



Oxford Cambridge and RSA

GCSE (9-1)

Ancient History

J198/12: Greek depth study

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: From Tyranny to Democracy, 546-483 BC

Question	Indicative Content	Marks	Guidance
1 (a)	Identify <u>two</u> parts of the Athenian government structure under the Peisistratids.		
	Any two of: <ul style="list-style-type: none"> • Archons, • (council of the) Areopagus, • Boule (Council), • Ecclesia(Assembly) 	AO1 2	1 mark for each specific answer (max. of 2)
1 (b)	Give <u>two</u> possible reasons why the Spartans decided to attack Polycrates.		
	Any two of: <ul style="list-style-type: none"> • Influence of Samian exiles • To repay a favour the Samians had once performed for them • Revenge for the theft (of a bowl and breastplate) • Feared growing power of Persia/Polycrates' links with Persia • Fear of Polycrates' growing power 	AO1 2	1 Mark for a specific answer (max. of 2) Do not accept 'Fear of Samian Power'
1 (c)	How many strategoi (generals) did the Athenian democracy elect?		
	Ten	AO1 1	1 Mark for a specific answer

Question 2	What can we learn from Passage A about why the Athenians assisted the Ionian revolt?		
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	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"> • Pre-existing rivalry between Athens and Persia 'were already on bad terms' • Aristagoras' persuasiveness is presented as being significant, particularly as it played to ideas of an easy victory 'Persians did not fight with sword or shield' and perhaps some Athenian imperial ambitions 'the positive aspects of Asia'. • Historic/tribal connections gave the Athenians a sense of responsibility 'the Milesians were Athenian settlers' • Athenian pride 'they were very powerful people' may have been encouraged by Aristagoras, who is credited with being very influential in the decision 'he won them over at last'. <p>Examiners are reminded to use the AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
Level 2	2-3	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	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 3	Using details from Passage A , how accurate do you think Herodotus' account of these events is. [5]	
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 the 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
Level 3	4-5	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
Level 2	2-3	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	1-2	Response analyses the source in a basic way by selecting relevant detail
Indicative content		
<p>Candidates might comment on the following:</p> <ul style="list-style-type: none"> ● Herodotus is writing in the mid 5th century about events that took place around 50 years earlier, and thus his accuracy may be affected with regard to original evidence. Could Herodotus have really been able to summarise all that Aristagoras said to the Athenians? ● However, Herodotus is also talking about an area with which he is familiar (Ionia), and a city that he has lived in for a considerable length of time (Athens) and so his sources would have access to first hand accounts. ● Herodotus writes with the hindsight of knowing that the Athenians were a significant part of the defeat of the Persians in the invasions 490-479 BC. ● There is a clear admiration of Athens in the extract 'most powerful city'. ● Herodotus draws a contrast between the Spartans (who rejected Aristagoras) and the Athenians (who were persuaded - 'It would seem that it is easier to deceive many than to deceive one.'). and this may reflect his views on democracy versus monarchy in decision-making. ● Herodotus is obviously sceptical of some of Aristagoras' claims, identifying the Persian fighting style 'did not fight with a shield or a spear' and their weakness 'could be overcome easily' to demonstrate that the Athenians were being duped. 		

		from the source content or historical context	Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.
	0	No response or no response worthy of credit	

Question 4		Explain the significance of Miltiades' actions at Marathon and the treatment he received afterwards. [10]	
Assessment Objective		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		Indicative content
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>Explanations may include:</p> <ul style="list-style-type: none"> The Athenians had 10,000 of their own men and 1,000 Plataeans The Athenian generals were divided over whether to give battle to the Persians, and the casting vote fell to the War Archon, Callimachus. Miltiades' intervention was crucial in persuading Callimachus to vote in favour of fighting. The supporters of Miltiades gave him their days as general so he could manage the attack Miltiades also took command of the battle, and was responsible for the battle tactics which proved to be successful against the Persians, e.g. choice of location to negate Persian cavalry, thin centre and strong wings, turning inwards to crush the Persian centre. The Athenians clearly saw him as the leading general, as his image was given priority in the Painted Porch in the Agora of Athens. Due to success at Marathon, he suggested an attack on Paros and other islands that had supported the Persians. He was given command of this expedition, but it ended in failure. He was accused of misconduct and
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)	<p>found guilty. He was punished with a heavy fine, but died in disgrace of a wound suffered on the expedition.</p> <p>Explicit links to his significance must be included with in the response.</p> <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>
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) 	
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) 	
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	<ul style="list-style-type: none"> No response or no response worthy of credit 	

Question 5	<p>'Change only happened in Athens and Samos as a result of violence.' To what extent do you agree with this view?</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 Objectives	<p>AO3 = 10 marks = Use and analyse ancient sources within their historical context to make judgements and draw 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	<p>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.</p>		
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 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 	<p>No set answer is expected. It is possible to reach the highest mark 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 overthrow of tyranny in Athens was as a result of the events connected to the assassination of Hipparchus and the eventual military intervention of Sparta in order to remove Hippias. • Herodotus suggests that Polycrates seized power through a revolt, and was eventually removed by assassination.

		<p>of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</p> <ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • Democracy failed to be introduced by Maeandrius as a result of Persian military force. • Athenian resistance to Cleomenes succeed as a result of force. <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> • Political change was brought about without the need for violence in both Samos and Athens. • Polycrates was able to organise huge building projects which must have necessitated large amounts of social cohesion. • Peisistratus made a range of peaceful changes to economic and cultural life in Athens during his tyranny. • Cleisthenes took power without a fight after the Spartans retreated. • His political reforms were peaceful, and there was no need to force the tribal reorganisation upon the Athenians. • Changes to the Boule and Assembly were also introduced peacefully, as were strategoi, ostracism and archons.
<p>Level 4</p>	<p>13-16</p>	<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>Likely sources to be included: Aristotle 14-17, 18-19, 22 Thucydides 1.13 Herodotus 5.55, 3.60, 5.79-78, Tyrannicides statue</p> <p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view. The best candidates will analyse how the author’s interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information</p>

		<i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.
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>The source analysis is likely to address:</p> <p>The Tyrannicides statue was a celebration of democracy and is propagandist and it is an Hellenistic copy with changes.</p> <p>Caution needs to be expressed about Aristotle as, though he offers useful detail on politics, he is writing well after the events.</p> <p>Herodotus' views reflect the prevailing views of the 440s, and are probably sympathetic to democracy. His views on Hippias are unsympathetic, linked in part to the role Hippias played in the 490 BC invasion.</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 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 	

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

Section B: Athens in the Age of Pericles, 462-429 BC

Question	Answer	Mark	Guidance
6 (a)	<p>Give <u>two</u> reasons for the creation of the Delian League.</p> <p>Any two of:</p> <ul style="list-style-type: none"> • Actions of Pausanias • Desire to avenge the Persian invasion • Actions of Cimon and/or Aristides • Fear amongst Greek islanders and/or mainland Ionians • Desire to prevent another Persian invasion • Desire to rid Europe of Persian influence • Desire to free the Greek cities of Ionia • Athenian aspirations to lead • Rivalry between Athens and Sparta • To form alliances 	<p>AO1 2</p>	<p>1 mark for any answer that offers a historically valid response (max. of 2)</p>
6 (b)	<p>Name <u>two</u> events at the City Dionysia.</p> <p>Any two of valid responses including:</p> <ul style="list-style-type: none"> • Drama competitions (1) • Tragedies (1) • Comedies (1) • Plays (1) • Proagon (1) • Pre-contest (1) • Statue of Dionysius brought into the city (1) • Torchlight procession (1) • Sacrifice(s) (1) • Procession (1) • Dithyrambic contests (1) • Music (1) • Celebration (1) • Opening ceremony (1) • Satyr play (1) 	<p>AO1 2</p>	<p>1 mark for any answer that offers a historically valid response (max. 2).</p>

	<ul style="list-style-type: none"> • Judging (1) • Prize giving (1) • Libations to the Olympian gods (1) • Parade of tribute (1) • Proclamation of honours (1) • Parade of orphans (1) • Decree of contributions (1) 		
6 (c)	Give the reason for Pericles' death.		
	<ul style="list-style-type: none"> • Plague (1) 	AO1 1	1 mark for the specific answer

Question 7		What can we learn from Passage B about the workings of the Athenian democracy? [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>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Key positions in the democracy were chosen at random, "The Council of 500 is elected by lot, 50 from each tribe. Each of the tribes holds the prytany in a turn which is ascribed by lot" Those working for the democracy were financed, "The members of the prytany first dine together in the Tholos, paid for by the city" What organisations in the democracy decide is not confidential, "They also publish what the Council has to consider and what it does each day, and where it meets. They also publish the meetings of the assembly" Those serving the democracy are checked to see if they are doing their task well, "they have to vote whether the magistrates are governing well... anyone who wants to can make an accusation" ...Even going as far as potentially removing them, "they also give a vote as to whether there should be an ostracism or not. They also ask for complaints against anyone who has promised something to the people and not done it"
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	<ul style="list-style-type: none"> No response or no response worthy of credit 	

			Examiners are reminded to use the AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.
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Question 8		Using details from Passage B , how accurate do you think Aristotle’s account of the Athenian democracy is? [5 marks]	
Assessment Objective		A03 = 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 Aristotle to his description of the Athenian democracy in the passage for full marks.</p> <p>Answers should note that the passage is from Aristotle and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> Aristotle was a very careful researcher, who had a group of students to help him with his work – this can be seen in the level of detail, “The Council of 500 is elected by lot, 50 from each tribe. Each of the tribes holds the prytany in a turn which is ascribed by lot...The members of the prytany first dine together in the Tholos” Aristotle used records from 5th century Athens where he could and was therefore often accurate, eg. An ostracism could only be chosen once a year “one is the main meeting...On that day, anyone who wants to can make an accusation..in addition to the things just mentioned, they also give a vote as to whether there should be an ostracism or not” Aristotle was not himself an Athenian – he only moved to Athens to study under Plato
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 and historical context. 	
	0	<ul style="list-style-type: none"> No response or no response worthy of credit 	

			<ul style="list-style-type: none">• Aristotle lived from 384-322, and the <i>Athenian Constitution</i> is therefore not a completely reliable account of the Athenian democratic system in the 5th century, since it describes Athenian democracy in the 320s• Many of the historical events that Aristotle relates, such as the reforms of Solon, have clearly been reinterpreted by later Athenians <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p> <p>Examiners are reminded to use the AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
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Question 9		Explain the significance of women in Athenian life.		[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) 	Explanations might include: <ul style="list-style-type: none"> Marriage/wife <ul style="list-style-type: none"> Marriage as a social and financial agreement Overseeing all household tasks, e.g. looking after storerooms, spinning and weaving Children <ul style="list-style-type: none"> Produce a son to inherit the family name and inherit money To provide love to infants Religion <ul style="list-style-type: none"> Preparations for festivals, e.g. purification and perfuming of garments Ritual duties at the Panathenaia, e.g. Arrephoroi Participated at state festivals and celebrated own rituals (particularly related to fertility and death) Served as priestesses Important roles in Athenian tragedy, e.g. Medea, Procne 	
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) 		

			<ul style="list-style-type: none"> Importance in some intellectual circles and public life, e.g. Aspasia <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 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) 	
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 10		<p>'Pericles' building programme was the greatest achievement of Athens during the years 462-429BC.'</p> <p>How far do you agree with this view?</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 Objectives		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw 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) 	<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 the achievements regarding <u>Pericles building programme</u> might include:</p> <ul style="list-style-type: none"> Pheidias' sculptures, e.g. statue of Athena

		<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> The buildings on the acropolis – e.g. the Parthenon (incl. detail), Propylaea, Erechtheion, Temple of Athena Nike Odeon <p><u>Other achievements of Athens</u> might include:</p> <ul style="list-style-type: none"> The reforms of Ephialtes and Pericles The justice and equality of the law courts The successes of the Delian League The benefits of democracy Festivals The enhanced status of Athenian citizen women <p>Likely sources to be included:</p> <ul style="list-style-type: none"> Thucydides, <i>History of the Peloponnesian War</i> 2.34-46, 2.38 Plutarch <i>Pericles</i> 12-14, 31 Aristotle, <i>Athenian Constitution</i> 25, 26.3, 27, 67-69 Quintilian, <i>Oratorical Education</i> 12.10.9 Pausanias, <i>Description of Greece</i> 1.24.5-7, 1.28.2 Roman sculpture depicting Athena Parthenos Pliny, <i>Natural History</i> 34.74 Panathenaic amphora
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>	
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 	<p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well</p>

		<p>explicit. (AO2)</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>as interrogating the evidence using logic, to develop relevant evaluations.</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 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) • 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>Analysis of the sources should focus on the limitations of the sources, such as:</p> <ul style="list-style-type: none"> • Plutarch was a biographer, rather than historian, and so was more interested in character than in a detailed analysis of events. Part of a larger work (Parallel lives) in which Pericles is compared to Fabius Maximus • Although writing over 500 years later, Plutarch consults and cites a range of sources, some of which are early, and many of which have been lost and it is the only surviving biography of Pericles. • Thucydides, as a historian, set a great store on evidence-based research. He had himself fought in the early years of the war and had his own perspectives and biases – e.g. thought to have favoured the richer classes and thought Pericles was acting in Athens' best interests.
Level 1	1-4	<p>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)</p> <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) <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	<ul style="list-style-type: none"> • No response or no response worthy of credit 	

Section C: Alexander the Great, 356–323 BC

Question		Answer	Mark	Guidance
11	(a)	Name <u>one</u> battle that Alexander fought.		
		Any one of: <ul style="list-style-type: none"> • Chaeronea • Thebes • Granicus • Issus • Tyre • Gaugamela • Persian Gates • Aornus Rock • Against Porus/Hydaspes • Against the Malloi/Mallians/Malli 	AO1 1	1 mark for specific answer
11	(b)	Give <u>two</u> reasons why soldiers were loyal to Alexander.		
		<ul style="list-style-type: none"> • Led by example/his bravery • Shared aims/sense of mission • Booty they gained • Pay • Felt they needed his leadership • Pride in Macedonia • Took care of them when they were injured • He treated them with respect • He won battles • He was a great general • His divinity 	AO1 2	1 mark for each explicit answer

11	(c)	Name <u>two</u> gods that Alexander worshipped.	Likely answers to include: <ul style="list-style-type: none">• Zeus• Dionysus• Heracles (accept)• Zeus-Ammon• Phobos/Fear• Members of the Greek Pantheon• Egyptian gods• Persian gods	AO1 2	1 mark for each specific answer <ul style="list-style-type: none">• Do not accept Achilles as he is not a god
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Question 12		What can we learn from Passage C about Alexander's relationship with Philip? [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 comment
L3	4-5	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>Answers might include reference to some of these points from the source:</p> <ul style="list-style-type: none"> • "The most obvious quarrel..." suggests there were other disagreements. • "Philip fell in love..." suggests disloyalty to Alexander's mother, Olympias, and Alexander would have felt strongly about this due to their closeness • Attalus' comment suggests that Philip is aware that Alexander might be side-lined in the succession to the throne. • "And he threw a cup at him." indicates that Alexander was willing to snub his father's most recent marriage. • "Philip drew his sword..." displays Philip's emotional relationship with Alexander. • "Look at this man..." demonstrates Alexander's disdain for his father. The incident also demonstrates Alexander's confidence that his father will not actually harm him (at this point, anyway). <p>Examiners are reminded to use the AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
L2	2-3	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.	
L1	1	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 , how accurate do you think Plutarch's account of this incident 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 comment
L3	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 might comment on the following:</p> <p>Not accurate because:</p> <ul style="list-style-type: none"> Plutarch not present No other (surviving) sources relate this incident Plutarch wrote several centuries later He writes that Philip "fell in love", but it appears that the match was purely for dynastic reasons (to secure a Macedonian heir) Philip was "too old" for Cleopatra, but again this was purely for dynastic reasons – he wanted a young wife to have more chance of getting another son. <p>Accurate because:</p> <ul style="list-style-type: none"> Other sources state that the marriage between Philip and Cleopatra took place. Olympias was from Epirus so Alexander was not considered 'pure' Macedonian by the aristocracy. By marrying Cleopatra Philip was effectively removing Olympias' power and influence at court. After this wedding Alexander took Olympias to Epirus, presumably for her safety The marriage could provide the motive for Philip's murder Philip's military career demonstrated that he was an active and aggressive man prone to violent gestures (e.g. sack of Olynthus, drowning of prisoner etc.) <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p> <p>Examiners are reminded to use the AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
L2	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. 	
L1	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	<ul style="list-style-type: none"> No response or no response worthy of credit. 	

Question 14	Explain how far Alexander's attitude towards the Persians and their customs changed during his campaign? [10 marks]		
Assessment objective	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 comment
L5	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>Students should concentrate on analysing the second order concept of change and continuity when assessing these aims.</p> <p>Arguments for change might include:</p> <ul style="list-style-type: none"> Campaign originated as a plan to stop Persian expansionism in the west and became one of conquest. Alexander attacked Persian monarchy (defeat of Darius, burning of Persepolis), then became its effective king. Alexander showed less and less inclination to ever return to Greece. Campaign began as one to defeat Persian army, then changed to pursuing Darius himself. Destruction of Persepolis contrasts with respect shown to Persian royal traditions later in the campaign. Burial of Darius in the royal tomb Alexander adopted Persian dress Proskynesis was used in his court Alexander's relationship with Darius' family changed and he married/had child with Stateira [according to some sources] and had another Persian wife. Initial target of the campaign was Persia, but he later went on to India, and had plans for further campaigns in the west at his death. Initial disdain for Persian customs changed to respect. Re-employment of Persian satraps Recruitment of Persians into Macedonian army. <p>Arguments for continuity might include:</p> <ul style="list-style-type: none"> Military nature of his campaign.
L4	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) 	
L3	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) 	
L2	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) 	
L1	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) 	

			<ul style="list-style-type: none"> • Dogged pursuit of Darius • Conquest of the Persian empire in detail – including Egypt and the wider hinterlands (e.g. Sogdiana) • Continued reliance on Macedonian Companions • Macedonians retained in most high offices • Alexander’s religious motivations (belief he was quasi divine) • Alexander’s quest for knowledge – expedition accompanied by a range of scholars from the outset. • Burning of Persepolis can also be continuity as it is continued destruction. <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>
0		<ul style="list-style-type: none"> • No response or no response worthy of credit. 	

Question 15		'Alexander's cavalry was the most important part of his army.' 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 . [20 marks]	
Assessment objective		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: 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> <p>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. .</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 comment
L5	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 coherent, relevant and logically structured.</i></p>	<p>Arguments that agree might include:</p> <ul style="list-style-type: none"> Cavalry tactics at Gaugamela were decisive (movement to the right to stretch Persian lines, then doubling back to hit the weakened line) Cavalry were used to outflank the Persians after the infantry had crossed the Issus Flexibility of cavalry at Hydaspes was central to Macedonian victory Cavalry used extremely effectively in chasing defeated Persians after both Issus and Gaugamela Alexander's anger at not being able to send whole cavalry force after Darius at Gaugamela illustrates his reliance on them Alexander Mosaic illustrates how cavalry were used to pinpoint and target Darius Alexander Sarcophagus illustrates how cavalry may have fought

L4	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"> Use of triangular formation of Companion Cavalry (with Alexander at their head) extremely effective at Issus and Gaugamela <p>Arguments that disagree might include:</p> <ul style="list-style-type: none"> Cavalry did not provide any specific advantage at battle of Issus (supported by Greek mercenaries) Cavalry not directly involved in sieges (e.g. Tyre, Rock of Sogdiana, Rock of Aornos) Alexander's reliance on other specialist troops (especially the Agrianes) on numerous occasions The phalanx was central to all Alexander's land victories as they would pin the enemy in place allowing the cavalry to be flexible. Alexander's military campaign relied on the phalanx for everything except fast strikes and reconnaissance
L3	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>	<ul style="list-style-type: none"> Cavalry of no use on some occasions (e.g. siege of Tyre) Talented commanders (especially Parmenio) were crucial to Alexander's success. Other arguments could refer to other aspects of Alexander's success: his own skills; his advisors/Companions; his supply chain and logistics. <p>Likely sources to be included:</p> <ul style="list-style-type: none"> Arrian Plutarch Alexander mosaic Alexander Sarcophagus
L2	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 	<p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view.</p>

		<p>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>The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.</p> <p>Analysis of the sources should focus on the limitations of the sources, such as:</p>
L1	1-7	<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>Arrian</p> <ul style="list-style-type: none"> • Wrote long after the death of Alexander • Had access to good sources but focuses on military matters not personality • Extremely positive about Alexander with little balanced criticism • Believed that king's were quasi divine and therefore everything that Alexander did was 'right' <p>Plutarch</p> <ul style="list-style-type: none"> • Lived several centuries after Alexander's death • Had access to court records and journals • Wrote 'biography' not 'history' • Not interested in military matters, only personalities • His style could be quite creative and he'd invent dialogue in order to illustrate characteristics <p>Alexander mosaic</p> <ul style="list-style-type: none"> • Not clear whether this illustrates Issus or Gaugamela • Completed several centuries after the events, but probably based on near contemporary painting • Proximity of Alexander and Darius probably exaggerated • But other details (i.e. military equipment) shown very accurately. • Alexander Sarcophagus • Idealisation of Alexander as leader of cavalry
	0	<ul style="list-style-type: none"> • No response or no response worthy of credit. 	

			<ul style="list-style-type: none">• Made close to the time of Alexander therefore demonstrates almost contemporary beliefs about the importance of cavalry <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>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>
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