



Oxford Cambridge and RSA

GCSE (9-1)

Ancient History

J198/11: The Persian Empire

General Certificate of Secondary Education

Mark Scheme for June 2022

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

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

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

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:









- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your PE 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 PE, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their PE 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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. Annotations

Annotation	Meaning
	Must be used on all blank pages where there is no candidate response
	Evidence for making a judgement on the quality of AO1 (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
	Evidence for making a judgement on the quality of AO2 (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	Evidence for making a judgement on the quality of AO3 (Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.)
	Benefit of doubt
	Use to show Spelling, Punctuation and Grammar has been considered in extended response questions, where an additional 5 marks are available for SPAG
	Point mark objective, non-levels of response questions
	Irrelevant; a significant amount of material that does not answer the question

Section A: The Persian Empire, 559–465 BC

Question	Indicative content	Marks	Guidance
1. (a)	<p>Name <u>one</u> of the peoples Darius conquered.</p> <p>Any one of:</p> <ul style="list-style-type: none"> ● Indus Valley ● Thrace ● Skudra ● Macedon ● Samos ● Aegean Greeks <p>Also accept peoples of either Chios, Lesbos, Imbros and Lemnos(Accept the names of the peoples of those places)</p>	<p>AO1 1</p>	<p>1 mark for specific answer</p> <p>Scythians is not acceptable as it was not a successful expedition</p>
1. (b)	<p>Give <u>two</u> reasons why Darius had the Bisitun (Behistun) inscription constructed.</p> <p>Any two of:</p> <ul style="list-style-type: none"> ● To legitimise his reign ● To show his power ● To show that he was blessed by Auramazda (Ahura Mazda) ● Proof of crushing rebellion/liar kings ● To show off his conquests 	<p>AO1 2</p>	<p>2 marks for two explicit points</p> <p>Candidates do not need to provide explanation of points.</p>

1. (c)	Name <u>one</u> battle fought between Greeks and Persians between 490 and 479 BC.		
	Any one of: <ul style="list-style-type: none">● Marathon● Artemisium● Thermopylae● Salamis● Plataea● Mycale	AO1 1	1 mark for specific answer

Question 2	Outline the main aspects of the Battle of Salamis. [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.	<p>Possible details include:</p> <ul style="list-style-type: none"> • [Herodotus] 21 Greek cities – 380 ships (200 Athenian) • The debates before the battle between those who favoured a retreat to the Peloponnese and those who argued that battle must be waged at Salamis • Narrow straits at Salamis benefitted smaller Greek force • The fear induced by Xerxes' sacking Athens. • Persian discussions (Artemisia being the only one arguing against fighting at Salamis) strategies and actions. • Themistocles sending the slave Sicinnus to trick Xerxes and its impact on forcing the fight at Salamis • The Greeks seem to have been able to ram the Persian triremes from the side due to the narrow confines • Xerxes watching from the headland • Greek victory led to Xerxes' return to Sardis and Mardonius being left in Greece with a much reduced force. • Greek divisions after the battle. • The role of Artemisia in the battle itself. <p>Do not accept the Burning of Athens, unless if explicitly linked to the evacuation of fighters to Salamis (Women and children went to Troizen and Aegina)</p>
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	

			Examiners are reminded to use ticks for reference, the number of these annotations does not directly respond to the marks available.
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Question 3	Using details from Source A and your own knowledge, what can we learn about how Cyrus wished to be seen by people in his empire? [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	<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 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: <ul style="list-style-type: none"> Cyrus presents himself as a liberator of the Babylonians who respects the people and city. He emphasises the religious validation that he receives from Marduk as a sign of his acceptability. Powerful: Cyrus' control, though presented as benevolent, is also established through 'heavy tribute'. He also suggests that he wished to be seen as tolerant, both of religion and of the different people of the empire.
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 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 	Other valid features / characteristics that answers could identify include: <ul style="list-style-type: none"> He allowed the overthrown Astyages to retire, suggesting a toleration for obedient and defeated enemies. Cyrus was also merciful to Croesus, with the incident of Croesus escaping being burnt on a pyre illustrating Cyrus' desire to show a pious attitude to the gods as well as being merciful. The Lydian revolt was crushed more brutally, showing that Cyrus wished to be seen as a forceful ruler when challenged. The construction of Pasargadae was in the centre of the new empire and

		<p>evaluate what we can learn from the source about the specified issue. (AO3)</p>	<p>on trade route, which suggests that Cyrus was keen to extend his administrative control and be seen as a leader of substance.</p> <p>Examiners are reminded to use the AO1/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
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) 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No response or no response worthy of credit 	

Question 4	Using details from Source A and your own knowledge, how similarly did Cyrus and Cambyses treat the peoples they conquered? [15 marks]		
Assessment Objectives	<p>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.</p> <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. 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	<ul style="list-style-type: none"> 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) 	<p>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 how different kings treated those they conquered.</p> <p>Valid features / characteristics that answers could identify from the source include:</p> <ul style="list-style-type: none"> Cyrus portrays himself as a natural and legitimate ruler of Babylon and surrounding areas. Cyrus respects the local god Marduk and worships him daily. Cyrus takes care of temples both in the city and in the surrounding regions. Statues are returned to temples from which they had been removed. The demands placed on the population are reduced. People of other cities, who had been moved to Babylon, are allowed to return home. Other valid features / characteristics that answers could identify include:
Level 4	10-12	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions 	<ul style="list-style-type: none"> Other valid features / characteristics that answers could identify include:

		<p>about what the source tells us about the historical events and historical period. (AO3)</p> <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) 	<p>Cyrus:</p> <ul style="list-style-type: none"> • The treatment of Medians and the incorporation of them into his army (Harpagus). • The initial and later treatment of the Lydians. • The treatment of the Ionians. • The treatment of the Jewish people in restoration of temple at Jerusalem and implying that from the source. • His war with the Massagetae and Tomyris and how this was unlike his other interactions. <p>Cambyses:</p> <ul style="list-style-type: none"> • According to Herodotus, Cambyses killed the Apis Bull and priests were whipped. • Other sources report that Cambyses respected the gods, having the Apis Bull embalmed at Serapeum, and purifying the temple of Neith in Sais (it is not expected that students will know the names of these places and temples; it is likely that some will know the nature of the counter evidence) • Cambyses removed tax exemptions for priests and temple administrators. • The treatment of the Egyptian Royal Family and nobility may also be compared and contrasted with the deeds of Cyrus. • Did not expect Phoenicians to take part in actions against Carthage due to its colony status. <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 3	7-9	<ul style="list-style-type: none"> • 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) 	
Level 2	4-6	<ul style="list-style-type: none"> • 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) 	

Level 1	1-3	<ul style="list-style-type: none">• Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any 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)	
	0	<ul style="list-style-type: none">• No response or no response worthy of credit	

Question 5	'The building projects of the Persians were their greatest achievement.' How far do you agree with this view? Spelling, punctuation and grammar and the use of specialist terminology		[20 marks] [5 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	<ul style="list-style-type: none"> 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) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured</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>Grounds for agreeing include:</p> <ul style="list-style-type: none"> The size and splendour of the buildings was striking, e.g. Pasargadae was 400 acres with complex waterways. Susa 250 acres and huge scale of Persepolis. Beauty of the palaces: Pasargadae's waterways, Susa's Apadana as well as references to the materials used listed on the Foundation Charter, Persepolis apadana staircase and Gate of All Nations. Ambitious projects: the royal road, Darius' canal connecting the Nile to the Red Sea and Xerxes' canal at mount Athos. <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> The Persians were an expansionist people, and their military conquests were considerable. Candidates might argue that the victories of successive kings represent a sustained period of imperial expansion which was their greatest achievement.

<p>Level 4</p>	<p>13-16</p>	<ul style="list-style-type: none"> • 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) <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"> • The consolidation of the empire and its establishment as a peaceful political entity. Cyrus and Darius were particularly effective at constructing and maintaining a strong and centralised bureaucracy which allowed for the efficient administration of the empire. • Control of the empire: the Persians were extremely effective at crushing opposition within the empire. Revolts in Lydia, Egypt, and Ionia, as well as the defeat of the Liar Kinds (Smerdis/Bardiya) by Darius. <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>
<p>Level 3</p>	<p>9-12</p>	<ul style="list-style-type: none"> • 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) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2</p>	<p>5-8</p>	<ul style="list-style-type: none"> • Response demonstrates a limited amount of relevant knowledge, which 	

		<p>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)</p> <ul style="list-style-type: none"> • 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>	
Level 1	1-4	<ul style="list-style-type: none"> • 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) <p><i>The information is communicated in a basic/unstructured way</i></p>	
	0	No response or no response worthy of credit	

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

<p>High performance 4–5 marks</p>	<ul style="list-style-type: none"> • 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.
<p>Intermediate performance 2–3 marks</p>	<ul style="list-style-type: none"> • 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.
<p>Threshold performance 1 mark</p>	<ul style="list-style-type: none"> • 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.
<p>No marks awarded 0 marks</p>	<ul style="list-style-type: none"> • 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.

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