

GCE

Classics: Ancient History

Unit **F391**: Roman History from original sources

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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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MARK SCHEME

Option 1: Athenian Democracy in the 5th century BC.

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
1a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> family ambition (the reference to Cleisthenes' grandfather); the support of the common people of Athens; the importance of names for tribes; the importance of local groups (and perhaps the breaking-up of rival power-bases); the rejection of tyranny, political control by individuals; restoration of the laws of Solon; desire for personal power; desire for increased democracy. 	[10]	<p>What do these passages tell us about the reasons for political change in Athens?</p> <p>For higher bands, candidates should deal with both passages.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
1b	<p>A01</p> <p>Answers should include at least some sources which relate to competition between political figures in Athens. Sources may include:</p> <ul style="list-style-type: none"> <i>Aristophanes Acharnians, Knights, Wasps</i>; <i>Constitution of the Athenians</i>; The Old Oligarch; Plato; Plutarch, <i>Nicias</i>; Thucydides, <i>Funeral Oration, Pylos debate</i> Xenophon <i>History of Greece</i>. 	[20]	<p>What can we learn from other sources about competition between political leaders in Athens?</p> <p>Answers should not include discussion of the specific passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to illustrate examples of competition between political leaders. Credit discussions of specific examples (such as Pericles and Ephialtes, or Cleon), and reward appropriately candidates who show a good understanding of the sources as a whole (e.g. the underlying attitude of the Old</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>Candidates may focus on specific individuals such as Pericles (member of the wealthy Alcmaeonidae, lengthy public career going back to being <i>choregos</i> for Aeschylus' <i>Persians</i>, considerable involvement in politics from the 460s onwards) and Cleon (wealthy family background, but not aristocratic, tanner by profession, politician who courted popularity). Credit also discussion of the relationship between aristocracy and <i>demos</i>; the use of ostracism.</p> <p>A02 Answers should interpret the evidence presented in the chosen examples about the competition between political leaders, and consider the nature of the source (e.g. comedy, political pamphlet). Credit awareness of bias in sources such as Thucydides, Aristophanes and the Old Oligarch.</p>		<p>Oligarch) and the changes later in the period (after the death of Pericles).</p> <p>Credit evaluation where it occurs.</p> <p>Credit use of Plutarch, <i>Pericles</i> on the arguments over the Periclean building programme; also Thucydides' account of the debate before the Sicilian expedition.</p>	<p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
1c	<p>A01 Answers may include:</p> <ul style="list-style-type: none"> • the use of ostracism against the relatives of the tyrants and others; • the domination of Athenian politics by Pericles from the 460s onwards (credit knowledge of the fine mentioned by Thucydides); • the career of Cleon; • the discussion of the importance of the poor in the Old Oligarch; • bribery mentioned by Old Oligarch; 	[25]	<p>On the basis of these passages and other sources you have studied, to what extent did the democratic system enable the Athenians to control powerful individuals?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to show how the democracy controlled individuals.</p> <p>Credit discussion of further examples drawn from Thucydides, such as the Pylos debate, the Mutilation of the</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Levels of Response	
	<ul style="list-style-type: none"> • the Trial of the Generals as presented by Xenophon • lawcourts, <i>graphe paranomon</i>. <p>Answers may include discussion of the significance of the changes in leadership after Pericles (as noted by Thucydides 2.65), the debates about strategy in the Archidamian War, and the trial of the generals after Arginousae.</p> <p>Sources may include:</p> <ul style="list-style-type: none"> • Aristophanes <i>Knights, Wasps</i>; • <i>Constitution of the Athenians</i>; • The Old Oligarch; • Thucydides (e.g. the <i>Funeral Speech</i>); • Plutarch, <i>Life of Nicias</i> (e.g. the ostracism of Hyperbolus); • Xenophon <i>History of Greece</i>. <p>A02</p> <p>Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 		<p>Hermae, the recall of Alcibiades from Sicily and the in-fighting in Athens in the later stages of the Peloponnesian War (continued also in Xenophon). Credit also discussion of <i>euthynai</i> and <i>dokimasia</i>, and the lawcourts more generally, and also the evidence of inscriptions for the enforcement of policy.</p> <p>Credit discussion of the effectiveness of control.</p> <p>Credit discussion of the context of the Old Oligarch and the attitude towards the leaders of the democracy found there.</p>	<p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
2a	<p>A01</p> <p>Answer might include;</p> <ul style="list-style-type: none"> Athenian political life is different from neighbouring states; democracy means that power is in the hands of everyone not a few; there is equality before the law; public offices are decided on merit; anyone can participate, even if he is poor; Athenians are free and open and tolerant of each other; Athenians respect the laws, both written and unwritten; Athenians respect those they put in authority. 	[10]	<p>What does this passage tell us about political life in Athens?</p> <p>The focus should be on details from the passage that relate to the nature of political life.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
2b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> Aristophanes <i>Knights, Wasps, Acharnians</i>; Thucydides <i>Pylos debate, Funeral Speech</i>; The Old Oligarch; Xenophon <i>Recollections</i> 3.7.6 Plutarch, <i>Nicias</i> 11.1-6 Xenophon, <i>History of Greece</i> <p>Credit discussion of attendance at the assembly and lawcourts</p> <p>A02</p> <p>Answers should interpret the evidence presented in the chosen examples and bring out the key features relating to participation by the poor.</p>	[20]	<p>What can we learn from other sources about the participation of the Athenian poor in the democracy?</p> <p>Answers should not include discussion of the passage on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to illustrate participation in the democracy.</p> <p>Credit discussion of other examples from Thucydides, such as the debate before the Sicilian expedition, and his comment at 8.97 in praise of the 5000 in 411 BC.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
2c	<p>A01 Answers may include:</p> <ul style="list-style-type: none"> Herodotus' account of Cleisthenes, including his relationship with Isagoras and his initial development of democracy after taking the people into his party; the limited control exercised by political leaders demonstrated in the Pylos debate (and elsewhere in Thucydides (even 2.65)); the influence exerted on the law courts by Cleon (Aristophanes' <i>Wasps</i>); the restrictions on the freedom of the Assembly to act (e.g. Aristophanes' <i>Acharnians</i>); limited popular participation (e.g. Aristophanes' <i>Acharnians</i>); the nature of leadership in the assembly (e.g. Aristophanes' <i>Knights</i>) the reactions of the assembly in the trial of the generals in Xenophon; the evidence of the Old Oligarch on the importance of the 'naval mob', and the importance of the poor in decision-making. <p>A02 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence; address 'how far'. 	[25]	<p>On the basis of this passage and other sources you have studied, how far do you agree that power in Athens was 'in the hands not of a minority but of the whole people' (line 4)?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail to illustrate the power held by the people in Athens.</p> <p>Credit attempts to define 'whole people' in question.</p> <p>Candidates may argue either in favour of the quotation or against.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
3	<p>A01 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Herodotus on Cleisthenes; • Thucydides (the Funeral Speech, his comments on Pericles), the Pylos debate; • the Old Oligarch; • Aristophanes <i>Acharnians</i>, <i>Knights</i>, <i>Clouds</i> • Plutarch, <i>Nicias</i>. <p>Answer might include;</p> <ul style="list-style-type: none"> • the positive presentation of democracy by Herodotus; • Thucydides' positive presentation of the democracy under Pericles, contrasted with his less positive views on his successors such as Cleon and his critical stance towards the role of the people; • the negative portrayal of the democracy in Aristophanes' plays, especially his attitude towards Cleon; • the negative portrayal of the democracy by the Old Oligarch. <p>A02 Answers should evaluate the evidence presented in the chosen examples and analyse the attitudes towards the democratic system and to individual leaders such as Pericles and Cleon.</p>	[45]	<p>To what extent are the sources you have studied hostile to Athenian democracy?</p> <p>Credit use of Herodotus, 5.78 where he praises the growing self-belief of Athens after the expulsion of the tyrants and Cleomenes.</p> <p>Credit use of other sections of Thucydides such as the Mytilene debate, and his comments at 8.97.</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 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
4	<p>A01 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> the Old Oligarch; Aristophanes <i>Knights</i>, <i>Wasps</i>, <i>Acharnians</i>; Thucydides; the trial of the generals (Xenophon). <p>Credit relevant detail for the roles of other democratic institutions, such as the Assembly, <i>Boule</i> or courts, and also the roles of non-elected individuals such as demagogues (e.g. Cleon in the Pylos debate).</p> <p>Answer might include;</p> <ul style="list-style-type: none"> the roles of the magistrates (archons) in the law courts and in religious matters; the role of the generals as executive officers of the assembly; the role of generals as leaders of the Athenian army. <p>A02 Answers should evaluate the evidence presented in the chosen examples and show to what extent we can judge the importance of magistrates and generals in the Athenian democracy.</p>	[45]	<p>How important were the magistrates and generals in the Athenian democratic system?</p> <p>Credit discussion of specific examples drawn from the sources.</p> <p>Credit understanding of our limited evidence for the details of what magistrates and generals actually did.</p> <p>Credit discussion of other sources outside the specification.</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 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Option 2: Delian league to Athenian Empire

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
5a	<p>A01</p> <p>Answers might include;</p> <ul style="list-style-type: none"> • Pausanias and other Spartan leaders were harsh and tiresome to the allies; • Aristeides and Cimon showed themselves more considerate; • this kindness and diplomacy undermined the Spartans; • Pausanias was greedy and harsh; • Pausanias had a short temper and punished his troops; • the Spartans got preferential treatment over supplies; • Pausanias did not listen to complaints; • these things turned the allies against the Spartans. 	[10]	<p>What does this passage tell us about why some Greek states became dissatisfied with Spartan leadership after the Persian War?</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
5b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Thucydides (1.96-100) • Aristotle <i>Constitution of the Athenians</i> 23.4-5; • Plutarch <i>Aristeides</i> 24.1-5. <p>Credit discussion of the successful actions by the Delian League, including:</p> <ul style="list-style-type: none"> • Eion; • Scyros; • Carystus; • Naxos. <p>The focus of the discussion should be on 'effectiveness'.</p>	[20]	<p>What can we learn from other sources about how effectively the Delian League was led until the Battle of Eurymedon?</p> <p>Answers should not include discussion of the passage on the paper.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	A02 Answers should interpret the evidence presented in the chosen examples and discuss the effectiveness of Athenian leadership, including both the success against external threats and the gradual loss of independence of some of the allies.		Credit evaluation where it occurs.	AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
5c	A01 Answers should include some specific examples which can be used to show how the relationship between Athens and her allies developed; these may be taken from any point from 478-446 BC. Answers may include: <ul style="list-style-type: none"> relationship between Athens and her allies at the inception of the Delian League (based on Thucydides and Plutarch, <i>Aristeides</i>); examples of Athenian actions towards allies in the early years of the Delian League, such as at Carystus, Skyros, Naxos (based on Thucydides); later actions such as the responses to the revolts of states (e.g. Khalkis decree); more positive aspects such as the Methone decree (even though this is later than the period specified in the question); the events leading up to the Thirty Years Peace (446 BC), including the revolts of important allies such as Euboia; events involving other states including Sparta, Corinth and Persia (and others). 	[25]	On the basis of this passage and other sources you have studied, to what extent did the Athenians continue to treat other states with 'kindness and diplomacy' (lines 6-7) down to the Thirty Years Peace (446 BC)? Credit understanding of the period after the transfer of the Delian League treasury to Athens in 454 BC, based on the evidence of ATL, and the use of <i>proxenoi</i> and cleruchies during this period. Credit use of sources even when these refer to a later period, particularly Thucydides, Plutarch, Aristophanes and the Old Oligarch.	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 15

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<p>A02</p> <p>Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence; address 'to what extent'. 			<p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
6a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> the Athenians gave direct instructions to magistrates in the city to set up what had been decided in Athens; the <i>epistatai</i> are evidence of direct Athenian oversight of what happened in the cities; if the cities don't set up the instructions, the Athenians will ensure that it is done; members of the <i>boule</i> are expected to maintain oversight of compliance with the decree in subsequent years, with penalties for disobedience; the Athenian navy made it very difficult for allied states to act freely, as there was always the potential for blockade; the Athenian navy was stronger both in numerical terms and also in skill; 	[10]	<p>What do these passages tell us about Athenian imperialism?</p> <p>For higher bands, candidates should deal with both passages.</p> <p>Credit understanding of the context of these passages.</p> <p>Credit an appropriate selection of material from both passages for full marks – candidates do not need to address all issues listed in the mark scheme.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<ul style="list-style-type: none"> the Athenians could also draw on other allied contingents (here Chios and Lesbos); the terms of surrender included removing walls, giving hostages, handing over ships and paying reparations; allied cities thus became subjects. 			
6b	<p>A01 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <i>Aristophanes Birds</i>; The Old Oligarch; Thucydides (e.g. the Pentekontaeteia, the Mytilene debate); inscriptions such as the Khalkis decree Melian Dialogue. <p>Credit discussion of specific examples, where the allies react to Athenian aggression, such as revolts from the Delian League (e.g. Naxos), especially where there is specific Athenian interest at stake (e.g. Thasos). Candidates may also focus on examples where we know something about the reasons for the allied reaction (e.g. Potidaea).</p> <p>A02 Answers should interpret the evidence presented in the chosen examples.</p>	[20]	<p>What can we learn from other sources about how other states responded to Athenian aggression?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, about the reactions of allied states to Athenian aggression. These can be drawn from the entire period studied</p> <p>Credit use of other sources such as Plutarch <i>Cimon</i> and other passages of Thucydides.</p> <p>Credit awareness of the limited sources for the views of allies.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	Levels of Response
6c	<p>Indicative Content</p> <p>A01 Answers may include:</p> <ul style="list-style-type: none"> a range of sources such as Thucydides (the Pentekontaeteia, the Mytilene debate), the Old Oligarch, Aristophanes (<i>Birds</i>) and inscriptional evidence (Khalkis, Methone and others); examples where the Athenians seem to have had good relations with their allies, for example at the start of the Delian League, or where individual allies such as Methone benefitted (or in this case Miletus); examples where Athens did become more severe, such as Naxos and Thasos early on, or the imposition of cleruchies later in the period (e.g. on Khalkis); or later during the Peloponnesian War, the proposed punishment of Mytilene or the treatment of Melos. <p>A02 Answers should:</p> <ul style="list-style-type: none"> address 'to what extent' directly in the answer; evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	[25]	<p>On the basis of these passages and other sources you have studied, to what extent did the Athenians become increasingly harsh towards other states?</p> <p>Credit discussion of particular examples drawn from outside the specified sources (e.g. evidence for changes in the tribute collection as shown in ATL and other inscriptions).</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
7	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • inscriptional evidence (such as the Khalkis, Methone, Kleinias and Standards decrees) – there is material here to argue either side of the question; • Thucydides (such as the Pentekontaeteia, the Mytilene debate, the Melian dialogue); • Plutarch <i>Lives of Aristides, Perikles</i>; • the Old Oligarch. <p>Answer might include:</p> <ul style="list-style-type: none"> • information about tribute and its impact on the development of the Delian League; • discussion of specific incidents from different periods in the Delian League/Athenian Empire, with appropriate discussion (e.g. Naxos, Thasos, Samos, Mytilene); • the role of those allies who supported Athens at different points (e.g. Chios and Lesbos during the Samian revolt; the allied contingents in the Sicilian expedition); • discussion of the extent to which domination is the right word to use for the Athenian position. 	[45]	<p>‘The payment of tribute to Athens by the allied states made Athenian domination of the Delian League inevitable.’ To what extent do you agree?</p> <p>Reward judicious evaluation of the potential bias in Thucydides’ account, and credit discussion of the limited context for many inscriptions.</p> <p>Credit discussion of particular examples drawn from outside the specified sources (such as ATL or the Thoudippos decree) or in other parts of Thucydides’ account.</p> <p>Credit discussion of the significance of the moving of the Delian League treasury from Delos to Athens.</p>	<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	Levels of Response
	Indicative Content			
	A02 Answers should evaluate the evidence presented in the chosen examples and focus on the use of the term 'domination', together with the benefits that Delian League members gained from the Empire. There should be some explicit discussion of 'to what extent'.			AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5
8	A01 Answers should include at least some sources. Sources may include: <ul style="list-style-type: none"> • inscriptional evidence, such as the Khalkis decree, Methone decree, Kleinias decree, Standards decree; • Plutarch, <i>Perikles</i>; • Thucydides (his accounts of the origin of the Delian League and its subsequent development, revolts and any insight provided into the impact on other Greek states); • the Old Oligarch. <p>Answer might include:</p> <ul style="list-style-type: none"> • the largely positive accounts of the origins of the Delian League; • the negative reactions of Naxos and Thasos; • the continuing of the war against Persia down to the defeat in Egypt; • the revolts in the 450s and before 446 BC; • the revolt of Samos and the outbreak of the Peloponnesian War; • 	[45]	To what extent do the sources help us understand the changing relationship between Athens and her allies? Credit discussion of the relationship from a variety of perspectives: students may note the limited evidence available to us for the views of the allies. Credit discussion of the period of the Peloponnesian War, including the punishment of Scione and the Melian dialogue (as revealing Athenian imperialism). Credit discussion of the problems using the surviving epigraphic evidence: the incompleteness of the record and the uncertainty over dating	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			Levels of Response
	<ul style="list-style-type: none"> • the strains on the Athenian Empire as shown by the Mytilene debate and the Melian dialogue. <p>A02 Answers should evaluate the evidence presented in the chosen examples and assess the extent to which the sources allow us to make a reasonable judgment about the relationship, given the negative accounts we have from the Athenian side and the limited evidence we have for the allies' views. Credit discussion of the 'changing' relationship over time.</p>			<p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Option 3: Politics and Society of Ancient Sparta.

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
9a	<p>A01</p> <p>Answers might include:</p> <ul style="list-style-type: none"> the seer Megistias predicted death from the sacrifices; bad news was brought in by deserters and look-out men; Leonidas dismissed the others but kept the Spartans at their post; Herodotus' view is that he saw the poor spirits of the other contingents; it was a matter of honour for the Spartans to stay; the Spartans gained great honour; the Delphic oracle had prophesied that either the Spartans' city would be sacked or a king had to die the chorus focus on courage and the freedom of Greece; Spartan fearlessness brought fame. 	[10]	<p>What do these passages tell us about Thermopylae?</p> <p>For higher bands, candidates should deal with both passages.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
9b	<p>A01</p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> Herodotus 1.65-8, 7. 202-239 Plutarch, <i>Lycurgus</i> 24-6, 28; Thucydides, 1. 79-86; Tyrtaeus 10, 11, 12 Xenophon <i>Constitution of the Spartans</i> 4, 7, 9, 11, 13. <p>Credit awareness of the lack of contemporary non-Athenian sources as this makes it difficult to assess the limitations of our evidence.</p>	[20]	<p>What can we learn from other sources about the Spartans' reputation for courage in battle?</p> <p>Answers should not include discussion of the passages on the paper.</p> <p>Reward examples supported with evidence, and also understanding of the very limited surviving evidence.</p> <p>Credit use of sources outside the set element, such as Herodotus 9.62 (on Plataea); Plutarch, <i>Lycurgus</i> 16-8, 22;</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>A02 Answers should interpret the evidence presented in the chosen examples and assess what we can learn about the reputation of Sparta in battle.</p>		<p>Thucydides 1. 67ff (Corinthians' speech), 4. 37ff (Pylos); Xenophon <i>History of my times</i> I 1 23 (after Kyzicos); other poems of Tyrtaeus; the sayings of Spartan women.</p> <p>Credit evaluation where it occurs. Credit discussion of the value of Tyrtaeus and Xenophon as sources with a closer understanding of Sparta.</p>	<p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
9c	<p>A01 Answers may include:</p> <ul style="list-style-type: none"> • the withdrawal from the war against Persia after Pausanias; • her relationship with Argos; • the helot revolt in the 460s; • the first part of the Peloponnesian War down to 446 BC, and the failure to support the revolt of Athenian allies such as Euboea; • Spartan support for Samos in 440 BC; • the evidence for the attitude of the Corinthians; • the Peloponnesian War and Sparta's declared intent to liberate Greece; • the Peace of Nicias; • the role of Sparta in the final years of the war, especially the alliance with Persia (and its impact on the Ionian Greeks). 	[25]	<p>On the basis of these passages and other sources you have studied, to what extent did the Spartans live up to the reputation they gained at Thermopylae?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limited evidence available for Spartan activity in the fifth century.</p> <p>Credit discussion of examples from outside the specified sources, such as the surrender at Pylos in 424 BC (Thucydides Book 4) or the Battle on Mantinea in 418 BC (Thucydides Book 5); there may also be discussion of the Battle of Leuctra.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<p>Sources may include:</p> <ul style="list-style-type: none"> • Plutarch, <i>Lycurgus</i> • Xenophon, <i>Constitution of the Spartans</i> • Diodorus 11.50 • Thucydides, 1. 79-87 <p>A02 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence • address 'to what extent'. 		<p>Credit appropriate discussion of examples earlier than Thermopylae.</p>	<p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>
10a	<p>A01 Answers might include:</p> <ul style="list-style-type: none"> • the power and honour was decreed by Lycurgus; • the king and entourage are maintained at public expense; • the regimental commanders eat with the king; • 3 <i>homoioi</i> eat with them to ensure they focus on the campaign; • the king makes sacrifices to Zeus at the start and the campaign only gets under way if these are good; • there is another sacrifice at the border; • and further sacrifices before battle; 	[10]	<p>What does this passage tell us about the importance of Spartan kings on campaign?</p> <p>The focus should be on details from the passage that show the importance of the kings.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
	<ul style="list-style-type: none"> two ephors are present but do not get involved unless the king asks them to do so (though they do oversee everyone); the king issues the orders for the day. 			
10b	<p>A01 Sources may include:</p> <ul style="list-style-type: none"> Herodotus 5.39-40, 6.56-59, 7.204-6; Plutarch <i>Lycurgus</i> 6-7, 12; Thucydides 1. 79-87; Xenophon <i>Constitution of the Spartans</i> 8, 15. <p>Credit discussion ranging across a variety of duties, including domestic maintenance (e.g. of roads), politics (in the Assembly and <i>gerousia</i>), and religion.</p> <p>A02 Answers should interpret the evidence presented in the chosen examples and show how the sources reflect the unusual Spartan situation.</p>	[20]	<p>What can we learn from other sources about the duties of the kings in Sparta itself?</p> <p>Answers should not include discussion of the passage on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, which illustrate the roles of the kings in Sparta.</p> <p>Credit discussion of our limited evidence for what happens inside Sparta, and the extent to which the 'Spartan mirage' complicates this.</p> <p>Credit evaluation where it occurs.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	Levels of Response
	Indicative Content			
10c	<p>A01</p> <p>Answers may include:</p> <ul style="list-style-type: none"> the importance of the Spartan kings both in Sparta and on campaign; there may be detailed discussion of specific named individuals (such as Cleomenes, Leonidas, Anaxandrides, Archidamus); the importance of other elements of the constitution such as the ephors, the <i>gerousia</i> and the assembly. <p>There should be a selection of sources looking at the roles of individuals in Sparta: e.g.</p> <ul style="list-style-type: none"> Thucydides 1.79-87 Diodorus 11.50 Herodotus 5. 39-40, 6.56-9 Plutarch <i>Lycurgus</i> 6-7 Xenophon <i>Constitution of the Spartans</i> 8, 15 <p>A02</p> <p>Credit discussion of the importance of the individual king over time, in contrast to the changing membership of the ephorate and the limited role of the assembly.</p> <p>Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence address 'to what extent'. 	[25]	<p>On the basis of this passage and other sources you have studied, to what extent do you agree that the kings were the most important individuals in Sparta?</p> <p>Credit discussion of the limitations of our understanding of Spartan politics, especially given the traditions of secrecy.</p> <p>Credit discussions of brave individuals and Sparta's reputation for bravery.</p> <p>Credit discussion of other sources such as Plutarch <i>Lycurgus</i> 11, <i>Lysander</i>.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
	Indicative Content		Levels of Response	
11	<p>A01 Sources may include:</p> <ul style="list-style-type: none"> • Plutarch <i>Lycurgus</i> 28 • Herodotus 6.79-80, 7.229 (Eurytus); • Tyrtaeus 10-12; • Xenophon <i>Constitution of the Spartans</i> 14. <p>Answers might include:</p> <ul style="list-style-type: none"> • the limited evidence for the activities of the <i>perioikoi</i>; • the revolt of 462 BC and the impact of revolts on Spartan activity outside the Peloponnese; • the perception that Sparta was slow to go to war; • the positive contribution made by some <i>helots</i> and <i>perioikoi</i> in battle (at Plataea); • our lack of Spartan sources. <p>A02 Answers should evaluate the evidence presented in the chosen examples and show to what extent we can rely on the evidence of our sources for what happened in Sparta itself.</p> <p>Credit discussion of the increasing importance of both groups as Spartan numbers declined during the fifth century.</p> <p>Credit discussion of the limited information in Xenophon.</p>	[45]	<p>To what extent do you agree that the <i>perioikoi</i> and the <i>helots</i> prevented the Spartans from dominating the Greek world?</p> <p>Credit use of sources outside the specified list: e.g. Tyrtaeus 6, Herodotus 7 234, 9.10 (Plataea), 9.85 (helot grave at Plataea); Thucydides 1.101-3 (462 BC rebellion), 4.26 (Pylos), 4.80 (Brasidas), 5.67 (Battle of Mantinea).</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 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	Levels of Response
12	<p>Indicative Content</p> <p>A01 Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> • Xenophon <i>Constitution of the Spartans</i> 1-6; • Tyrtaeus 10-12; • Plutarch <i>Lycurgus</i> 14, (16-21), 24, 28. <p>Answers might include;</p> <ul style="list-style-type: none"> • Spartan values for men and women; • the state involvement from birth; • the education of boys through the <i>agoge</i> and <i>krypteia</i>; • the training of girls, including public exercise, with a view to healthier childbirth; • the continuation of training for men into young adulthood; • the role of the <i>syssitia</i>. <p>A02 Answers should evaluate the evidence presented in the chosen examples and assess the reliability of the picture of Sparta presented in our sources, and the potential for distortion in surviving accounts because of the unusual nature of the <i>agoge</i> and state control.</p>	[45]	<p>To what extent do the sources help us to understand how the education of boys and girls developed Spartan values?</p> <p>Credit discussion of the limitations of our knowledge of the Spartan social structure, and the problematic nature of many of our sources, including the lack of evidence from within Sparta itself.</p> <p>Credit use of Aristophanes <i>Lysistrata</i> for the unusual training of girls.</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 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

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