



Oxford Cambridge and RSA

**GCSE (9-1)**

**Ancient History**

**J198/01: Greece and Persia**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

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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. This applies to short answer/ low tariff questions only.

**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 (This applies to SPAG as well)

Award Zero '0' if:









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

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

- The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
- 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 <b>AO1</b> (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
	Evidence for making a judgement on the quality of <b>AO2</b> (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	Evidence for making a judgement on the quality of <b>AO3</b> (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

**Mark Scheme**  
**Section A: The Persian Empire, 559–465 BC**

Question	Indicative content	Marks	Guidance
1. (a)	Identify <b>two</b> parts of Cyrus' building complex at Pasargadae.	<b>2</b>	
	<p style="text-align: center;">Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>● Palaces S/P</li> <li>● The paradazia/walled garden</li> <li>● The Zendan</li> <li>● Gateway</li> <li>● The canal</li> <li>● Cyrus' tomb</li> <li>● Pavilions</li> <li>● Audience Hall</li> <li>● Irrigation system</li> </ul>	<b>AO1</b> <b>2</b>	1 mark for specific answer (max. of 2)
1. (b)	Name <b>two</b> of the kings and queens who Cyrus fought.	<b>2</b>	
	<p style="text-align: center;">Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>● King Croesus</li> <li>● King Astyages</li> <li>● King Nabonidus</li> <li>● Queen Tomyris</li> </ul>	<b>AO1</b> <b>2</b>	1 mark for specific answer (max. of 2)

<b>Question 2</b>	Outline the main preparations made by Xerxes for his invasion of Greece. <b>[6 marks]</b>		
<b>Assessment Objectives</b>	<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied		
<b>Additional guidance</b>	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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
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"> <li>● Canal at Mount Athos</li> <li>● Gathering the Army of All Nations</li> <li>● Supply depots</li> <li>● The army marched to the Hellespont, crossing it after a storm on a bridge constructed by his engineers.</li> <li>● Heralds sent for earth and water – medized – not Athens and Sparta</li> <li>● The Persian army, accompanied by the navy just offshore, marched through northern Greece, with many cities medising.</li> <li>● Four year period of preparation</li> <li>● Brother left as Satrap at Sardis</li> </ul> <p>Credit reference to the Pythius story if it related to the acquisition of funds/troops</p> <p>Do not credit whipping the sea as this is not preparation</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	



<b>Question 3</b>	Using details from <b>Passage A</b> and your own knowledge, what can we learn about the reasons why Darius won the power struggle at the start of his reign? <b>[10 marks]</b>		
<b>Assessment Objectives</b>	<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context		
<b>Additional guidance</b>	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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1)</li> <li>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)</li> </ul>	Valid features / characteristics that answers could identify from the source include: <ul style="list-style-type: none"> <li>Darius presents himself as a courageous and opportunistic opponent to Gaumata, using his daring to seize power 'there was none who dared'</li> <li>His main rival was killed 'I...slew that Gaumata'.</li> <li>Unpopularity of Gaumata 'which Gaumata had destroyed...had taken away'.</li> <li>He restored the Persian empire's temples and lands, increasing his popularity.</li> <li>Darius claimed to have the help of Ahuramazda in winning power.</li> <li>He seems to have offered stability 'as it was in the days of old', which suggests that there was instability under Gaumata.</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1)</li> <li>Response uses a range of fully appropriate details from the stimulus material, which are</li> </ul>	

		analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3)	<ul style="list-style-type: none"> <li>• Links to Cyrus who founded the line</li> </ul> <p>Other valid features / characteristics that answers could identify include:</p> <ul style="list-style-type: none"> <li>• Darius proved to be very effective at exploiting doubts about Bardiya/Smerdis/false Smerdis.</li> <li>• Herodotus suggests that Darius used trickery to persuade the other Persian noblemen to support him.</li> <li>• The evidence of the Bisitun inscription, portraying Darius' victory over the 'Liar Kings'</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1)</li> <li>• 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)</li> </ul>	
Level 2	3-4	<ul style="list-style-type: none"> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1)</li> <li>• Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)</li> </ul>	
Level 1	1-2	<ul style="list-style-type: none"> <li>• The response demonstrates basic knowledge that is relevant to the topic of the question (AO1)</li> <li>• Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 4</b>	Using details from <b>Passage A</b> and your own knowledge, explain why Darius was a more successful king than Cambyses. <b>[15 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO3</b> = 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><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>	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		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	13-15	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at</li> </ul>	<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 Darius and Cambyses. Candidates must make explicit comparison between Darius and Cambyses.</p> <p>Valid features / characteristics that answers could identify from the source include:</p> <ul style="list-style-type: none"> <li>Darius took care to win over the population</li> <li>Darius presented himself as chosen by Ahuramazda</li> <li>Darius says that he restored the Achaemenid monarchy 'The kingdom that had been taken from our line I brought back'</li> </ul> <p>Other valid features / characteristics that answers could</p>

		substantiated and developed judgements. (AO2)	identify include:
Level 4	10-12	<ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (AO3)</li> <li>• The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Darius had to win the throne rather than simply inherit it like Cambyses, and so his claim to be supported by Ahuramazda was backed up by events.</li> <li>• Though Cambyses was successful in his conquest of Egypt, his attack on Ammon ended in disaster, and his invasion of Ethiopia was unsuccessful. Darius, in contrast, was successful in expanding in the west and also added India to the empire.</li> <li>• Darius introduced a string of bureaucratic initiatives to Persia which improved life there, whereas Cambyses spent nearly all his reign on campaign.</li> <li>• Darius rebuilt Susa and established Persepolis. Cambyses contributed no new buildings to the empire.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• This is linked to an analysis and explanation of the issue in the question but judgements may not</li> </ul>	

		always be made explicit. (AO2)	
Level 2	4-6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul>	
Level 1	1-3	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 5</b>	‘The Persian empire’s strength was all due to the work of Cyrus.’ To what extent do you agree with this view?			<b>[20 marks]</b>
<b>Assessment Objectives</b>	<b>AO1</b> = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO2</b> = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.			
<b>Additional guidance</b>	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.			
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 5	17-20	<ul style="list-style-type: none"> <li>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)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured</i></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>Grounds for agreeing include:</p> <ul style="list-style-type: none"> <li>Cyrus’ imperial expansion: the defeats of Medea, Lydia and Babylon demonstrated an energetic and positive approach to building the empire.</li> <li>Cyrus’ administrative reforms: the Cyrus Cylinder suggests that Cyrus’ administrative skills were sophisticated, and this is supported by his. Cyrus also laid the foundations of the Achaemenid administrative/imperial structure.</li> <li>Cyrus’ building projects: the creation of Pasargadae</li> </ul>	

Level 4	13-16	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	<p>extended royal authority and prestige</p> <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> <li>• Imperial expansion: Cambyses' conquest of Egypt consolidated the empire's reputation and brought the wealth of the Nile into the empire. Darius' expansion strengthened the empire's frontiers and also continued its expansion. Addition of Chios and Samos to Persian Empire.</li> <li>• Administrative reforms: Darius' reforms to government and to the workings of the empire, including satraps. Xerxes' success in crushing revolts in Egypt and Babylon demonstrates his effectiveness as a leader.</li> <li>• Building projects: Darius' projects in Susa and Persepolis are on a par with Cyrus. Xerxes' completion of Persepolis could suggest that he was the monarch with the most highly developed appreciation of how propaganda perpetuated empire.</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>• 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)</li> <li>• This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8	<ul style="list-style-type: none"> <li>• Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics</li> </ul>	

		<p>discussed. (AO1)</p> <ul style="list-style-type: none"> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul> <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"> <li>• Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <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 align="center"><b>High performance 4–5 marks</b></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy.</li> <li>• Learners use rules of grammar with effective control of meaning overall.</li> <li>• Learners use a wide range of specialist terms as appropriate.</li> </ul>
<p align="center"><b>Intermediate performance 2–3 marks</b></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy.</li> <li>• Learners use rules of grammar with general control of meaning overall.</li> <li>• Learners use a good range of specialist terms as appropriate.</li> </ul>
<p align="center"><b>Threshold performance 1 mark</b></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy.</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li> <li>• Learners use a limited range of specialist terms as appropriate.</li> </ul>
<p align="center"><b>No marks awarded 0 marks</b></p>	<ul style="list-style-type: none"> <li>• The learner writes nothing.</li> <li>• The learner’s response does not relate to the question.</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li> </ul>

## Section B: From Tyranny to Democracy, 546-483 BC

Question	Indicative Content	Marks	Guidance
6 (a)	Identify how many years an ostracism lasted for.	1	
	Ten/10	AO1 1	1 Mark for a specific answer
6 (b)	Give <b>two</b> examples of the reforms of Cleisthenes	2	
	<ul style="list-style-type: none"> <li>● Reorganisation of tribes into 10</li> <li>● Introduction of the trittys system in Attica</li> <li>● Creation of the 139 demes</li> <li>● Expansion of the council from 400 to 500</li> <li>● The introduction of isegoria</li> </ul>	AO1 2	1 mark for each specific answer (max. of 2)
6 (c)	Identify <b>two</b> reasons why the Athenian navy expanded after 483 BC	2	
	<ul style="list-style-type: none"> <li>● Discovery of the silver mines at Laurion brought new wealth</li> <li>● Themistocles persuaded the Assembly to invest in 100 triremes</li> <li>● Threat of war against Aegina</li> <li>● Themistocles and others expected a second Persian invasion</li> <li>● Themistocles used the expansion of the navy in order to move more power to the ordinary poor Athenian in order to promote the nascent democracy</li> <li>● Themistocles' interpretation of the "wooden walls" oracle</li> </ul>	AO1 2	1 mark for each specific answer (max. of 2)

<b>Question 7</b>	What can we learn from <b>Passage B</b> about why the Athenians were proud of their democracy?		<b>[5 marks]</b>
<b>Assessment Objective</b>	AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
<b>Additional Guidance</b>	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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
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"> <li>• Athenians feel that they owe no debt to other states, and indeed that they feel superior to them 'we are an example to others than imitators ourselves'</li> <li>• Superior level of representation 'favours the majority, instead of the few'</li> <li>• Delivers justice to all in law 'equal justice'</li> <li>• Sense that the most worthy people are given respect, and that this is based on their personal qualities/talent rather than social status 'because of his virtue'</li> <li>• Encourages the participation of all Athenians.</li> </ul>
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	

<b>Question 8</b>	Using details from <b>Passage B</b> , how accurate do you think Thucydides' description of Athenian democracy is? <b>[5 marks]</b>		
<b>Assessment Objective</b>	<b>AO3</b> = 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.		
<b>Additional Guidance</b>	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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>Candidates might comment on the following:</p> <ul style="list-style-type: none"> <li>Thucydides is an eyewitness to the workings of democracy, writing around 410-400 BC</li> <li>His approach to writing history is evidence-based</li> <li>This extract is from Pericles' funeral oration, and is thus reported speech rather than verbatim. The extent to which Thucydides places words into Pericles' mouth is unclear.</li> <li>Thucydides is clearly an admirer of Pericles, and this speech may be aimed at praising Pericles' leadership of democracy rather than democracy itself.</li> <li>In later years Thucydides was exiled and became critical of Athens' democratic leadership. This extract may therefore be a veiled attack on the nature of Athenian democracy in the later years of the Peloponnesian War.</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>	

Level 1	1	<ul style="list-style-type: none"><li>Response analyses the source in a basic way by selecting relevant detail from the source content or historical context</li></ul>	
	0	No response or no response worthy of credit	

<b>Question 9</b>	Explain how life in Athens changed under the rule of Peisistratus		<b>[10 marks]</b>
<b>Assessment Objective</b>	<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.		
<b>Additional Guidance</b>	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
5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>Explanations may include:</p> <ul style="list-style-type: none"> <li>Introduction of legal reform, including travelling judges</li> <li>Economic improvements, with employment through building projects, tax on agriculture and loans to farmers.</li> <li>Cultural projects such as the Panathenaia, and temple building. Introduction of the City Dionysia</li> <li>Peace policy with neighbours</li> <li>Increase in trade and exports of pottery.</li> <li>Promotion of Athenian art in the fields of drama, poetry, art and pottery.</li> <li>Some political changes might also have been due to Peisistratus, for example in the Boule and Ecclesia, though this is not completely clear.</li> </ul> <p>If candidates have discussed other Peisistratids, do not credit</p>
4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>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)</li> </ul>	
3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not</li> </ul>	

		always be made explicit. (AO2)	
2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	
1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 10</b>	<p>‘The assassination of tyrants in both Athens and Samos shows that tyranny was not a popular form of government.’          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.  <b>[20 marks]</b></p>		
<b>Assessment Objectives</b>	<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied  <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.  <b>AO3</b> = 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"> <li>• Historical events and historical periods studied.</li> <li>• How the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced</li> </ul> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>	<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>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>• Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is</i></p>	<p>No set answer is expected. It is possible to reach the highest 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"> <li>• The tyrannicides statue celebrated the first blow of democracy against tyranny in Athens.</li> <li>• Aristotle maintains that Harmodius and Aristogeiton were aiming to overthrow tyranny.</li> <li>• Polycrates faced opposition from rebels, particularly amongst the aristocracy, who clearly wanted to remove him.</li> </ul>



		<i>coherent, relevant and logically structured.</i>	
Level 4	13-16	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	<p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> <li>Though Hipparchus and Polycrates are assassinated, Pisistratus, Maeandrius and Syloson are not.</li> <li>According to Herodotus, the assassination of Hipparchus can be explained as a personal conflict between Hipparchus and Harmodius/Aristogeiton.</li> <li>Thucydides maintains that tyranny had been popular in Athens up until 514 BC.</li> <li>Tyranny had enjoyed a 'golden age' under Pisistratus in Athens</li> <li>Opposition to Polycrates seems to have been initiated by Sparta and Corinth for their own reasons rather than because of an issue with tyranny as a system.</li> <li>Polycrates did introduce changes that were popular with some Samians.</li> <li>Polycrates' assassination is carried out by Oroetes either for personal reasons or as part of Persian policy.</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Likely sources to be included:  Herodotus 3.44-60, 3.120-125  Herodotus 5:55-56  Tyrannicides statue  Thucydides 6.53-59  Aristotle 18-19  Herodotus 5.62-65  Temple of Hera, Samos picture</p> <p>The source analysis is likely to address:</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. In</p>

Level 2	5-8	<ul style="list-style-type: none"> <li>• 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 no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure</i></p>	<p>addition, Herodotus offers a variety of interpretations of the assassination of Polycrates in line with his overarching approach to history.</p> <p>Thucydides looks to establish a clear evidence-based account, but is writing 100 years after the event. In addition, he is keen to promote his own interpretation of the founding of democracy.</p> <p>The Tyrannicides statue was a celebration of democracy and thus is unsympathetic to tyranny.</p> <p>Caution needs to be expressed about Aristotle as, though he offers useful detail on politics, he is writing well after the events. In addition, though he agrees with Thucydides on the train of events, he disagrees on the interpretation of them. He prefers to view the assassination more as it being a democratic statement.</p>
Level 1	1-4	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way</i></p>	
	0	No response or no response worthy of credit	

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

Question	Answer	Mark	Guidance
11 (a)	Outline <b>three</b> features of the Parthenon.	<b>3</b>	
	Valid responses include: <ul style="list-style-type: none"> <li>• Grandest building on the Acropolis (1)</li> <li>• Dedicated to Athena Parthenos (1)</li> <li>• Extremely large (1)</li> <li>• 8 X 17 columns (1)</li> <li>• Designed to show off Pheidias' statue of Athena (1)</li> <li>• Served as the treasury of Athens (1)</li> <li>• Built in marble (1)</li> <li>• Decorated in green, blue and gold (1)</li> <li>• Pediments (1) which depicted key moments in the mythology of Athens (1)</li> <li>• E.g the birth of Athena (1) and The competition between Athena and Poseidon over patron deity of Athens (1)</li> <li>• Decorative frieze (1) which depicts the Panathenaic procession (1)</li> <li>• Statue of Athena Parthenos (1) which was inside the temple (1)</li> </ul>	<b>AO1</b> <b>3</b>	1 mark for any answer that offers a historically valid response (max of 3.).
11 (b)	Name the large class of slaves in Sparta.	<b>1</b>	
	<ul style="list-style-type: none"> <li>• Helots (1)</li> </ul>	<b>AO1</b> <b>1</b>	1 mark for the specific answer
11 (c)	Name the close friend of Pericles who was accused of stealing gold in 437.	<b>1</b>	
	<ul style="list-style-type: none"> <li>• Pheidias (1)</li> </ul>	<b>AO1</b> <b>1</b>	1 mark for the specific answer

<b>Question 12</b>		What can we learn from <b>Passage C</b> about the Delian League? <span style="float: right;"><b>[5 marks]</b></span>	
<b>Assessment Objective</b>		A03 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li>That Athens now led the alliance due to 'their hatred of Pausanius'.</li> <li>That the League contributed money or tribute to fight their enemy 'they drew up which cities should contribute money....against the barbarians'</li> <li>That the tribute requested by the Delain League was on a grand scale 'the tribute was first established as 460 talents'</li> <li>That the League wanted revenge for the Persian Wars 'Their alleged objective was to avenge....'</li> <li>That Athens controlled the finances of the League 'the offices of the Hellenic Treasurers were first set up by the Athenians; they received the tributes'</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 13</b>		Using details from <b>Passage C</b> , how accurate do you think Thucydides' account of the Delian League is? <b>[5 marks]</b>	
<b>Assessment Objective</b>		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.	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Candidates should relate the evaluation of Thucydides to his description of the Delian League in the passage for full marks.</p> <p>Answers should note that the passage is from Thucydides and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> <li>That the Athenian empire was sought (to lead the League) by the Greek cities on the coast of Asia Minor to protect against future Persian attack as the Spartan general (Pausanias) had alienated them 'the Athenians, by the will of the allies and their hatred of Pausanias, gained leadership'</li> <li>It is debated that the Athenians intended to turn the Delian League alliance into an empire which they controlled 'their alleged objective'</li> <li>That Athens controlled the League and set up Hellenic Treasurers to manage the tribute which was sizeable due to the size of the tributes and number of states which were members (approximately 330) 'they drew up which cities should contribute...the offices of the Hellenic Treasurers were first set up by the Athenians'</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.</li> </ul>	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none"><li>• Thucydides was an Athenian historian who also served as an Athenian general during the Peloponnesian war and consequently would have a sound contextual understanding of the conflict.</li><li>• Despite being an Athenian and a participant in the conflict, Thucydides is often regarded as having written a generally unbiased account of the war</li><li>• However, Thucydides' views may be inaccurate because we suspect he was exiled by demagogues / conservatives post Pericles and consequently may be more positive about the earlier period.</li></ul>
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<b>Question 14</b>		Explain the significance of religion in Athenian life. <span style="float: right;"><b>[10 marks]</b></span>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p>	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>Explanations might include:</p> <ul style="list-style-type: none"> <li>The Acropolis – the entire site was a religious sanctuary. For example the bronze statue of Athena showed the goddess as a military defender of the state, and alongside the Parthenon celebrated the city's patron goddess.</li> <li>The Parthenon itself (steeped in religious life of Athens) – Dedicated to Athena Parthenos. Served as the treasury of Athens (so the gods would watch over them). Depicted key moments in the mythology of Athens (e.g. competition between Athena and Poseidon). The frieze depicts the Panathenaic procession</li> <li>Religion existed alongside politics – on the Acropolis was a statue of Pericles by Cresilas. Pliny refers to it as a portrait of the Olympian Pericles – suggesting that Pericles was depicted as if he were a god.</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>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)</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	

Level 2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>Athenian views as seen in the funeral oration – In his funeral speech, Pericles mentions the importance of festivals to the Athenian way of life:</li> <li>The events of the Panathenaia – celebrated Athena’s birthday and was a chance for all Athenians to come together and worship Athena in her role as the founder and protector of their city.</li> <li>The procession to the Acropolis – centrepiece of the Panathenaia – women’s role – Arrephoroi, peplos, priestesses and other women carrying gifts for the goddess, great sacrifice to Athena.</li> <li>City Dionysia – centred on worship of Dionysus, drama contests, procession, sacrifice, libations to the Olympian gods, parades.</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	



<b>Question 15</b>		<p>'The role of women in Athens was simply to be a wife and mother.'</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 you're your own knowledge <b>[20 marks]</b></p>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO3</b> = 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"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses. .</b></p>	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> </ul>	<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>Evidence of the role of women as a wife and mother:</p> <ul style="list-style-type: none"> <li>• Marriage/wife <ul style="list-style-type: none"> <li>○ Marriage as a social and financial agreement – arranged</li> <li>○ To produce children</li> <li>○ No need for attendance at betrothal ceremony</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <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"> <li>Overseeing all household tasks, e.g. looking after storerooms, spinning and weaving</li> <li>Teach role and duties of an Athenian woman to daughters</li> </ul> <ul style="list-style-type: none"> <li>Children <ul style="list-style-type: none"> <li>Produce a son to inherit the family name and inherit money</li> <li>To provide love to infants</li> </ul> </li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Other roles of women:</p> <ul style="list-style-type: none"> <li>Religion <ul style="list-style-type: none"> <li>Preparations for festivals, e.g. purification and perfuming of garments</li> <li>Ritual duties at the Panathenaia, e.g. Arrephoroi</li> <li>Participated at state festivals and celebrated own rituals (particularly related to fertility and death)</li> <li>Preparation for Anthesteria</li> <li>Served as priestesses</li> </ul> </li> <li>Important roles in Athenian tragedy, e.g. Medea, Procne</li> <li>Importance in some intellectual circles and public life, e.g. Aspasia</li> <li>Importance in citizenship, e.g. increased depiction on vases and tombstones</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Lack of role:</li> <li>Status of a minor in Athenian Law</li> <li>Not able to buy or sell land</li> <li>Rationed amount of money could legally contract</li> <li>Gift or inheritance given to husband to manage</li> <li>Needed to be escorted if wealthier family</li> <li>Sexual double-standards</li> </ul>

		<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Likely sources to be included:</p> <ul style="list-style-type: none"> <li>Thucydides, <i>History of the Peloponnesian War</i> 2.45-6</li> <li>Plutarch <i>Pericles</i> 24, 28, 32</li> <li>Xenophon, <i>The Estate Manager</i> 7.23-5, 7.35-7, 7.42, 7.5-6</li> <li>Pausanias, <i>Description of Greece</i> 1.27.3</li> <li>Red-figure chous (jug) attributed to the Meidias Painter: women perfuming garments</li> <li>Euripides, <i>Medea</i> 248-251</li> <li>Sophocles, <i>Tereus</i> 583</li> <li>Aristophanes, <i>Acharnians</i> 515-539</li> </ul>
Level 2	5-8	<ul style="list-style-type: none"> <li>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 no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul> <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"> <li>Women in 5<sup>th</sup> Century Athens received limited education and we have no writings by an Athenian woman of this time.</li> <li>Euripides was caricatured by Aristophanes as a playwright who enraged women for his insulting and negative portrayal of them. Additionally the vast majority of the audience consisted of Athenian citizen men, and his plays would be written primarily for them.</li> <li>Xenophon's account is an idealised view of marriage for a wealthy Athenian</li> </ul>
Level 1	1-4	<ul style="list-style-type: none"> <li>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)</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> </ul>	

		<ul style="list-style-type: none"><li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li></ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

## SECTION D – Alexander the Great, 356–323 BC

Question	Answer	Mark	Guidance
16 (a)	Name Alexander's father.	1	
	Philip	AO1 1	1 mark for specific answer
16 (b)	List <b>two</b> places Alexander's army captured after a siege.	2	
	<ul style="list-style-type: none"> <li>• Halicarnassus (1)</li> <li>• Tyre (1)</li> <li>• Gaza (1)</li> <li>• Rock of Sogdiana / Sogdian rock (1)</li> <li>• Rock of Aornos (1)</li> <li>• Fortress of the Malians (1)</li> </ul>	AO1 2	Accept any two up to Max 2 marks
16 (c)	Give <b>two</b> examples of Persian behaviour or customs that Alexander adopted.	2	
	<ul style="list-style-type: none"> <li>• Persian dress/clothes (1)</li> <li>• <i>Proskynesis</i> (bowing, or prostration) (1)</li> <li>• The Royal kiss (1)</li> <li>• Marrying Persian bride(s) (1)</li> </ul>	AO1 2	Accept any two up to max 2 marks

<b>Question 17</b>		What can we learn from <b>Passage D</b> about Alexander's character? <span style="float: right;"><b>[5 marks]</b></span>	
<b>Assessment Objective</b>		A03 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Answers might include reference to some of these points from the source:</p> <ul style="list-style-type: none"> <li>“did not wish to leave it” suggests determination</li> <li>“in case this provoked disturbance” indicates political realism/awareness</li> <li>“cut the knot” shows aggression/violent temper</li> <li>“took the peg from the pole” suggests intelligence and cunning</li> <li>“he and his companions” indicates his closeness to his friends/officers</li> <li>“as if the oracle had been fulfilled” shows Alexander's superstition/religious belief</li> <li>“sacrificed to the gods” demonstrates his religious piety</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 18</b>		Using details from <b>Passage D</b> how accurate do you think Arrian's account of this incident is?		<b>[5 marks]</b>
<b>Assessment objective</b>		<b>AO3</b> = 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.		
<b>Additional guidance</b>		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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>	
Level 3	4-5	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Candidates might comment on the following:</p> <p>Not accurate because:</p> <ul style="list-style-type: none"> <li>Arrian was not present</li> <li>Arrian would not know the reasons for Alexander wishing to unfasten the knot</li> <li>Admits he is "not able to say" what happened owing to conflicting evidence</li> <li>No way Arrian could have known why Alexander "offered sacrifice"</li> <li>Possible that Arrian is simply repeating an 'official account' produced later</li> <li>Arrian tends to exaggerates Alexander's actions and skills</li> <li>Arrian's work emulates Xenophon's <i>Anabasis</i></li> <li>Arrian lived three hundred years after the death of Alexander</li> </ul> <p>Accurate because:</p> <ul style="list-style-type: none"> <li>He refers to sources ("some writers") he has used</li> <li>Possible that Arrian is directly relying on accounts produced by eye-witnesses</li> <li>Specifically mentions Aristobulus who was present at the incident described</li> <li>"he and his companions returned ... as if the oracle ... had been fulfilled" suggests eye-witness account used</li> <li>Arrian used a range of sources in an attempt to try to produce an objective account</li> </ul>	
Level 2	2-3	<ul style="list-style-type: none"> <li>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.</li> </ul>		
Level 1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</li> </ul>		
	0	No response or no response worthy of credit.		

<b>Question 19</b>		Explain the main differences between the battles of Granicus and Gaugamela		<b>[10 marks]</b>
<b>Assessment objective</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.		
<b>Additional guidance</b>		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.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>	
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	Students should concentrate on analysing the second order concept of change and continuity when assessing these aims.  Arguments for <b>differences</b> might include: <ul style="list-style-type: none"> <li>Granicus took place across/through a river, Gaugamela on a wide open plain</li> <li>At Granicus Alexander was nearly killed (saved by Cleitus)</li> <li>Large numbers of Greek mercenaries fought against Alexander at Granicus, but not so many at Gaugamela</li> <li>At Gaugamela Alexander led his cavalry to the right to stretch the Persian line, then attacked the weak point</li> <li>At Granicus his army faced the Persians head-on</li> <li>At Granicus the Persians had their cavalry in the front line, at Gaugamela they were on the wings</li> <li>At Gaugamela Darius used chariots, none at Granicus</li> <li>Persian army at Granicus considerably smaller than that at Gaugamela</li> <li>Persians at Granicus commanded by satraps (Arsites, Spithridates and Arsames) with support from Greek mercenary Memnon; at Gaugamela commanded by Darius in person</li> <li>Determined effort to wipe out survivors of the battle of Granicus, but after Gaugamela Alexander concentrated all his efforts on the pursuit of Darius.</li> </ul>	
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>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)</li> </ul>		
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>		
Level 2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> </ul>		



		<ul style="list-style-type: none"> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<p>Arguments for <b>similarity</b> might include:</p> <ul style="list-style-type: none"> <li>Both battles were against the Persians</li> <li>Alexander won both battles</li> <li>Both battles saw Alexander coordinated the use of the various sections of his army</li> <li>Alexander relied on the strength and stamina of his phalanx to keep the Persians pinned down in both battles</li> <li>Both battles were decided by the determined and aggressive actions of Alexander and his Companion cavalry</li> <li>Both battles saw the supremacy of the well-disciplined heavy infantry of the Macedonian phalanx defeat the lighter armed and less well-trained Persian soldiers.</li> <li>Both battles started with the odds heavily against Alexander (Granicus because of the Persian defensive position behind a river, and Gaugamela because of their huge advantage in numbers)</li> <li>Both battles preceded by advice from Parmenio that Alexander did not take</li> <li>Both battles saw Alexander rely heavily on his companions/generals who were each allotted a specific role</li> </ul> <p>Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.</p>
Level 1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit.	

<b>Question 20</b>		<p>'The killing of Cleitus is the best event to give us different views of Alexander.' 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.</p> <p style="text-align: right;"><b>[20 marks]</b></p>	
<b>Assessment objective</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied  <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.  <b>AO3</b> = 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.  <b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses. .</b></p>	
<b>Additional guidance</b>		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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative comment</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<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>Credit discussion of varying views of Alexander over the course of time and how this is supported by the sources.</p> <p>Arguments that <b>agree</b> might include:  Plutarch states:</p> <ul style="list-style-type: none"> <li>the event was preceded by a dream (Cleitus &amp; Parmenio's sons)</li> <li>Alexander invited Cleitus to see some fruit</li> <li>Three sheep from the sacrifice followed Cleitus</li> </ul>

		<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"> <li>• Songs were sung which made fun of Macedonians</li> <li>• Cleitus complained about Alexander's 'Medism' (favour of the Persians)</li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>• 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)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Arrian states:</p> <ul style="list-style-type: none"> <li>• Alexander sacrificed to the Dioscuri instead of Dionysus</li> <li>• Some Macedonians compared Alexander to Castor, Pollux and Heracles</li> <li>• Some Macedonians belittled the achievements of Philip</li> </ul> <p>Candidates may refer to any other passages from the written sources which give similar views on Alexander</p> <p>Arguments that <b>disagree</b> might include:</p> <ul style="list-style-type: none"> <li>• Both versions state that the event was preceded by a sacrifice that went wrong</li> <li>• Both versions state that Cleitus reminded Alexander that he had saved his life at the Granicus</li> <li>• Both versions are fundamentally similar except for detail which may well have been lost owing to the nature of the event</li> <li>• Both versions blame Cleitus (or his 'evil genius' [Plutarch])</li> <li>• We don't know about Diodorus Siculus' version of events of this incident as this part is lost</li> <li>• Candidates may refer to any other passages from the written sources which give differing views on Alexander</li> </ul> <p>Likely sources to be included:</p> <ul style="list-style-type: none"> <li>• Arrian</li> <li>• Plutarch</li> <li>• Diodorus Siculus</li> </ul> <p>The source analysis is likely to address:</p> <ul style="list-style-type: none"> <li>• Arrian <ul style="list-style-type: none"> <li>• Wrote long after the death of Alexander</li> </ul> </li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	

		<i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<ul style="list-style-type: none"> <li>• Had access to good sources but focuses on military matters not personality</li> <li>• Extremely positive about Alexander with little balanced criticism</li> <li>• Believed that kings were quasi divine and therefore everything that Alexander did was 'right'</li> <li>• Plutarch <ul style="list-style-type: none"> <li>• Lived several centuries after Alexander's death</li> <li>• Had access to court records and journals</li> <li>• Wrote 'biography' not 'history'</li> </ul> </li> </ul> <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"> <li>• 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 no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
Level 1	1-7	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit.	

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