idea of the economic effects of conflict on Athens and Sparta and their allies. Careful analysis of the sources to consider how much they really knew and how accurate they were will be essential to an effective answer. In particular Thucydides' presentation of the effects of conflict both on Athens and her allies should be evaluated, as well as that of Aristophanes. The epigraphical evidence for how the Athenians began to treat their allies can also be subject to scrutiny. They may note the lack of evidence for Sparta, and focus on the situation in Athens, but there should be some treatment of Sparta and her Allies for the highest bands. Answers might also include discussion and evaluation of Xenophon, Aristotle and Plutarch, if these have been used.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the sources and the specific issue of the effects of conflict on Athens and Sparta and their allies. Answers should include:</p> <ul style="list-style-type: none"> - A thorough analysis/balanced argument about what and how much is known about the effects of conflict on Athens and Sparta and their allies, and the nature of the sources on this topic; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

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8	<p>AO1 Answers should show a detailed knowledge of both the sources (in particular Thucydides) and the causes of conflict during this period. They might include the following:</p> <ul style="list-style-type: none"> • Tensions between Athens and Sparta under Cimon and the helot revolt; • The establishment of the 30 years peace, and its significance; • Thucydides' notion that fear of Athenian growth was a cause of conflict; • The disputes in Epidamnus, Corcyra and Potidaea; • The Corinthian role in the early years of the Archidamian war; • The treatment of Plataea, the Mytilene Debate and the Melian Dialogue and their consequences; • The effect of ambitious leaders in Athens – in particular, Pericles, Cleon, Demosthenes, Nicias and Alcibiades; • The lack of evidence from a Spartan, Corinthian or Theban point of view about the conflict; • The Sicilian Expedition, its effects on Syracuse and Spartan intervention under Gyllipus. • Xenophon's treatment of Sparta and his depiction of Alcibiades' actions; • Inscriptional evidence on how the Athenians were treating their allies (Coinage Decree, the Congress Decree (Plutarch, <i>Pericles</i> 17), The Chalcis Decree (ML52). 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['The sources are so biased towards Athens that we cannot assess accurately assess relations between Greek states.' To what extent is this a fair assessment?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about what Thucydides, Xenophon and other sources tell us about the causes of conflict; - 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 epigraphic evidence; 	<p>AO1 = 20</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		Content	Levels of Response
	<p>AO2 Answers should consider the nature of the evidence, with the sources almost all exclusively coming from Athens – Thucydides, Xenophon, epigraphic evidence, Aristophanes et al. They should analyse these and consider whether they give a reasonable account of the reasons for Greek states actions towards one another, or whether there are other factors which are not accounted for. Examples might include, how the allies felt about Athens, the effects of the financial pressures placed on allies, whether there were other factors at play in Spartan, Corinthian and Theban internal politics about which we do not know. Answers should analyse the different sources appropriately, and reflect on the limitations of the evidence.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question ‘to what extent’, the Athenocentric nature of the sources and the specific issue of the causes of conflict during this period. 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 their view of the causes of conflict is too focused on the Athenian perspective; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>
9	<p>AO1 Answers should demonstrate a detailed knowledge of what is known about Athenian views of themselves and others. The range of sources available is considerable, and candidates should select appropriately. Answers should include some of the following, or similar appropriate material:</p> <ul style="list-style-type: none"> • Archaeological evidence from the Acropolis – Parthenon sculptures including the metopes, the temple of Athena Nike and the Erechtheion; • Plutarch’s statements on the funding of the Building Programme (Plutarch, <i>Pericles</i>, 12) • Euripides’ <i>Medea</i> and Medea’s treatment at the hands of Jason; • The setting of tragedies in Thebes (in particular 	20	<p>Marking grids to be used for response to the specific question. In response to the question [‘All Athenians saw themselves as superior to non-Athenians.’ How far do the sources support this view?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence for Athenian views of both themselves and others; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of the relevant sections of Aristophanes, Thucydides and relevant archaeological sources; 	<p>AO1 = 20 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		Content	Levels of Response
	<p>Sophocles' <i>Oedipus and Antigone</i>);</p> <ul style="list-style-type: none"> • Aristophanes' treatment of other races and states in plays such as <i>Acharnians</i> (the 'Persian ambassador') and <i>Peace</i> (the idea of Trygaeus leading the Greeks to save 'Peace'), <i>Lysistrata</i> (the various women from around Greece) • Thucydides' depiction of the Athenians' treatment of others – the Mytilene Debate and the Melian Dialogue; • The description from the Corinthians of the Athenians and the Spartans in Thuc. 1.120ff; • Thucydides' account of Pericles' Funeral Oration, and his claims about Athenians and their relations with others; • Epigraphic evidence showing the harsh treatment of allies by the Athenians; • Herodotus might also be used for evidence of how the Athenians viewed the Persians (e.g. his description of the Battle of Marathon), but this should not be expected. <p>AO2 Answer should focus on how the Athenians saw themselves in relation to other Greeks. In particular, it should look at whether <i>all</i> Athenians held a view of superiority or whether it was just a select few. Answers may focus on particular groups other than the Athenians – for example, barbarians as opposed to other Greeks. Candidates should carefully analyse the material that they use in support of their answer to consider how much can be learned about the issue in this question from the evidence. Candidates should consider the nature of the sources, and what they can really tell us either about the views of different classes</p>		<p>The evaluation in the answer should be focused on the issues raised by the question 'how far', and to what extent to which Athenians saw themselves as superior to others. 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 Athenian views of themselves and others and evaluate what we can learn from 	<p>AO2 = 30</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	
	Indicative Content		Content	Levels of Response
	within Athenian society or different sections of society (eg. citizens, metics, slaves).		the range of sources available; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.	
10	AO1 Answers should show a detailed knowledge of relevant pieces of art, be they sculpture or pottery. The best answers will find a balance between the two. They should also show knowledge of status and lives of women in Athens, based on other sources such as Euripides, Sophocles, Aristophanes, Thucydides, Plato and Aristotle, as well as archaeological evidence of the design and function of Athenian houses. Points that might be effectively used include: <ul style="list-style-type: none"> • Athena as the patron-goddess, and her depictions on the Acropolis; • The central role of women in religious activities as shown on the Parthenon frieze; • The roles of women, both citizen and non-citizen, as shown on pottery; • Women only festivals such as the Thesmophoria, and Aristophanes' treatment in the <i>Thesmophoriazusae</i>; • The role of women as 'grievors' on grave <i>stelai</i>; • Thucydides' statements on women in Pericles' Funeral Oration (Thucydides, 2.46); • The depiction of women in tragedy: Electra in Sophocles' <i>Electra</i>; Antigone in Sophocles' <i>Antigone</i>, Medea in Euripides' <i>Medea</i>; • The depiction of women in comedy: Aristophanes' <i>Lysistrata</i> and <i>Assemblywomen</i>; • 'Famous' women: Aspasia (Plutarch, <i>Pericles</i>, 24-5); Socrates' relationship with Xanthippe 	20	Marking grids to be used for response to the specific question. In response to the question [To what extent does Athenian art help us to understand the lives of women in Athens?] answers should provide: <ul style="list-style-type: none"> - Specific factual knowledge of art and the lives of women in ancient Athens; - Knowledge of relevant literary sources, in particular Euripides, Xenophon and Thucydides; - Partial coverage for level 3. 	AO1 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0 – 4

Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	<p>(Diogenes Laertius, <i>Life of Socrates</i>) and Diotima (Plato, <i>Symposium</i>, 201);</p> <ul style="list-style-type: none"> • Xenophon’s <i>Oeconomicus</i> on ‘wives’; • Archaeological evidence from the sanctuary at Brauron. <p>AO2 Answers should focus on a clear analysis of the sources in relation to the issue of how much they can tell us about the lives of women in Athens. They should look at the images from art and compare them with what is known from other sources about the lives of women in Athens. They may choose to focus on particular areas, such as the religious or domestic scenes. Answers may also include some consideration of the role of Athena in Athens, and her significance for women. A reasoned approach to the paucity of the evidence should also be well rewarded, and may lead to consideration of questions of political status and attendance at the theatre.</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 lives of women during this period. 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 lives of women through the art, as well as contrasting what can be learned from art with other sources; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>
11	<p>AO1 Answers should include detail of the festivals which are chosen by the candidate. A wide range of different festivals might be chosen, which might include the Panathenaea, Great Dionysia, Lenaea, Thesmophoria or any other of the regularly occurring festivals. They should also include some details from the sources about what is known about the purposes of festivals. Details that might be used include:</p> <ul style="list-style-type: none"> - The religious nature of many festivals, and the role 	20	<p>Marking grids to be used for response to the specific question. In response to the question [How far do the sources help us to understand the purposes of Athenian festivals?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about festivals in Athens and their purpose; - Detailed knowledge of the period - Partial coverage for level 3 	<p>AO1 = 20 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		Content	Levels of Response										
	<p>of worship in their organisation;</p> <ul style="list-style-type: none"> - The Panathenaea, with evidence from the Parthenon frieze; - The Great Dionysia, with evidence from Isocrates and any tragedies chosen as supporting evidence for the nature of drama; - The Lenaea as an Athenian only festival with evidence from Aristophanes' <i>Acharnians</i>; - Thucydides' account of Pericles' Funeral Oration, with its treatment of festivals and 'leisure' at 2.38; - The <i>Old Oligarch</i> (2.9ff) on the number of festivals in Athens and their impact on 'business'; - Details from Aristophanes' <i>Thesmophoriazusae</i> of the Thesmophoria, and its nature as a women-only festival; - The involvement of metics and foreigners at some festivals and not others; - The rituals at Eleusis, and the limited nature of the evidence for these. <p>AO2 Answers should consider not only what happened at the festivals, but also whether the sources help us to understand what the purposes of the festivals were. They should carefully evaluate each source, and look at the extent to which it helps develop an understanding of this issue. Particular care should be given in looking at drawing conclusions from what happened (e.g. the production of tragedies and the judging of them in competition) to show the purpose of the event, given the limited nature of the evidence. Discussion of their regularity in the light of the lack of weekends might also be profitable, as well as a discussion of the development of a sense of community. The nature of the discussion will depend in part on which types of</p>		<ul style="list-style-type: none"> - Detailed knowledge of the relevant archaeological and literary sources; <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 purpose of festivals in Athens. 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 festivals and their purposes; - Level 3 answers should present some attempt at interpretation and 	<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	26-30	Level 4	20-25	Level 3	14-19	Level 2	6-13	Level 1	0 – 5
Level 5	26-30													
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Question	Answer	Marks	Guidance	
	Indicative Content		Content	Levels of Response
	festivals the candidate has chosen to focus on.		<p>evaluation of the sources in the terms outlined above.</p> <p>Given the range of potential festivals, examiners should be aware of the need to be flexible in their approach, and credit a wide range of responses appropriately.</p>	
12	<p>AO1 Answers should focus on what is known about Socrates and the sophists from a range of sources, which would include Plato, Xenophon, Euripides, Aristophanes and Thucydides. In particular, they should focus on the dialectic method (the <i>elenchus</i>) used by Socrates, and the teaching by the sophists and its impact on Athenian society. Candidates might also wish to discuss the moral relativism promulgated by some sophists.</p> <ul style="list-style-type: none"> - Plato's <i>Euthyphro</i> as an example of the <i>elenchus</i> and its effects on Euthyphro (<i>aporia</i>/a feeling of not knowing); Plato's <i>Meno</i> might also be used in this light, looking at the dialogue with the slave-boy, and the interaction with Anytus; - Plato's description in the <i>Apology</i> of Socrates' dialectic method, and his discussions with various sections of Athenian society (Plato, <i>Apology</i> 19e ff); - The description of Socrates in Aristophanes' <i>Clouds</i>: his interest in language and the meanings of words, the idea of the weaker argument defeating the stronger argument; - Theories propounded by Socrates in dialogues such as the <i>Symposium</i> and the <i>Republic</i>; - Socrates' relationship with Alcibiades (Plato, <i>Alcibiades</i> and <i>Symposium</i>), and Alcibiades' career, as well as his association with Critias; - The arrival of Gorgias in Athens, and his impact on politics, as well as his teachings as shown by his 	20	<p>Marking grids to be used for response to the specific question. In response to the question ['Socrates only asked questions: the other sophists tried to change Athens through their teaching.' To what extent is this a fair assessment?] answers should provide:</p> <ul style="list-style-type: none"> - Specific factual knowledge and evidence about Socrates and the sophists and their approach to Athens; - Detailed knowledge of the period - Partial coverage for level 3 - Detailed knowledge of relevant sources which might include Thucydides, Plutarch, Plato, Aristophanes, Euripides, Xenophon and archaeological evidence. 	<p>AO1 = 20</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		Content	Levels of Response
	<p><i>Encomium of Helen</i>;</p> <ul style="list-style-type: none"> - The teachings of Anaxagoras, Prodicus of Ceos and Protagoras and their potential effects on Athenian society; - The impact of the sophists on Athenian society: greater emphasis on rhetorical trickery as shown in the actions of Cleon and others (in particular the Mytilene Debate as recounted by Thucydides), and the emphasis on ‘clever’ rhetoric in Euripides’ tragedies (<i>Medea</i> and <i>Hippolytus</i>, for example); - The association between politicians and the sophists – for example, Anaxagoras and Pericles (Plutarch <i>Pericles</i> 8); <p>AO2 Answers should focus sharply on the two claims in the question: that Socrates only asked questions and that the other sophists were aiming to change Athens. They should challenge both, and consider whether the sources support this view. In particular, they should challenge whether we are in a position to judge the motives of the other sophists, given the limited nature of the evidence. They should also question how much we really know about Socrates, given the nature of the source material, and his relationship with both Plato and Xenophon.</p>		<p>The evaluation in the answer should be focused on the issues raised by the question ‘to what extent’, and the idea that Socrates only asked questions, whilst the other sophists had an agenda to try to change Athens. 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’ questioning and the other sophists’ agendas; - Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above. 	<p>AO2 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0 – 5</p>

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