

**GCE**

**Classics: Ancient History**

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

Advanced GCE

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

| Annotation  | Meaning                    |
|-------------|----------------------------|
| <b>A1</b>   | AO1                        |
| <b>A2</b>   | AO2                        |
| <b>EVAL</b> | Evaluation                 |
| <b>^</b>    | 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

| Question | Answer   | Marks | Guidance  |  |
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|          | Indicative Content   |       | Content   |  |
| 1        | <p><b>AO1</b></p> <p>Answers should show a detailed knowledge of the events which run up to the attack in 490BC, and what is known about the actions of Darius and Mardonius. The specific, relevant details might include:</p> <ul style="list-style-type: none"> <li>• The early demands for earth and water from Darius, and the responses from both the Athenians and Spartans and other states;</li> <li>• The Ionian revolt, including the requests for help to Sparta and Athens, and their respective outcomes; the Athenian attack on Sardis, and the triggering of Darius' interest in Athens; the battle of Lade, and its significance for the Ionians; the establishment of democracy in Ionia;</li> <li>• The capture of Miletus and the effects of Phrynicus' play on the Athenians (Herodotus 6.21.10);</li> <li>• The theme of revenge in Herodotus, and the reported desire of Darius to exact that revenge (candidates might refer to the events of 480 to develop this theme);</li> <li>• Expansionist policies in Greek sources: e.g. Herodotus (Darius and Atossa in Book 3).</li> <li>• The expedition of 492 BC led by Mardonius and</li> </ul> | 20    | <p>Marking grids to be used for response to the specific question. In response to the question [How useful are the sources in helping us understand why the Persians attacked Greece in 490 BC?]</p> <p>Answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about the reasons for the conflict between the Persians and the Greeks during this period</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Herodotus and other sources as outlined opposite.</li> </ul> <p>Candidates who make use of Persian epigraphical evidence or other sources such as Diodorus, Plutarch and Aeschylus should be appropriately rewarded.</p> <p>Some candidates may wish to consider the theme of Xerxes' continuing his father's work, but also noting his reluctance to do</p> | <p><b>AO1 = 20</b></p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p> |

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|  | <p>its aims and outcome;</p> <ul style="list-style-type: none"> <li>• Athenian internal politics: the role of Hippias in the Persian invasion and its significance, followed by the flashing of the shield by the Alcmeonids (Herodotus 6.121);</li> <li>• The depiction of the Persian kings as the ‘King of Kings’ and use evidence from Persian inscriptions to consider the expansionist policies of the Persians. Examples might include the Bisitun Inscription and those from Persepolis, Lake Van and Mount Elvand.</li> </ul> <p><b>AO2</b><br/>Responses will need to include careful consideration of to what extent we know about the Persian motives, given that the majority of the sources are Greek, and filtered by a Greek perspective – particularly the theme of revenge. They should consider the theme of Persian expansion, but note the difficulties which we face in reconstructing the thoughts and aims of the Persians at this time.<br/>Candidates may also choose to use the establishment of Democracy in Ionia as evidence for the Persians intentions, and look at how the Persian empire was ruled. They may also consider Persian trading aims.<br/>There should be a clear evaluation of any sources used, especially Herodotus, to question the extent to which the Greek sources understood and recognised the aims of the Persians. Misunderstandings of Persian aims – such as the idea that all Persians were the slaves of the King – might be commented upon.</p> | <p>30</p> | <p>this. This should be rewarded appropriately, but it should be used to support an argument about the 490BC campaign, not a narrative of later events.</p> <p>The expansionist policies of kings prior to Darius might be noted (such as Cyrus and Cambyses), but should not be expected.</p> <p>The evaluation in the answer should be focused on the issues raised by the question, and in particular our knowledge of the Persians reasons for entering into conflict with the Greeks. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand why the Persians started the conflict with the Greeks in 490BC;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
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| 2 | <p><b>AO1</b><br/>Candidates should give a clear account of the nature of Herodotus' work, based on examples of their own choice. Of necessity, candidates will choose examples from different parts of his text, and may choose to focus on any part of the period. Candidates should, however, provide adequate examples to offer a range of evidence to support their assertions. Examples which they might choose include the following:</p> <ul style="list-style-type: none"> <li>• Herodotus' aims in writing his work as shown in the Preface;</li> <li>• The narrative of the Ionian Revolt, and its aftermath;</li> <li>• The story of Darius' vowing revenge on the Athenians after the events at Sardis;</li> <li>• The description of the battle of Marathon, including the arrival of Hippias on Greek soil, the events of the battle itself, the flashing of the shield from Athens and the departure of the Athenians;</li> <li>• Xerxes' decision to attack Greece, and Herodotus' description of the internal politics of the Persian court;</li> <li>• The idea of the 'wise councillor' offering warnings and the dreams which Xerxes experienced prior to his attacks on Greece;</li> <li>• The preparations for Xerxes' expedition, and the numbers of troops and ships involved;</li> </ul> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['Herodotus was a great storyteller, but did not write history.' To what extent do you agree with this view?]<br/>answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about the events and period which Herodotus describes</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Herodotus and his statements of his aims.</li> </ul> | <p><b>AO1 = 20</b><br/>Level 5 18-20<br/>Level 4 14-17<br/>Level 3 9-13<br/>Level 2 5-8<br/>Level 1 0 – 4</p> |
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|  | <ul style="list-style-type: none"> <li>• The battle of Thermopylae and the heroic actions of Leonidas (including possible consideration of the influence of Homer on Herodotus' narrative);</li> <li>• The battle of Salamis, and the image of Xerxes' during this battle, including his comments on Artemisia;</li> <li>• The battle of Plataea, and Herodotus' description of the actions of the Greeks in the aftermath of the battle, and the contrast between the Greek and Persian ways of living.</li> </ul> <p><b>AO2</b><br/>Candidates should consider the nature of Herodotus' account, and may start by considering his statements of the aims of his work. They should consider whether this constitutes history, and look at the examples which they choose in this light. Some candidates may consider carefully what they understand to be history, or even look at the idea of the developing historiographical tradition in Greece at this time. Given the open nature of this question there are a number of valid approaches. The best answers will look at both Herodotus' story-telling, and exemplify this with appropriate examples, and his concept of History. Both a modern definition and an ancient definition (i.e. based on <i>historie</i> as research) should be accepted as the basis of an argument.</p> | 30 | <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent do you agree', the nature and content of Herodotus' account, and comparison with any other sources or concepts of history which may be relevant. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of Herodotus' writing and its content.</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b><br/>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
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| 3 | <p><b>AO1</b></p> <p>Answers should include details of how the Greeks saw non-Greeks. The majority of the evidence is, of course, from Athens, but candidates who can present evidence from other states (e.g. Sparta or Thebes) should be rewarded. The range of evidence available is considerable, so the examples given below should only be used as a guide. Examples might include:</p> <ul style="list-style-type: none"> <li>• The treatment of Darius' ambassadors as they asked for earth and water in a variety of Greek states (including the meetings with Alexander of Macedon, the Athenians and the Spartans);</li> <li>• Herodotus' description of Athenian views of the Persians prior to the battle of Marathon;</li> <li>• The roles of various Greeks in the Persian court, including Democedes as a doctor, Hippias, Mardonius, and Artemisia;</li> <li>• The actions of Xerxes as described by Herodotus at both Thermopylae and Salamis, including the description of the Artemisia episode at Salamis and its interpretation;</li> <li>• The depiction of the Persian court and the aftermath of the battle of Salamis as given by Aeschylus in the <i>Persae</i>;</li> <li>• The description of the Persian camp after the battle of Plataea and its significance;</li> <li>• Herodotus' treatment of the Persians in general, both in his <i>Preface</i>, and in relation to Persian affairs – such as the contrast of the monarchical system with the democratic system in Athens;</li> <li>• Art – to include the sculpture in Athens and its interpretation (some candidates might note the Persian influence here);</li> </ul> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['The Greeks saw all non-Greeks as weaker than themselves.' To what extent do the sources support this view?'] answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about Greek views of non-Greeks (barbarians);</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Herodotus, Aeschylus, Diodorus and Plutarch, and material evidence.</li> </ul> <p>Treatment of the Herodotus' descriptions of both the Scythians and the Egyptians should be given due credit, but not be expected.</p> | <p><b>AO1 = 20</b></p> <p>Level 5 18-20<br/> Level 4 14-17<br/> Level 3 9-13<br/> Level 2 5-8<br/> Level 1 0 – 4</p> |
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|   | <ul style="list-style-type: none"> <li>• The Eurymedon vase and its interpretation;</li> <li>• Herodotus' treatment of Persian weapons and armour;</li> <li>• The choice of states such as Thebes to medize, and its significance in this context.</li> </ul> <p><b>AO2</b><br/>Answers should focus on the portrayal of the Persians in the evidence which is available, and on the interpretation of that evidence to suggest whether or not the Greeks saw all non-Greeks as weaker. Effective answers will evaluate the evidence which they choose in the light of the question, and consider the reliability of the evidence, particularly in relation to whether or not it is possible to put forward a view on how the Greeks as a whole saw the situation. Candidates may choose to focus on the Athenian evidence, and look at groups within Athens, but they may equally expand the question, and look for evidence of how other Greek states may have seen the Persians. They may also question the idea of 'all' non-Greeks, and consider whether it was all or just some.</p> | 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 the effects of the expansion of the Persian empire on the Greek world.</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand how the Greeks saw non-Greeks.</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
| 4 | <p><b>AO1</b><br/>Answers should show a detailed knowledge of the Persians' attempts to expand their empire, and the points at which these attempts came into conflict with the Greeks. They should also show a clear understanding and knowledge of the aftermath of the war between the Greeks and the Persians. Details might include:</p> <ul style="list-style-type: none"> <li>• Early missions for Earth and Water sent by Darius, and the reactions of the Athenians and the Spartans as reported by Herodotus;</li> </ul>   | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent did the Persians' attempts to expand their empire change the Greek world?] answers should provide specific factual knowledge of the Persians' attempts to expand their empire and their effects on the Greek world;</p> <ul style="list-style-type: none"> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the</li> </ul>  | <p><b>AO1 = 20</b></p> <p>Level 5 18-20<br/>Level 4 14-17<br/>Level 3 9-13<br/>Level 2 5-8<br/>Level 1 0 – 4</p>   |

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|  | <ul style="list-style-type: none"> <li>• Changes after Ionian revolt?</li> <li>• Mardonius' expedition in 492BC;</li> <li>• The battle of Marathon and its consequences for Athens (Herodotus and Aristotle);</li> <li>• The Hellenic League (Plutarch);</li> <li>• The battles under Xerxes' leadership, and their effect on the states involved, in particular the effects of Thermopylae on Spartan leadership;</li> <li>• The foundation of the Delian League and its development;</li> <li>• The continued conflict down to the battle of Eurymedon and later battles;</li> <li>• The growth of Athenian and Spartan power in their respective circles, and the conflict between these two power groups;</li> <li>• The idea of being Greek, and the effects of the Persian Wars on this notion.</li> <li>• Medisers: effect on relations between Greeks?</li> </ul> <p><b>AO2</b><br/>Answers should consider carefully the notion that the Persians' attempt to expand their empire had an effect on the Greek world. They should question to what extent it is possible to draw a connection between the Persian wars and the relevant battles, and the developments which followed them in the Greek world (in particular the emergence of Athens as a key power). In considering this question they should also evaluate the sources which are used (Herodotus, Aeschylus, Diodorus and Plutarch in the main), and consider whether their perspectives affect the way in which these events are understood.</p> |  | <p>relevant sections of Herodotus, other written sources.</p> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent', the nature of the events considered and the connection between the events of the Persian wars and subsequent developments in Greek history. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the affects of the Persian Wars on subsequent Greek history;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
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| 5 | <p><b>AO1</b></p> <p>Answers should include factual details about the roles of individual Athenian and Spartan leaders in the starting of conflict. They may equally choose to look at the political systems in each state, and take a less individual-based approach. Both approaches are valid. 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"> <li>• 460-50s included?</li> <li>• The Thirty Years Peace and its significance;</li> <li>• The development of the Delian League into an Athenian Empire, and its significance for relations between Athens and Sparta;</li> <li>• Thucydides' statement that the true cause was Spartan fear of Athenian dominance cf Plutarch and Aristophanes on the Megarian decree;</li> <li>• The respective roles of Archidamus and Pericles in initiating the conflict of 432;</li> <li>• Archidamus' role in the burning of Attica (Thucydides);</li> <li>• The significance of Epidamnus, Corcyra and Potidaea in the development of hostilities between Athens and Sparta;</li> <li>• The roles of Brasidas and Cleon compared (Thucydides and Aristophanes);</li> <li>• Nicias' attempts to make peace, followed by his role in the Sicilian Expedition;</li> <li>• Reasons for the breakdown of the Peace of Nikias;</li> <li>• The actions of Alcibiades prior to, during and after the Sicilian Expedition (Thucydides and</li> </ul> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question 'The Athenians were more to blame for starting conflict than the Spartans.' To what extent is this a fair assessment?]</p> <p>answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about the roles of leaders in Athens and Sparta in initiating conflict;</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Thucydides, Plutarch and epigraphical evidence;</li> </ul> <p>Candidates who make mention of the helot revolt and the actions of Cimon should be rewarded, but this is not expected.</p> | <p><b>AO1 = 20</b></p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p> |
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|   | <p>Xenophon);</p> <ul style="list-style-type: none"> <li>• Roles of Gylippus, Demosthenes and Nicias in Sicily;</li> <li>• Theramenes and Lysander</li> <li>• The role of the Persians and relations between Lysander and Cyrus.</li> </ul> <p><b>AO2</b><br/>Answers should look critically at the roles of leaders in Athens in the context of the political system in that state (this might be contrasted with the system in Sparta or in other states). They should look specifically at their roles in making decisions, and in the execution of those decisions (in particular in the leading of expeditions).</p> <p>They should also critically evaluate the evidence, and consider whether the sources are giving an accurate picture of what is being considered. The notably Athenocentric nature of the evidence (Thucydides, Aristophanes and Xenophon) should be noted, and due weight given to their knowledge of the Spartan systems and individuals.</p> |    | <p>The evaluation in the answer should be focused on the issues raised by the implication in the question that Athenian leaders had particular significance. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the role of the leaders in each city into conflict, and also about the systems of government in each state;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
| 6 | <p><b>AO1</b><br/>Answers should include detailed knowledge of conflict during this period. Candidates are free in their responses to focus on particular elements, and examiners should not expect particular approach in this regard. Key sources for this answer would include sections of Thucydides, Plutarch, Xenophon, Aristophanes and epigraphical evidence. Examples which might be used include:</p> <ul style="list-style-type: none"> <li>• The backgrounds of Thucydides and Xenophon,</li> </ul>  | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [‘The sources fail to provide an adequate account of conflict during this period’ To what extent do you agree with this view?] answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge of the sources, including details of their backgrounds and what they say about conflict.</li> </ul>   | <p><b>AO1 = 20</b></p> <p>Level 5 18-20<br/>Level 4 14-17<br/>Level 3 9-13<br/>Level 2 5-8<br/>Level 1 0 – 4</p>   |

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|  | <p>and their relations with both Athens and Sparta;</p> <ul style="list-style-type: none"> <li>• Aristophanes and his perspective on Athenian society, as shown in plays such as the <i>Acharians</i>, <i>Peace</i> and <i>Lysistrata</i>;</li> <li>• Epigraphical evidence such as inscriptions on which demonstrate the nature of the Athenian Empire and its changing nature during the Peloponnesian War;</li> <li>• Archaeological evidence of the effects of the conflict between Athens and Sparta, as shown on the Acropolis in Athens (the Propylaea, in particular);</li> <li>• Thucydides on the causes of the conflict between Athens and Sparta throughout the period; issues with the period 460-432</li> <li>• Thucydides on the plague in Athens;</li> <li>• The developing nature of the conflict between Athens and Sparta, and the effects on the government in each state (e.g. 460-446 BC?, Mytilene Debate, Plataea, Melian Dialogue);</li> <li>• The Sicilian Expedition and its aftermath as shown by Thucydides and Plutarch, <i>Nicias</i>;</li> <li>• Xenophon and Aristophanes on the final decade of the conflict between Athens and Sparta.</li> </ul> <p><b>AO2</b><br/>For 'adequate' answers should give careful consideration to whether the sources are influenced by their background, and whether the perspective of these sources affect our understanding of conflict. Areas to consider might include the depiction of the Assembly in Athens in Thucydides, Aristophanes and Plato, the effects of conflict in the plague, the nature</p> |  | <ul style="list-style-type: none"> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Thucydides, Aristophanes, and epigraphical evidence, combined with knowledge of later sources such as Plutarch and Aristotle.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question in relation to the nature of the sources, and the effects of their backgrounds on their historical perspective. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the nature of</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
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|   | of the conflict itself and its course, especially in relation to the Peace of Nicias and the debates surrounding the Sicilian Expedition. Candidates might also consider the Athenocentric nature of the evidence.   |    | <p>conflict during this period;</p> <ul style="list-style-type: none"> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul>   |  |
| 7 | <p><b>A01</b></p> <p>Answers should give details of episodes from Thucydides which help us to understand effects of changes in leadership and conflict during this period. They might also choose to use other sources such as Aristophanes, Aristotle and Plutarch. Examples of leadership and conflict which might be chosen include:</p> <ul style="list-style-type: none"> <li>• Spartans? Archidamus' influence on Spartan policy;</li> <li>• Cimon/Ephialtes/Pericles 460-446 BC</li> <li>• Pericles as a leader as presented by both Thucydides and Plutarch;</li> <li>• Pericles' policies in the opening years of the conflict with Sparta, including only fighting Sparta's allies and the retreat into Athens and the plague;</li> <li>• Thucydides' comments on the change in leadership after Pericles;</li> <li>• The role of Cleon at Sphacteria, as presented by both Thucydides and Aristophanes;</li> <li>• Cleon and Brasidas and events at Amphipolis, as presented by Thucydides;</li> <li>• Cleon as presented by Aristophanes in <i>Wasps</i> and <i>Knights</i></li> </ul> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [How significant were the effects of changes of leadership in Athens on conflict in the Greek world?] answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about what Thucydides and other sources tell us about leadership and the course of the conflicts during this period;</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Thucydides and Xenophon, as well as other sources, such as Aristophanes;</li> </ul> | <p><b>A01 = 20</b></p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p> |

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|         | <ul style="list-style-type: none"> <li>• Nicias: the peace of Nicias and his role both prior to and during the Sicilian Expedition;</li> <li>• The role of Demosthenes, Lamachus in Sicily;</li> <li>• The leadership of Alcibiades, and his character as presented by Thucydides and Plato;</li> <li>• Oligarchic revolutions: 411 BC, 404 BC?</li> <li>• Alcibiades, Theramenes and the changing scene in Athens at the end of the conflict (Xenophon);</li> <li>• Lysander and his influence on Spartan policy?</li> </ul> <p><b>AO2</b><br/>Answers should include a clear analysis of the extent to which changes in leadership led to a change in the direction of the conflicts during this period. They should also evaluate the extent to which we can assess this, based on the evidence available, and analyse to what extent Thucydides in particular is presenting evidence to fulfil his own argument. The nature of the sources should be considered, in particular Aristophanes as a comic playwright, and Thucydides and Xenophon as historians and military leaders in their own right.</p> |  | <p>The evaluation in the answer should be focused on the issues raised by the question of 'to what extent' changes in leadership led to changes in direction in the conflicts during this period. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about what and how much is known about leadership and conflict in this period, and the nature of the sources on this topic;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <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 | 26-30 | Level 4 | 20-25 | Level 3 | 14-19 | Level 2 | 6-13 | Level 1 | 0 – 5 |
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| Level 4 | 20-25   |  |   |   |         |       |         |       |         |       |         |      |         |       |
| Level 3 | 14-19   |  |   |   |         |       |         |       |         |       |         |      |         |       |
| Level 2 | 6-13  |  |   |   |         |       |         |       |         |       |         |      |         |       |
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| 8 | <p><b>AO1</b></p> <p>Answers should include specific details of the different political ideologies at the time in Greece and the various conflicts during this period, in particular those between Athens and Sparta. 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"> <li>• The different political ideologies operating in the Greek world at this time with particular reference to democracy and oligarchy, as shown by states such as Athens, Corinth, Sparta and Thebes;</li> <li>• Thucydides on the causes of the Peloponnesian War, in particular the idea of Spartan fear of growing Athenian power being the true cause of conflict;</li> <li>• The role of Corinth in the developing hostilities between Athens and Sparta, and the significance of trade;</li> <li>• The disputes over Epidamnus, Corcyra and Potidea as described by Thucydides;</li> <li>• Stasis as discussed by Thucydides in his treatment of Corcyra;</li> <li>• epigraphic evidence for the interference of Athens in the running of other states;</li> <li>• Thebes during this period and its relationships with Athens and Sparta, including the destruction of Plataea;</li> <li>• The role of key individuals throughout the period in promoting or destroying the hopes of peace. These might include: Archidamus, Pericles,</li> </ul> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['Differing political ideologies made continual conflict between Greek states inevitable.' To what extent is this a fair assessment?]</p> <p>answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about what the sources tell us about differing political ideologies at the time, and their significance in the inter-state relations;</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant sections of Thucydides and Xenophon, as well as other sources, such as Aristophanes;</li> </ul> | <p><b>AO1 = 20</b></p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0 – 4</p> |
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|         | <p>Cleon, Brasidas, Alcibiades, Nicias, Lysander, Theramenes and others;</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Civil war in Corcyra;</li> <li>• Thucydides’ accounts of the Mytilene and Melian Debates; Archidamus’ speech in debate at Sparta? Funeral Oration?</li> <li>• The events in Melos;</li> <li>• The effects of the conflict between Greece and Persian on political alliances within the Greek world, in particular the Delian League/Athenian Empire and the Peloponnesian League.</li> </ul> <p><b>AO2</b><br/>Answers should focus on the question of whether the differing political ideologies were in cause for continuing conflict. The best answer will not only consider whether these ideologies led to conflict in the first place, but also to what extent the continual nature of that conflict can be related to the differing political ideologies or whether there were other factors at play (such as trade). Answers should also include a clear evaluation of the sources which have been chosen, and use this to support their arguments.</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 the differing political ideologies and the continual nature of conflict between states during this period. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the differing political ideologies and their effects on conflict, in particular whether they made continual conflict inevitable;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <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 | 26-30 | Level 4 | 20-25 | Level 3 | 14-19 | Level 2 | 6-13 | Level 1 | 0 – 5 |
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| Level 4 | 20-25  |  |   |   |         |       |         |       |         |       |         |      |         |       |
| Level 3 | 14-19  |  |   |   |         |       |         |       |         |       |         |      |         |       |
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| <p>9</p> | <p><b>A01</b><br/>                 Answers should include specific factual details about the change in the intellectual climate during this period. Candidates may choose to look at the causes of this change and/or the nature of the change – both approaches should be accepted. They should support their answers with reference to specific individuals, and the development of the intellectual climate in Athens as a result of the influence of these individuals. Areas for consideration might include:</p> <ul style="list-style-type: none"> <li>- The nature of the sources, and their perspectives: Plato, Xenophon, Aristophanes, Thucydides, Gorgias and Aristotle;</li> <li>- The evidence for sophistic influence on tragedy, in particular plays such as Euripides’ <i>Medea</i>, and Sophocles’ <i>Oedipus</i>;</li> <li>- Aristophanes’ presentation of Socrates in <i>Clouds</i>, including the nature of the questioning, the inquiries in which he was engaged, and the idea of training in rhetoric;</li> <li>- Thucydides’ presentation of the change of leadership in Athens, and the possible connections with the sophists;</li> <li>- Plutarch on Pericles and the sophists;</li> <li>- The teachings of men like Anaxagoras, Gorgias, Prodicus and Socrates as presented by Plato;</li> </ul> <p><b>A02</b><br/>                 Answers should focus on the question of ‘how far’ the sources give an adequate picture, and what adequate might mean in this context. They should include an evaluation of the sources chosen by the candidate,</p> | <p>20</p> | <p>Marking grids to be used for response to the specific question. In response to the question [How far do the sources give an adequate explanation of the change in the intellectual climate in Athens during this period?] answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence for the change in the intellectual climate in Athens during this period;</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3;</li> <li>- Detailed knowledge of the relevant sections of Aristophanes, Plato and Xenophon.</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question ‘how far’, and what is meant by ‘an adequate account’ of the change in the intellectual climate. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough</li> </ul> | <p><b>AO1 = 20</b></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><b>AO2 = 30</b></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 |
| 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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|---------|--|----|--|---|---------|-------|---------|-------|---------|------|---------|-----|---------|-------|
|         | and consider whether these sources distort the picture. Candidates might, for example, look at the influence of Plato on our understanding of the sophists and their effect on the intellectual climate, whilst contrasting with the presentation of Socrates. Others might look further afield and look at the wider evidence for sophistic influence, and consider the difficulties in assessing this evidence.  |    | analysis/balanced argument about the nature of the intellectual climate and the sources about it;<br><br>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.  |   |         |       |         |       |         |      |         |     |         |       |
| 10      | <p><b>A01</b><br/>Details of the roles and contribution to Athenian society made by both slaves and metics should be included in the answer. The stronger answers should include specific examples from the sources rather than generalities about the roles of each. Examples which might be effectively used include:</p> <ul style="list-style-type: none"> <li>• Details of the roles and positions of both slaves and metics as contrasted with citizens;</li> <li>• The <i>Old Oligarch</i> on slaves and metics, and the challenges of differentiating them from Athenian citizens;</li> <li>• Lysias as a metic, and his role in Athenian society in writing speeches;</li> <li>• Plato's depiction of Polemarchus in <i>Republic</i> 1;</li> <li>• Examples of non-Athenian sophists such as Prodiccus, Anaxagoras and Gorgias, and their contribution to Athenian society;</li> <li>• Plutarch on the building programme, with citizens and non-citizens working together;</li> <li>• Thucydides' version of Pericles' Funeral Oration, and the idea of Athens as an open city;</li> <li>• Roles of metics in religious festivals (e.g. Panathenaia or Great Dionysia) contrasted with Athenian only festivals such as the Lenaea; liturgies?</li> </ul> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question ['Metics and slaves had very few opportunities to contribute to Athenian society.' To what extent do the sources support this view?] answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge about the roles of both metics and slaves within Athenian society;</li> <li>- Knowledge of relevant literary sources, in particular Euripides, <i>Old Oligarch</i>, Plato and archaeological evidence;</li> <li>- Partial coverage for level 3.</li> </ul> | <p><b>AO1 = 20</b></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> | Level 5 | 18-20 | Level 4 | 14-17 | Level 3 | 9-13 | Level 2 | 5-8 | Level 1 | 0 – 4 |
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| Level 3 | 9-13   |    |  |   |         |       |         |       |         |      |         |     |         |       |
| Level 2 | 5-8  |    |  |   |         |       |         |       |         |      |         |     |         |       |
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|    | <ul style="list-style-type: none"> <li>• Plutarch, <i>Nicias</i> on the treatment of slaves at Laurion, and related archaeological evidence;</li> <li>• Plato's description of the slave-boy in <i>Meno</i>;</li> <li>• Aristophanes' depiction of slaves at the beginning of <i>Wasps</i>;</li> <li>• Evidence from pottery of the roles performed by slaves;</li> </ul> <p><b>AO2</b><br/>Answers should evaluate the sources which have been chosen, and consider the rather thin nature of the evidence in relation to these sections of Athenian society. They should also note the difficulty of interpreting much of the evidence, which comes, in the main, from people who were not in these groups, and even actively opposed to these groups. In particular, the challenges of finding and interpreting evidence about slaves should be considered.</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 roles accorded to both metics and slaves in Athenian society. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the roles of metics and slaves in Athenian society;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/>Level 4 20-25<br/>Level 3 14-19<br/>Level 2 6-13<br/>Level 1 0 – 5</p> |
| 11 | <p><b>AO1</b><br/>Answers should include a range of details about the plays which were performed during this period. They should include elements from comedy and elements from tragedy, but the balance of this should be determined by the candidate's argument. The examples which follow are given by way of illustration:</p> <ul style="list-style-type: none"> <li>• Sophocles' <i>Antigone</i> as a tragedy and the</li> </ul>   | 20 | <p>Marking grids to be used for response to the specific question. In response to the question 'You either had to laugh or cry.' To what extent is this a valid assessment of the presentation of Greek society in Athenian drama?], answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about a selection of</li> </ul>   | <p><b>AO1 = 20</b></p> <p>Level 5 18-20<br/>Level 4 14-17<br/>Level 3 9-13<br/>Level 2 5-8<br/>Level 1 0 – 4</p>   |

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|         | <p>debate within it about law;</p> <ul style="list-style-type: none"> <li>• Sophocles' <i>Oedipus</i> and the events which befall its lead character and those around him;</li> <li>• Phrynicus' <i>Capture of Miletus</i> and the reaction of the Athenian audience (Herodotus); outside period?</li> <li>• Euripides' <i>Trojan Women</i> and the depiction of the effects of war on people;</li> <li>• Euripides' <i>Medea</i> and the effects of an individual's actions;</li> <li>• Aristophanes' <i>Clouds</i> and the nature of the sophists;</li> <li>• Aristophanes' plays dealing with peace, including <i>Acharnians</i>, <i>Peace</i> and <i>Lysistrata</i> and the comic way in which serious events, concerning all of Greece, are presented;</li> <li>• Aristophanes' <i>Knights</i> and <i>Wasps</i> and the issues presented which relate directly to contemporary Athenian society in each.</li> </ul> <p><b>AO2</b><br/>Answers should focus on the content of an appropriate selection of plays. They should look at both the events of the plays, considering whether they were designed to make the audience laugh or cry, and look at their depiction of the society within which they are set. The most astute answers might note that there are other purposes, especially for tragedy, and that the Herodotus' narrative on Phrynicus suggests that tragedy was not intended to make people cry, thereby challenging the assertion. Answers might also note the painful nature of many of the events referred to in comedy, and the setting of many tragedies away from Athens, which might alter the audience' perspective on the events portrayed.</p> |  | <p>plays which were performed in Athens and their content;</p> <ul style="list-style-type: none"> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of the relevant archaeological and literary sources;</li> </ul> <p>The evaluation in the answer should be focused on the issues raised by the question 'to what extent' in relation to the assertion about Athenian drama. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand the content of the plays, and their depiction of Greek society;</li> <li>- Level 3 answers should</li> </ul> | <p><b>AO2 = 30</b></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 | 26-30 | Level 4 | 20-25 | Level 3 | 14-19 | Level 2 | 6-13 | Level 1 | 0 – 5 |
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| Level 4 | 20-25  |  |  |   |         |       |         |       |         |       |         |      |         |       |
| Level 3 | 14-19  |  |  |   |         |       |         |       |         |       |         |      |         |       |
| Level 2 | 6-13   |  |  |   |         |       |         |       |         |       |         |      |         |       |
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|    |  |    | present some attempt at interpretation and evaluation of the sources in the terms outlined above.  |  |
| 12 | <p><b>AO1</b><br/>Answers should include factual detail about the buildings built during this period in Athens and the surrounding territory. Answers should demonstrate knowledge of the religious culture and activities at the time, and how the buildings of this period related to this. Details which are relevant might include:</p> <ul style="list-style-type: none"> <li>• The role of the gods in Athenian society, and in particular Athena as the patron goddess of Athens and the significance of Poseidon for Athens;</li> <li>• The role of the buildings on the Acropolis in the Great Panathenaia;</li> <li>• The depiction of the Panathenaic procession on the frieze of the Parthenon;</li> <li>• The pedimental sculpture on the Parthenon, and the significance of the two myths depicted;</li> <li>• Buildings in other parts of Athens, in particular the Hephaesteion and the developments in the agora;</li> <li>• Buildings outside Athens, including Sounion and the developments in other parts of Attica.</li> <li>• Eleusis?</li> <li>• Knowledge of the Great Dionysia and Great Panathenaia (and other festivals) should be credited.</li> </ul> <p><b>AO2</b><br/>Answers should consider the extent to which these buildings had a role in the religious lives of the people of Athens. Of necessity, candidates may choose to</p> | 20 | <p>Marking grids to be used for response to the specific question. In response to the question [To what extent did the architecture of this period contribute to the religious life of the people of Athens?], answers should provide:</p> <ul style="list-style-type: none"> <li>- Specific factual knowledge and evidence about the buildings and their religious context;</li> <li>- Detailed knowledge of the period</li> <li>- Partial coverage for level 3</li> <li>- Detailed knowledge of relevant sources which will include the buildings themselves (Parthenon, Athena Nike, Erechtheion, Hephaesteion, Sounion), Thucydides, Plato, Euripides and Aristophanes, as well as Plutarch.</li> <li>- Knowledge of the religious festivals of the period should also be credited.</li> </ul> <p>Details of non-religious buildings (such as the political buildings in the agora) should be credited if it is relevant to the candidate's argument.</p> <p>The evaluation in the answer should be focused on the issues raised by the question</p> | <p><b>AO1 = 20</b></p> <p>Level 5 18-20<br/>Level 4 14-17<br/>Level 3 9-13<br/>Level 2 5-8<br/>Level 1 0 – 4</p> |

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| <p>focus on one area or set of buildings. The approach may be more focused on one side of the question or the other, but there should be a clear link drawn between the buildings and the religious life of the people in Athens. Areas which might be considered include the function of the buildings in the various festivals, and the extent to which we can hope to understand these – in particular the evaluation of the Parthenon frieze should be thorough. Candidates might also consider the meaning of the term ‘religious life’ and the extent to which much of people’s religious activities would have continued without these buildings. Candidates might choose to argue that the buildings had influence on other spheres of life – especially political – this should be rewarded in line with the marking grids, but examiners should ensure that the content and argument are relevant to the question set.</p> |  | <p>‘how far’, and the idea that the context is all important to understanding the religious role of the buildings, and the nature of religious life in Athens. Answers should include:</p> <ul style="list-style-type: none"> <li>- A thorough analysis/balanced argument about the nature of the sources and our ability to know about/understand these buildings in their religious context;</li> <li>- Level 3 answers should present some attempt at interpretation and evaluation of the sources in the terms outlined above.</li> </ul> | <p><b>AO2 = 30</b></p> <p>Level 5 26-30<br/> Level 4 20-25<br/> Level 3 14-19<br/> Level 2 6-13<br/> Level 1 0 – 5</p> |
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## APPENDIX 1: A2 Ancient History marking Grids

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

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