OCR

Oxford Cambridge and RSA

Accredited

…day…Month Year – Morning/Afternoon
GCSE (9–1) Ancient History
J198/11 The Persian Empire
Time allowed: 1 hour

Sample question paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the Changes for 2022 qualification web page.

You must have:
* the OCR 12-page Answer Booklet

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INSTRUCTIONS
* Use black ink.
* Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
* Answer **all** the questions.

INFORMATION
* The total mark for this paper is **60**.
* The marks for each question are shown in brackets **[ ]**.
* Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
* Quality of extended response will be assessed in questions marked with an asterisk (*).
* This document consists of **4** pages.

ADVICE
* Read each question carefully before you start your answer.

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The Persian Empire, 559–465 BC

Answer **all** the questions.

1   **(a)**   Name **one** people that Cyrus conquered.   **[1]**

     (b)   Name Cyrus' successor as king of Persia.   **[1]**

     (c)   Name **two** events that took place during the Ionian Revolt.   **[2]**

2   Outline the main features of Cyrus' city at Pasargadae.   **[6]**

Passage A

Later, after he had made her better, <u>Atossa</u> and Darius were in bed together and, acting on <u>Democedes'</u> instructions, she put the following proposal to Darius: 'My lord, you have so much power but you do nothing with it. You aren't trying to gain further territory or increase the Persian Empire. One would expect a man with youth and vast material resources at his disposal to make the Persians realise that they are being ruled by a real man, by engaging in some significant action. In fact, there are two reasons why it's to your advantage to do this – not just to make the Persians understand that their ruler is a real man, but if you make war, you will wear down their strength and keep them too busy to conspire against you … .

That is what she said, following her instructions. 'Wife,' Darius replied, 'your words echo my plans. I've decided to build a bridge from our continent to the next and to invade Scythia.'

Herodotus, *The Histories* 3.134

(Atossa was the daughter of Cyrus and Democedes was a Greek doctor.)

3   Using details from Passage A and your own knowledge, what can we learn about the nature of Darius as a ruler?   **[10]**

4   Using details from Passage A and your own knowledge, how significant were the achievements of Cyrus in motivating the other kings to expand the Empire?   **[15]**

5*   'Persians treated the peoples they conquered well.' How far do you agree with this statement?   **[20]**

(✐) Spelling, punctuation and grammar and the use of specialist terminology   **[5]**

END OF QUESTION PAPER

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log–in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5.   Work crossed out:
   a.   where a candidate crosses out an answer and provides an alternative response, the crossed-out response is not marked and gains no marks
   b.   if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed-out answer and award marks appropriately.

6.   Always check the pages (and additional objects, if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7.   There is a NR (No Response) option. Award NR (No Response):
   -   if there is nothing written at all in the answer space
   -   OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   -   OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8.   The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or email.

9.   Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10.   For answers marked by levels of response:
   a.   **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
   b.   **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated, the weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning

13.   **Subject–specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:
- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.
Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.
Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1   The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

2   The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3   Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

4.   Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 5 AO2 and 10 AO3, then the AO1/AO2/AO3 ratio will be 1/1/2 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

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Question	Indicative content	Marks	Guidance
1 (a)	Likely valid responses are: • Lydians (1) • Babylonians (1) • Medes (1) • Ionians (1)	**AO1** **1**	1 mark for any answer that offers a historically valid response.
1 (b)	Cambyses II	**AO1** **1**	
1 (c)	Likely valid responses are: • Athens sending 20 ships (1) • The sack of Sardis (1) • The Persian counter-attack (1) • Histiaeus' return to Ionia (1) • Persian threats against the Greeks and their allies (1) • The battle off Lade (1)	**AO1** **2**	1 mark for any answer that offers a historically valid response.

Question 2	Outline the main features of Cyrus' city at Pasargadae. **[6 marks]**	
Assessment Objectives	**AO1** = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.	
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	5–6	• Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question.	Potential details include: • Tomb of Cyrus, shaped like a house with a saddle-roof standing on a stepped plinth. • Fortress / citadel sitting on top of a nearby hill, overlooking the palace complex. • Royal gardens / park with stone lined water channels intersected the gardens to provide irrigation. In this garden were two pavilions. • There were two palaces. Each palace had rectangular columned halls and porticoes. They were stone buildings instead of the then traditional mudbrick and wood. Entry was controlled by a gatehouse. • Influence of other cultures in the architecture, for example stone relief with a figure wearing an Egyptian crown and there were Assyrian style statues. • Stone platform, which may have been a sanctuary or may have had military origins.
Level 2	3–4	• Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question.	
Level 1	1–2	• Response includes basic knowledge and basic understanding that is relevant to the question.	
	0	No response or no response worthy of credit.	

Question 3	Using details from Passage A and your own knowledge, what can we learn about the nature of Darius as a ruler? **[10 marks]**	
Assessment Objectives	**AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **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. There is no requirement to analyse the source's reliability to address the "what can we learn" part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.	

Level	Marks	Level descriptors	Indicative content
Level 5	9–10	• The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response uses a range of fully appropriate details from the stimulus 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. (AO3)	Valid features / characteristics that answers could identify from the source include: • Darius is described as a potentially powerful ruler with vast material resources. The latter point could be related to his organisational abilities and particularly his careful control of the Empire's finances and his nickname: 'the retailer'. • Atossa is suggesting that Darius is yet to show himself as a strong ruler — the source implies that Darius shares these concerns as he is about to act against Scythia. Darius could also be viewed as a ruthless, manipulative and paranoid ruler as he appears to agree with Atossa that his people should be 'ground down by warfare' and left 'too busy to conspire against you.' However, it is not clear if these concerns were the primary motive for the campaign against Scythia.
Level 4	7–8	• The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3)	

Level 3	5–6	• The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • Response uses some appropriate details from the stimulus 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. (AO3)
Level 2	3–4	• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)
Level 1	1–2	• The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)
	0	There is no response or no response worthy of credit.

• It appears that Darius is easily led. Here Darius seems to be influenced by his wife who, in turn, has been influenced by a Greek doctor. Darius seems to agree with Atossa's analysis and reveals he will launch an invasion of Scythia.

• On closer analysis, however, it is possible that Darius is not so easily influenced. He may have already been considering an expedition as he says Atossa's words merely 'echo' what is implied to have been his existing plans. Some candidates might know that Atossa was trying to persuade him to campaign against Greece: he did not (although he did, apparently, send a small reconnaissance party).

• Darius could be said to have been an arrogant ruler given that he decided to 'build a bridge from our continent to the next'.

Other valid features / characteristics that answers could identify include:

• More information could be provided to support the points developed above. For example, Darius' ruthlessness and manipulative character is suggested in the story of Zopyrus as well as the handling of the Ionian Revolt and its aftermath.

• The Zopyrus story could also be used to show the loyalty Darius commanded.

• His grand ambitions could be shown by the construction of Persepolis; his pragmatism could be shown by his attempt to build the Egyptian canal.

• His development of the satrap system.

Question 4	Using details from Passage A and your own knowledge, how significant were the achievements of Cyrus in motivating the other kings to expand the Empire? **[15 marks]**
Assessment Objectives	**AO3** = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.
	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.
	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.
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.
	There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.

Level	Marks	Level descriptors	Indicative content
Level 5	13–15	• Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (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)	The focus of this question will be using information to come to a judgement. The second order historical concepts candidates may use include similarities and differences between the other Persian kings and assessing the significance of Cyrus' achievements in motivating them. Valid features / characteristics that answers could identify from the source include: • The phrases 'You aren't trying to gain further territory' and 'by conspicuously accomplishing some significant achievement' might suggest Cyrus' achievements wore heavy on Darius. Cyrus had set expectations high. • However, the phrase 'vast material resources' might suggest that more short-term financial considerations could be in play.
Level 4	10–12	• Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (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)	• Other immediate concerns were the need to keep the Persian nobles busy on campaign. Further reward discussion on whether this was a peculiar problem for Darius given the manner in which he had seized power.
Level 3	7–9	• Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (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)	Other valid features / characteristics that answers could identify include: • Cyrus' achievements and their potential impact on Persian expectations, psychology and self-image. • The causes, nature, ambition and timing of Cambyses' expedition to Africa. This might include some analysis of the motives Herodotus attributed to Cambyses.
Level 2	4–6	• Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions about what the source tells us about the historical events and historical period. (AO3) • 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)	• Herodotus claims Persian wealth was not reinvested – new sources of tribute had to be found. • The impact of more immediate factors in the thinking of Darius and Xerxes. Darius had to overcome his lack of legitimacy and the rocky start to his reign. Xerxes had some responsibility, perhaps, to avenge the Persian reverses at Sardis and Marathon.
Level 1	1–3	• Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any conclusions about what the source tells us about the historical events and historical period. (AO3) • The 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)	• Persian priorities and psychology as expressed in the archaeological sources. • Discussion on the influence of courtiers such as Mardonius might be rewarded if their influence is discussed in terms of whether they reminded their masters of Cyrus' achievements or introduced new motives such as the fertile lands available through conquest.
	0	There is no response or no response worthy of credit.	

*Question 5	'Persians treated the peoples they conquered well.' How far do you agree with this statement? [20 marks]	
Assessment Objectives	**AO1** = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **AO2** = 10 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. Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.	

Level	Marks	Level descriptors	Indicative content
Level 5	17–20	• Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1) • Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	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. Grounds for agreeing include: • Cyrus followed a policy of allowing conquered peoples to continue worshipping their own gods. The Lydians and Babylonians could be used as examples. The Cyrus Cylinder might be used here. • Cyrus' treatment of the Jews and his favourable portrayal in the Bible. • Darius' respect for other cultures. • Mardonius restored an element of self-government to the Ionians c.493 BC. • Darius' treatment of the Eretrians. Resettled near Susa.
Level 4	13–16	• Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (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) *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	

Level 3	9–12	• Response demonstrates a wider selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) *There is a line of reasoning presented which is mostly relevant and which has some structure.*	Grounds for disagreeing include: • Cyrus' treatment of the Ionians. He put up tribute levels and his general Harpagus crushed the ensuing revolt. Some Ionians left Asia-Minor. • Cambyses treatment of the Egyptians although the information Herodotus provided on this subject was most likely from Egyptian priests who would not have found Cambyses' financial demands to their liking. Other negative portrayals surely emanated from Cambyses' brother back in Persia and later writers.
Level 2	5–8	• Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1) • There is a basic explanation of the issue in the question. (AO2) *There is a line of reasoning which has some relevance and which is presented with limited structure.*	• The frieze from the apadana (audience hall) at Persepolis. This details lines of tribute giving subjects and thus suggests tribute levels were high. • Darius' treatment of the Babylonians. • Darius' treatment of the Ionians in the aftermath of the Ionian Revolt. • Darius' treatment of other peoples who revolted against him, including his own account of events on the Behistun inscription.
Level 1	1–4	• Response demonstrates very basic knowledge and basic understanding 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) *The information is communicated in a basic/unstructured way.*	• The atrocities of Xerxes' army in central Greece. Candidates might realise that Persian actions were partly related to the willingness of the conquered to obey their obligations and not rebel. There might also be some discussion relating to the imbalance in favour of negative portrayals. This can be partly attributed to the nature of Herodotus as a writer. He was Greek and wished to deliver a certain amount of shock and entertainment to his audience. However,

	0	No response or no response worthy of credit	candidates could profitably compare his analysis with the Persian archaeological sources. The Behistun inscription shows a similarly harsh Persian approach; the Cyrus cylinder speaks of a more conciliatory approach to Babylon in Cyrus' time.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 🖉

High performance 4–5 marks	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.
Intermediate performance 2–3 marks	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
Threshold performance 1 mark	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
No marks awarded 0 marks	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Assessment Objective (AO) grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 (a) – (c)	4	–	–
2	6	–	–
3	5	–	5
4	5	5	5
5	10	10	–
Total	30	15	10

Summary of updates

Date	Version	Change