

GCSE (9-1)

Examiners' report

ANCIENT HISTORY

J198

For first teaching in 2017

J198/12 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 12 series overview

Due to the adaptations made to the qualification in response to the pandemic, candidates were only required to study one depth study. More candidates (roughly 75% of the whole cohort) were entered for the J198/12 option than J198/22. Alexander the Great continued to be the most popular option for centres, and candidates accessed the paper to the same degree across all the depth studies. There were very few responses where all the options had been attempted.

As candidates were sitting this as a separate paper to the period study, there was better time management, and there were more higher-level responses to the 20-mark essay question than there were in the 2019 series. Across the options, candidates of all levels of achievement were much more engaged with the sources across the options than in previous series.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • knew the provenance of sources and were able to assess these specifically in relation to questions • explained the information they had chosen in the source question • included a specific judgement in the 10-mark question relating to the question. 	<ul style="list-style-type: none"> • time management: candidates' responses to lower tariff questions were too detailed, leaving less time for the essay question • for the 'accuracy' 5-mark question, the passage itself was not addressed and generic provenance details were given • included source evaluation in the 10-mark question.

Section A overview

This was the least popular option, with about 10% of the cohort taking this depth study.

Question 1 (a) (b) (c)

SECTION A – From Tyranny to Democracy, 546–483 BC

- 1 (a) Identify **two** parts of the Athenian government structure under the Peisistratids. [2]
- (b) Give **two** possible reasons why the Spartans decided to attack Polycrates. [2]
- (c) How many strategoi (generals) did the Athenian democracy elect? [1]

Many responses to these questions were very thorough with clear engagement with the topic.

Question 2

- 2 What can we learn from **Passage A** about why the Athenians assisted the Ionian revolt? [5]

More successful responses used information from across the passage; the identification that there was pre-existing rivalry between Athens and Persia frequently appeared in responses.

Question 3

- 3 Using details from **Passage A**, how accurate do you think Herodotus' account of these events is? [5]

The most successful responses were able to link their own knowledge of Herodotus to details in the passage. A number of answers addressed a similar but slightly different question on "how reliable do they think Herodotus' account of these events is".

Exemplar 1

Herodotus' account contains no supernatural events or contradictions. His recount does make logical sense, with the speech seeming convincing morally and story so cohesive with a "plot" you would expect. However, detailed accounts of ~~this~~ these stories are somewhat suspicious, as Herodotus' would have been relying on the oral tradition for specific stories. The convincing of so many likely being reliant on minimal knowledge of Persia truthfully also seems improbable. Overall, I would say an event similar to this probably did happen but Herodotus' story as told is not reliable generally.

This response was given a Level 3, there is discussion of passage on the paper, however the candidate has focused on "reliable" rather than "accurate".

Question 4

- 4 Explain the significance of Miltiades' actions at Marathon and the treatment he received afterwards.

[10]

The most successful responses included detailed factual knowledge of Miltiades. There was some confusion about the Battle of Marathon itself and less successful responses focused on telling the story of the battle, without specific reference to Miltiades.

Question 5

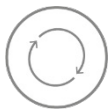
- 5* 'Change only happened in Athens and Samos as a result of violence.' To what extent do you agree with this view?

You must **use and analyse the ancient sources** you have studied as well as supporting your answer with **your own knowledge**.

[20]

The most successful responses considered when change didn't happen as a result of violence and balanced the response between Athens and Samos. Successful responses provided very clear links to the sources and included discussion of material culture alongside the literary sources.

Assessment for learning



Encourage students to start any verbal or written response with "Herodotus says ...", "Aristotle says ...", etc. By anchoring their classwork in sources, it should transfer more naturally into an exam environment.

Section B overview

The candidates had engaged well with the material culture elements of this paper. Candidates were very well-prepared for Question 9, which for some responses meant there was an imbalance in time spent on this rather than Question 10.

Question 6 (a)

SECTION B – Athens in the Age of Pericles, 462–429 BC

6 (a) Give **two** reasons for the creation of the Delian League. [2]

Less successful candidates confused the Delian League with the Hellenic League.

Question 6 (b)

(b) Name **two** events at the City Dionysia. [2]

Less successful candidates confused the City Dionysia with the Panathenaea.

Question 6 (c)

(c) Give the reason for Pericles' death. [1]

Less successful candidates did not know why he died.

Question 7

7 What can we learn from **Passage B** about the workings of the Athenian democracy? [5]

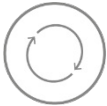
Successful responses were able to pick out several pieces of evidence and explain what we learn; less successful responses chose one point with partial explanation. To access Level 3, responses need to include a "range of fully appropriate details".

Question 8

- 8 Using details from **Passage B**, how accurate do you think Aristotle's account of the Athenian democracy is? [5]

The most successful responses were able to explain Aristotle's methodology and how it related to the collection of information.

Assessment for learning



Overlay a timeline of the modern world with that of the 5th and 4th Century BC, e.g. if Aristotle was writing now, has nothing changed between us and the 1920s in terms of how politics works? Candidates should recognise that society has changed; this is helpful to think about the differences between Aristotle's time and Pericles' time.

Question 9

- 9 Explain the significance of women in Athenian life. [10]

Candidates understood the roles that women played in Athenian life; more successful responses were able to explain the different areas women were involved in and gave detailed information.

Exemplar 2

In Athens, women were generally viewed as less important than men were. In Xenophon's *The Estate Manager*, Xenophon states that the role of women was primarily to stay at home and carry out more menial tasks such as looking after the slaves and the house, while men did the more physically demanding tasks such as fighting and working in the fields. Having said that, there are other instances where women have been presented as more important. For example, one

This response has included lots of detailed information which comes from Xenophon's account, it was placed in Level 4. Candidates do not need to evaluate sources in this type of question, however knowledge of relevant ancient sources will be credited.

Question 10

10* 'Pericles' building programme was the greatest achievement of Athens during the years 462–429 BC.' 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]**

Less successful responses listed the features of Pericles' building programme, whereas the most successful responses explained the purpose of the building programme in the context of the sources and why that was an achievement. They also made counter arguments regarding what else could be considered the greatest achievement.

Misconception



Lower performance responses did not focus on the years 462–429 BC and the responses discussed the earlier development of democracy rather than the Periclean period.

Section C overview

This was the most popular option with the majority of centres opting for it. There was a great improvement in comparison to the 2019 series regarding approach to sources, especially the inclusion of material sources, with the most successful candidates able to make developed judgements about them.

Question 11 (a)

SECTION C – Alexander the Great, 356–323 BC

11 (a) Name **one** battle that Alexander fought. [1]

Less successful responses named battles from the Persian Wars.

Question 11 (b)

(b) Give **two** reasons why soldiers were loyal to Alexander. [2]

Less successful responses only provided one reason.

Question 11 (c)

(c) Name **two** gods that Alexander worshipped. [2]

Successful responses named two gods, less successful named one.

Question 12

12 What can we learn from **Passage C** about Alexander's relationship with Philip? [5]

The most successful responses to this question were able to highlight that this was "the most obvious quarrel", and therefore this was not a single occasion, and they drew evidence from the whole passage.

Misconception



Several responses stated that it was Philip and not Attalus who "called ... for a legitimate inheritor".

Question 13

- 13 Using details from **Passage C**, how accurate do you think Plutarch's account of this incident is? **[5]**

Candidates across the performance range were able to access this question and were able to discuss the accuracy of Plutarch. The more successful responses were able to include Plutarch's own sources and whether they would have been attending a feast such as this.

Question 14

- 14 Explain how far Alexander's attitude towards the Persians and their customs changed during his campaign. **[10]**

The less successful responses were able to recall what Alexander's attitude was at certain points in his campaign, but they were not able to explain how far they were different.

Assessment for learning



When practising this type of question, encourage students to write a judgement sentence, then to explain their answer with sentence starters.


Question 15

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]**

The most successful responses identified what was meant by 'Alexander's cavalry' and distinguishing between the 'companion cavalry' and the 'Thessalian cavalry' as well as using the Alexander Sarcophagus and the mosaic from the House of the Faun at Pompeii, in conjunction with Plutarch and Arrian. Less successful responses did not mention sources at all or were not critical of the material sources, for example not considering whether as works of art, they were accurate representations. Higher performance responses were able to discuss when the cavalry had less importance, e.g. in sieges and also were able to discuss the value that Alexander himself placed on the cavalry through who he placed in charge of it.

Assessment for learning



Use images from video games or films and ask students to consider how accurate a portrayal of warfare they think it is, then ask them to use the same measures when looking at material culture.

Exemplar 3

Another reason is that Alexander trusted them very well. Alexander trusted his cavalry to give him advantages in battle. This often worked and gave him battle victory.

On the other hand, Alexander's phalax was the most important part of his army. The phalax also helped Alexander win many battles. This makes the phalax the most important part of Alexander's army.

This response was given a Level 2, throughout there was basic knowledge and understanding throughout the response, there was no reference to sources in the response. AO3, the use, analysis and evaluation of ancient sources, is the dominant Assessment Objective in this question, accounting for 10 of the 20 marks. Therefore, candidates who do not reference any sources will severely limit the number of marks their response will receive.

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