

Level 4	13-16	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Examples of the positive impact of tyrants on their states:</p> <ul style="list-style-type: none"> Development of the city through building work (e.g. Polycrates, Peisistratus). Promotion of the city as a cultural centre (Peisistratus). Successful foreign policy towards potential threats such as Sparta or Persia (Polycrates). Greater prosperity and broadening of wealth beyond an aristocratic few (Polycrates, Peisistratus). <p>Likely sources to be included:</p> <p>Herodotus: accounts of various tyrants such as: 3. 44-60, 120-125 (Polycrates), 3.139-147 (Syloson and Maeandrius) 5.62-5, 6.102, 107, 121, 123 (Hippias), 5.92-93 (Cypselus and Periander) Aristotle <i>Athenian Constitution</i> 14-17 (Peisistratus), 18-19 (Hippias), 22 (ostracism used against relatives of the tyrants) Thucydides 1.13, 3.39, (Polycrates), 6.53-59 (Hippias) The lost tyrannicides statue; the Temple of Hera on Samos.</p>
Level 3	9-12	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Analysis of the sources should focus on the limitations of the sources, such as:</p> <ul style="list-style-type: none"> Our reliance on Herodotus, writing significantly later than the tyrants themselves, and at times reflecting his own experience and prejudice, with explicit judgments about the nature of the individual tyrants.
Level 2	5-8	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach 	<ul style="list-style-type: none"> The strong contrast in Athens between the period of tyranny which gave way to the development of what became radical democracy after Cleisthenes. The challenge of understanding the broader context of archaeological remains such as the Temple of Hera on Samos.

		<p>judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
Level 1	1-4	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

Section C: Athens in the Age of Pericles, 462–429 BC

Question	Answer	Mark	Guidance
11 (a)	Name the place where the assembly met. <ul style="list-style-type: none"> • Pnyx (1) 	AO1 1	1 mark for specific answer.
11 (b)	Give TWO functions of the assembly. Valid responses include: <ul style="list-style-type: none"> • Pass decrees (1) • Electing public officials (1) • Debating foreign policy (1) • Declaring war (1) • Passing laws (1) • Discussing taxation (1) • Discussing upkeep of public buildings (1) 	AO1 2	1 mark for any answer that offers a historically valid response.
11 (c)	Name TWO political rivals that Pericles ostracised. <ul style="list-style-type: none"> • Cimon (1) • Thucydides (of Alopece) (1) 	AO1 2	1 mark for either specific answer

Question 12		What can we learn from Passage C about why Pericles did not want to overturn the Megarian decree? [5 marks]	
Assessment Objective		A03 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Private grudge Clear view of what was best for the city (Athens) He saw the demand as a test of resistance Giving up would be a sign of weakness His arrogance Love of conflict To display his power
Level 2	2-3	<ul style="list-style-type: none"> Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question. 	
Level 1	1	<ul style="list-style-type: none"> Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question. 	
	0	No response or no response worthy of credit	

Question 13		Using details from Passage C, evaluate how accurate you think Plutarch's account of Pericles' actions are. [5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	<p>Candidates should relate the evaluation of Plutarch to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Plutarch and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> He was a biographer, rather than historian, and so was more interested in character than in a detailed analysis of events, e.g. 'his arrogance and love of conflict'. Although writing over 500 years later, Plutarch uses / cites a range of sources, some of which are early, and many of which have been lost. This nevertheless reflects difficulties with evidence – for example in the passage, 'it is not easy to discover what the original reason was for the proposal being accepted'. However, positively it is the only surviving biography of Pericles. Part of a larger work (Parallel lives) in which Pericles is compared to Fabius Maximus, e.g. for both their leadership skills were not fully appreciated at their height of powers – e.g. in the passage everyone blamed Pericles that it was not overturned.
Level 2	2-3	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content or historical context. 	
	0	No response or no response worthy of credit	

Question 14		Explain the significance of Pericles' building programme in Athens. [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>In order to reach Level 5 candidates should be directly addressing the 2nd order concept.</p> <p>Explanations might include:</p> <ul style="list-style-type: none"> Cultural significance – offered the Athenians the chance to display their imperial might through their architectural and cultural achievements (with selected examples). New Parthenon - The building was decorated intricately with sculptured reliefs, each expressing in a variety of ways the triumph of the civilised Greeks over the Barbarous East, and the glory of Athena's city. Religious significance – e.g. significant role in the Panathenaia, religious significance of any buildings on the Acropolis – i.e. where public and private dedications were made, where the Athenians displayed most of their public possessions. Economic significance – generated employment so popular with demos, unpopular with Athens allies – as paid for by the Delian League treasury (Parthenon cost 5000 talents in the first year alone). <p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these</p>
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level	3-4		

2		<ul style="list-style-type: none">• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)• There is a basic explanation of the issue in the question. (AO2)	annotations does not directly respond to the marks available.
Level 1	1-2	<ul style="list-style-type: none">• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	
	0	No response or no response worthy of credit	

Question 15*		<p>‘An Athenian woman would have little freedom in her daily life’. How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge?</p> <p style="text-align: right;">[20 marks]</p>	
Assessment Objectives		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses. .</p>	
Additional guidance		The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) • The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Examples of Athenian women’s lack of freedom might include:</p> <ul style="list-style-type: none"> • Excluded from political and legal spheres of life, e.g. not able to buy or sell land. • Lack of inheritance (unless they had no brothers). • Early marriage due to demand for high fertility to

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p>keep producing children to keep the population constant.</p> <ul style="list-style-type: none"> • Marriage – an arranged social and financial agreement, not a love match. • As a girl would not go to school, but stay at home, and learn from her mother the roles and duties expected of her – spinning, weaving, cookery, managing the finances. • When leaving the house, citizen women expected to be escorted. • Double standards on sexual ethics, e.g. men could have sex with anyone – including prostitutes and slaves, whereas women were disgraced if they had an affair (to ensure legitimacy).
Level 4	13-16	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Examples of Athenian women's freedom might include:</p> <ul style="list-style-type: none"> • Played an important role at some religious festivals (e.g. ritual duties at the Panathenaia) and at all funerals. • Some freedom of speech, e.g. Elpinice criticised Pericles in public in 440. • Likely, some girls learnt to read, as some vase paintings show women holding scroll-books (though likely that most women were illiterate). • The dowry allowed some protection in the marriage, and she could divorce – though unusual for a woman to initiate this. • Wife had a great deal of power among the household. • Pericles' change in the citizenship laws elevated the status of citizen women to an extent – seen in depictions on tombstones, vases and in epitaphs. • Poorer women were allowed to leave the house to work (though these appear to be looked down upon). • Some intelligent and impressive women still emerge – e.g. Aspasia (though a metic/mistress, she was a
Level 3	9-12	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability 	

		<p>or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>trusted adviser to Pericles). Indeed, in Medea, it suggests some women can be educated, intelligent and insightful.</p> <p>Likely sources to be included:</p> <p>Plutarch, Life of Pericles 24 Euripides, Medea lines 230-251, 1081-1087 Sophocles, Tereus Fragment 583 Xenophon, The Estate manager 7.4-6, 7.23-25, 7.35-37, 7.42</p>
Level 1	1-4	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>Analysis of the sources should focus on the limitations of the sources, such as:</p> <ul style="list-style-type: none"> • That due to lack of education, we have no writings by an Athenian woman of this time. So all textual sources which describe the lives of women would be by men – as would all artists and inscribers. • Xenophon’s description of how an ideal Athenian should marriage his household is an idealised view of marriage for a wealthy Athenian – though still useful. • Views on Euripides’ Medea vary on the level of rights and control needed for women.
	0	No response or no response worthy of credit	<p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>

Question 16		Answer	Mark	Guidance
(a)	AO1	<p>Where was Alexander born?</p> <p>Accept any one of:</p> <ul style="list-style-type: none"> • Pella • Macedonia • Greece 	1	1 mark any valid answer.
(b)	AO1	<p>Name Alexander's first wife.</p> <p>Roxana (accept variant spellings such as Roxanna)</p>	1	1 mark for specific answer.
(c)	AO1	<p>Name the god that Alexander apparently believed he was descended from.</p> <p>Accept any one of:</p> <ul style="list-style-type: none"> • Zeus • Zeus Ammon • Hercules/Herakles 	1	1 mark any valid answer.
(d)	AO1	<p>What name did Alexander give many of the cities he founded?</p> <p>Alexandria</p>	1	1 mark for specific answer.
(e)	AO1	<p>Name the Persian king Alexander defeated at the battle of Guagamela.</p> <p>Accept any one of:</p> <ul style="list-style-type: none"> • Darius III • Darius • Artasharta 	1	1 mark for any valid answer.

Question 17		What can we learn from Passage D about the behaviour of the Macedonian court?		[5 marks]
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content	
Level 3	4-5	<ul style="list-style-type: none"> Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. 	<p>This question assesses AO3 Answers would be expected to refer to details from the passage and evaluate them.</p> <p>Answers might include reference to some of these points:</p> <ul style="list-style-type: none"> “loud clapping” suggests lively party atmosphere and drunkenness. “eagerly encouraged” suggests attendees getting carried away in the moment, perhaps because of alcohol. “garland on his head” indicates copious wine drinking. “with shouts and dancing” indicative of drunken behaviour. “some writers say that this is the way the deed was done” suggests decision made as a result of alcohol, not pre-planned. 	
Level 2	2-3	<ul style="list-style-type: none"> Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question. 		
Level 1	1	<ul style="list-style-type: none"> Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question. 		
	0	No response or no response worthy of credit		

Question 18		Using details from Passage D, evaluate how accurate you think Plutarch's account of this event is. [5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
Additional Guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	<p>This question assesses AO3 Answers would be expected to refer to details from the passage and evaluate them.</p> <p>Answers might include reference to some of these points:</p> <ul style="list-style-type: none"> Style suggests eye-witness account. Plutarch wrote several centuries after the events described. Plutarch had access to contemporary sources including Callisthenes, Ptolemy and Nearchus, all of whom are likely to have witnessed the events described. "According to a number of historians" references his sources. "but there are others who maintain it was deliberate" demonstrates Plutarch's evaluation of the sources.
Level 2	2-3	<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content or historical context. 	
	0	No response or no response worthy of credit	

Question 19		To what extent was Alexander's campaign against Persia purely one of destruction? [10 marks]	
Assessment Objective		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p>	
Additional Guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>In order to reach Level 5 candidates should be directly addressing the 2nd order concept.</p> <p>Candidates are likely to address 'change and continuity', or 'cause' or 'consequence' as the 2nd order concept.</p> <p>Accept any relevant incident or aspect from Alexander's career and campaign in Persia.</p> <p>AO1: 5 marks AO2: 5 marks</p> <p>Arguments for might include:</p> <ul style="list-style-type: none"> Burning of Persepolis Siege of Tyre Defeat of Darius' army Revenge for Persian invasions into Macedonia/Greece Revenge for rumoured Persian involvement in Philip's murder <p>Arguments against might include:</p> <ul style="list-style-type: none"> Founding of cities Religious toleration Multi-culturalism including mass marriages at
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. 	

		(AO2)	<p>Susa</p> <ul style="list-style-type: none"> • Decision to continue to India and becoming one of exploration • Mutinies at Opis/Hyphasis • Change in relationship with his army and his companions <p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
Level 1	1-2	<ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	
	0	No response or no response worthy of credit	

Question 20*		<p>'It is not possible to learn any facts about Alexander's character because of the lack of contemporary sources.' How far do you agree with this statement?</p> <p>You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20 marks]</p>	
Assessment Objective		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses. .</p>	
Additional Guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>AO1: 5 marks AO2: 5 marks AO3: 10 marks</p> <p>Arguments that agree might include:</p> <ul style="list-style-type: none"> No contemporary sources survive Arrian's work is primarily military history Plutarch's 'portrait' was written centuries after Alexander's death

		<i>coherent, relevant and logically structured.</i>	
Level 4	13-16	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<ul style="list-style-type: none"> Plutarch states his style was one of character study rather than reporting 'facts'. Everyone would have had a different opinion of Alexander All surviving sources used Ptolemy as a source, and he had a specific agenda. <p>Arguments that disagree might include:</p> <ul style="list-style-type: none"> All surviving sources had access to earlier sources Plutarch cites a wide range of sources used, including those contemporary to Alexander, e.g. Onesicritus, Aristobulus, and Court Journals Surviving sources generally agree on main aspects of Alexander's life Plutarch's 'vice and virtue' approach and would like to focus on the positive attributes of Alexander
Level 3	9-12	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Aspects of Alexander's character that might be discussed include:</p> <ul style="list-style-type: none"> Irrational violence towards friends (eg Cleitus) Relationships with his father Philip and his mother Olympias Increasing belief in his own divinity Quick thinking/intelligence: the meeting with Darius' mother; military strategy and tactics Alexander's <i>pothos</i> ('big vision'): always planning to go further; disappointed by his troops' refusal to proceed; plans for invasion of Europe
Level 2	5-8	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on 	<p>Alexander's long-term aims: mass marriages, adoption of Persian customs, interest in geography; founding of cities; coinage; respect shown to foreign deities</p> <p>Likely sources to be included: Plutarch Life of Alexander 8 – reference to Onesicritus</p>

		<p>assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>on love of Iliad Alexander sarcophagus showing battle of Issus – near contemporary 4th Century source Arrian 2.3 - Aristobulus on the Gordian Knot Arrian 4.10-12 - Callisthenes' refusal to perform proskynesis Lysimachus' tetradrachm with Athena and Alexander with the horns of Zeus Ptolemy's coin with Alexander and elephant Arrian 3.29 - interaction between Ptolemy and Alexander at the Siege of Aornus Rock Arrian 7.4 Aristobulus on the mass marriages at Susa Arrian 7.14 - Death of Hepahestion, although no contemporary source mentioned, Arrian does talk about 'all accounts' therefore it can be inferred he is using the court journals as a source here.</p>
Level 1	1-4	<ul style="list-style-type: none"> • Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
	0	No response or no response worthy of credit	

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