

GCE

Ancient History

H407/11: Sparta and the Greek world

A Level

Mark Scheme for June 2024

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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.)*

Contradictory Responses

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:








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

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.

8. 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.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

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

11. Annotations

Annotation	Meaning
	Blank Page
Highlight	Factual error
	Omission
	Seen
	AO1
	AO2
	AO3
	AO4

12. Subject Specific Marking Instructions

The Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question.

The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels.

When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

Section A: Relations between Greek states and between Greek and non-Greek states, 492-404 BC

Question 1*	<p>'The emergence of Athens as a superior naval power significantly affected relations with other states in the period 478-446.' To what extent do the sources support this view?</p> <p style="text-align: right;">[30 marks]</p>
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the importance of the Athenian navy for her domination of the Delian League and the position this gave her as a power in the wider Greek world. They may well consider the extent to which other states' relations with Athens were affected by this, especially Sparta and Persia, and the reaction of the League members to Athens' control of it.</p>

Level	Marks	Level descriptors	Indicative content
		<p>relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>Candidates will be expected to cover the time period mentioned in the question and consider continuity and change.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Athens taking over command and forming the Delian League • Sparta's initial reaction to Athens taking over the League • The Hetoimaridas debate • Initial Delian League actions against Persia, culminating in Eurymedon (and possible discussion of Peace of Callias) • Revolts in the League – Naxos, Thasos (including Spartan promise of assistance), Euboea (including Spartan invasion of Attica) • The Egyptian expedition • Athenian treatment of League allies; movement of treasury to Athens • The first Peloponnesian War <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Diodorus: 11.46-47, LACTOR 1 No. 19 (Athens' takeover); 11.50, LACTOR 1 No. 28 (debate at Sparta); 12.2.1-2, LACTOR 1 No. 52 (Athenian defeat of Persia); 12.4.4-6,
Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	

Level	Marks	Level descriptors	Indicative content
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>LACTOR 1 No. 53 (terms of Peace with Persia); 12.38.2, LACTOR 1 No. 113 (transfer of treasury to Athens)</p> <ul style="list-style-type: none"> Harpokration s.v. <i>Attikois grammasin</i>, LACTOR 1 No. 54 (doubts over Peace of Callias) Herodotus 7.151-2 (Peace of Callias) Plutarch <i>Aristeides</i> 23, & 24.1-5 LACTOR 1 Nos. 10 & 20 (role of Aristeides in taking over League) Plutarch <i>Cimon</i> 11-12.4, LACTOR 1 No. 33 (changing relations with allies); 13.4-5, LACTOR 1 No. 51 (Peace of Callias) Thucydides 1.92 (Spartans initially friendly to Athenians, cf 95); 95 allies appeal to Athens; 98 (early actions of League, revolt of Naxos & Thucydides' comment in final sentence); 99 (reasons for revolts); 100-101 (Eurymedon, revolt of Thasos & Spartan promise of help; terms of Thasian surrender); 104, 109-111 (Egyptian expedition); 112 (Cimon's victory in Cyprus); 114 (revolt of Chalkis, Spartan invasion of Attica)

Level	Marks	Level descriptors	Indicative content
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> Chalkis Decree <p>Some candidates might also include Thucydides' views about the growth of Athenian power and the effect it had on other states as given at 1.23, 88, 118</p> <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> Lack of non-Athenian sources Reliability of Diodorus, especially in terms of chronology Limitations of Thucydides for this period, for much of which he was not an eye-witness, the scanty nature of his account and the fact that he is clearly writing to support his own hypothesis

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> Importance of decrees as actual documents of the period, though from the Athenian perspective.
	0	No response or no response worthy of credit	

Question 2*	How important was the quality of the leadership of Athens and Sparta in the events of the period 446-404 BC? [30 marks]
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) assessing the quality of leadership either as the most important or the least important, or anywhere between, providing the response has addressed the importance of the quality of leadership. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the roles of a range specific Athenian leaders and Spartan kings, as well as non-royal Spartan leaders. They may well conclude that it was a more, or less, important factor for one of the two states. Candidates will be expected to cover the time period and consider continuity and change, and also similarities and differences.</p>

Level	Marks	Level descriptors	Indicative content
		There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	Answers are likely to include some of the following; candidates are not expected to mention them all, but should be rewarded for the quality of their discussion of those they do include:
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> Athens: Pericles, Cleon, Nicias, Alcibiades (including his advice to Sparta) Sparta Archidamus, Pleistoanax, Agis, Pausanias Non-royal Spartans – Sthenelaidas, Brasidas, Gylippus and Lysander <p>Candidates may well also include discussion of other factors:</p> <ul style="list-style-type: none"> For Sparta, eg helots and relations with other Peloponnesian states (especially Argos) For Athens, eg relations with allies and/or Persia, invasions of Attica from 431 and occupation of Decelea from 413 For both, importance of Persian money in final years of Peloponnesian War <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Aristophanes <i>Akharnians</i> 524-539, LACTOR No. 99 (Pericles responsible for Megarian Decree and the war) Plutarch <i>Pericles</i> 30-31 (Pericles responsible for (not rescinding) Megarian Decree) Thucydides 1.86-87 (Sthenelaidas); 139-140 (Pericles' reply to Spartan ultimatum) Thucydides 2.11 (speech of Archidamus, 431); 13 (Pericles gives up his property); 63 (Pericles' speech 430); 65 (Thucydides' assessment of Pericles) Thucydides 4.80-81 (Brasidas raises army of helots); 117 (Spartan fear of Brasidas' success)
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) 	

Level	Marks	Level descriptors	Indicative content
		<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> Thucydides 5.16 (Cleon and Brasidas two biggest obstacles to peace; Pleistoanax and Nicias want peace); 43 (Alcibiades keen to see failure of peace) Thucydides 6.8 (Nicias, Alcibiades and Lamachus in command of Sicilian expedition); 12-13 (Nicias' speech against expedition); 15 (Alcibiades most ardent supporter of expedition); 24 (Nicias' advice backfires); 89-91 (Alcibiades' speech in Sparta)
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> Thucydides 7.18 (Alcibiades constantly urging Spartans to fortify Decelea) Thucydides 8.6 (Alcibiades supports Sparta approaching Tissaphernes); 52 (Alcibiades now trying to persuade Tissaphernes to support Athens) Xenophon <i>History of my Times</i> 1.5.1-3 (Lysander first appointed); 2.1.7-14 (Lysander vice-admiral (406) then takes over command (407)); 2.1.20-32 (Lysander's final victory at Aegospotamoi, despite Alcibiades' last futile advice to Athenians) <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> Greater level of information about Athenian leaders due to Atheno-centric sources

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> What we do have about Spartan leaders is through Athenian eyes, lack of Spartan sources Discussion of Thucydides 5.26; not an eye-witness for pentacontaetia, but is contemporary for Peloponnesian War Relative reliability or otherwise of Plutarch; emphasis on individuals Xenophon a contemporary of events he describes The importance of the quality of leadership of both states
	0	No response or no response worthy of credit	

Question 3	How convincing do you find B. Strauss' interpretation of the importance of the battles of Salamis and Plataea for the Greeks' final victory in the war against Xerxes? [20 marks]
Assessment Objectives	AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question. A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.

Level	Marks	Level descriptors	Indicative content
Level 5	17–20	<ul style="list-style-type: none"> Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between, providing the response has addressed the issue of 'how convincing'. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p>

Level	Marks	Level descriptors	Indicative content
Level 4	13–16	<ul style="list-style-type: none"> Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<p>In locating the interpretation within the wider historical debate, candidates might pick out the following points from the interpretation:</p> <ul style="list-style-type: none"> Salamis was a decisive battle, but it did not drive the Persians out of Greece Salamis brought final victory nearly into Greek hands It was not the last battle of the war Contrary to what Eurybiades had predicted ... A large enemy army... threatening Attica and the Peloponnese Aided and comforted by ... Macedon and Thebes In the end only a wall of Spartan spears and a sea of Spartan blood would drive them out Athens would gain glory too ... None of that glory would go to Themistocles
Level 3	9–12	<ul style="list-style-type: none"> Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) 	<p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> The victory at Salamis effectively made eventual victory inevitable – the Persian fleet was all but destroyed Herodotus' judgement at 7.139 Though the Spartans are often largely regarded as being responsible for the victory at Plataea, they had to be cajoled into action (9.7-8) It was the Tegeans who attacked first (9.62) Herodotus gives a total figure of 38,700 hoplites for the Greeks, of whom only 10,000 were Lacedaemonians, only 5,000 actual Spartans and 8,000 Athenians The Persians were partly responsible for their own defeat as their training and equipment were not up to standard (9.62-63) and
Level 2	5–8	<ul style="list-style-type: none"> Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	

Level	Marks	Level descriptors	Indicative content
Level 1	1–4	<ul style="list-style-type: none"> Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	<p>they did not have with them their most heavily armed and best troops</p> <ul style="list-style-type: none"> There was not a ‘sea of Spartan blood’ – only 91 were killed according to Herodotus It was the victory at Mycale which effectively put an end to any chance of another Persian attack for the foreseeable future; Herodotus says the Athenians were the best fighters in this battle (9.105) Themistocles did get much of the glory in later (Atheno-centric) writers, to the detriment of Pausanias’ contribution at Plataea – see 7.139 again, but also 7.143-44 (interpretation of oracle and building ships from Laurium money), 8.58-60, 62-63 (Themistocles persuades Eurybiades to remain at Salamis) Some candidates might mention the Athenian speech at Sparta in 432, attributing strategy for Salamis to Themistocles (Thucydides 1.74) and Thucydides’ appraisal of him at 1.138 (neither in prescribed sources) <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> There was still a large army threatening Attica after Salamis, and Athens had to use the threat of it to the Peloponnese to get the Spartans to act in 479 The Persians did have the support of some significant Greek states Herodotus says the Spartans fought the best at Plataea (9.71) The source does also acknowledge the contribution of the Athenians at Plataea (but fails to mention Mycale – see above)
	0	No response or no response worthy of credit	

Section B: The Society and Politics of Sparta, 478–404 BC

Question 4	How useful are these passages for our understanding of how the Spartans viewed possessions and wealth? [12 marks]
Assessment Objectives	AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	11–12	<ul style="list-style-type: none"> The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p> <ul style="list-style-type: none"> Overview - Spartans are supposed to have a dislike of money and material wealth, but over time have begun to flaunt it, and look for ways to get more into the country; living as a community: the Spartans live equally within the mess system lawgiver: rules as set down by Lykourgos;
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	

Level	Marks	Level descriptors	Indicative content
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> frightened: public punishment for not adhering to social expectations – fines by ephors? large-scale war: Against Persia, Athens and often Argos, but also continual warfare against helots would be expensive, especially for mercenaries and paying rowers in fleets public finances / taxes / private farms: owed by Spartiates city without money: Spartans brought food to messes produced by helots, and used products produced by <i>periokoi</i> <p>The usefulness of this passage in comparison/contrast to other supporting sources which make reference to wealth in Sparta e.g.:</p> <ul style="list-style-type: none"> Plato Alcibiades 1.122d-123b: Sparta richer than any other Greek state - kings richest of all. Arist, <i>Pol</i>, 1270a15-29: Sparta is full of unequal wealth; women own 2/5ths of land Thuc, <i>Pel. War</i>, 1.130-134: actions and punishment of Pausanias after living away from Sparta Thuc, <i>Pel. War</i>, 1.6.4/5: Wealthy in Sparta do not dress differently to those who are poorer; Spartans
Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	

Level	Marks	Level descriptors	Indicative content
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3) 	<p>first to exercise naked [presumably as bodily perfection was more important than wealthy attire]</p> <ul style="list-style-type: none"> Plut, <i>Lyk</i> 8: Lykourgos' redistribution of land (to stop inequality, define status through personal qualities, and produce enough produce for 'a good state of wealth') Lakonia into 30,000 lots for perioikoi / 9000 lots for Spartiates Plut. <i>Lyk</i>, 9: Lykourgos' attempts to redistribute goods and chattels (slaves) – banning of gold and silver / use of iron spits as currency and its influence on eliminating foreigners and external trade – crimes vanished – luxury "died away of its own accord" – kothon cup / better craftsmen Xen, <i>Pol. Lak</i>, 7: wealth not attractive in Sparta; currency could not be brought into a house without the knowledge of the master and servants (helots); random searches for gold and silver Plut. <i>Lysander</i> 4.1-4: Spartans beg ephors to remove all wealth – private use punished by death – wealth way of gaining reputation / honour. Plut, <i>Lyk</i>, 30.1: Sparta corrupted after Agis Kings – sources suggest Kings richest of all Spartans - lots of evidence of taking bribes <p>Although not expected, candidates may include non-prescribed material which should be credited</p> <ul style="list-style-type: none"> [E133] Diodorus, 14.13.2-3: Lysander tries to bribe the Delphic Oracle to become King [E136] Plut, <i>Lysander</i> 30.1-2: Lysander died a poor man – praised for not adding to his own family's wealth and status [E74] Polybius, <i>Hist</i>, 6.49: Rules on money incompatible with empire
	0	No response or no response worthy of credit	

Level	Marks	Level descriptors	Indicative content
			<ul style="list-style-type: none">• Serpent column created by Sparta using Persian spoils

Question 5*	‘Commanders, other than kings, were far more effective as military leaders of the Spartans than the kings themselves.’ To what extent do the sources agree with this statement? [36 marks]
Assessment Objectives	<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>
Additional guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere in between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the importance of Spartan military command and commanders focusing on those not in possession of the office of king. Answers may also focus on some individuals who held the kingship to make a comparison.</p> <p>Candidates might look at the power and authority of kings and commanders both internally and externally during war, suggesting the kings leadership was stifled or</p>

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>watered down when in Sparta in comparison to being on campaign, where their influence was more actual. They might suggest the office of Navarch was ineffective being for only one year, and also that some commanders powers were limited (i.e. Brasidas) due to jealousy and a lack of support from others back in Sparta.</p> <p>Students should also attempt to define ‘leadership’ and ‘effectiveness’, and whether military successes, or accomplishing peace was more valuable.</p> <p>Candidates looking to reach the higher levels should also consider why the need for commanders other than the kings became necessary, especially in the Peloponnesian War.</p>
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>An overall judgement should be made and supported with evidence and analysis. Candidates should look to evaluate the utility and nature of the sources and include an assessment of the impact of the context in which they were produced.</p> <p>Answers are likely to include information on:</p> <p>Kings:</p> <ul style="list-style-type: none"> Pausanias [480-470 BC]: Spartan commander at Plataea who went on to lead Greek forces in the Aegean against Persia. Regent from Pleistarchus. Pleistarchus [c.480-459 BC]: Son of Leonidas. Limited evidence for his rule. Pleistoeanax [c.459-409 BC]: Agiad king who invaded Athens in 446 BC but negotiated with Pericles earning
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in 	

Level	Marks	Level descriptors	Indicative content
		<p>which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>exile for this action. Returned in 427 and successfully made peace with Sparta in 421 BC.</p> <ul style="list-style-type: none"> Leotychidas [c. 491-469 BC]: Led naval troops to victory at Mycale in 479 but was exiled in c.476 BC and succeeded by his grandson Archidamus. Archidamus [c.469-427 BC]: Led resistance against helot forces and uprising in 464 BC. Advised against Peloponnesian War in Corinthian Debate 432 BC. Agis [c.427-401 BC]: Unable to continue invasions of Athens in Peloponnesian War due to earthquakes. Signed the short-lived Peace of 421 BC. Led army against Argos in 419 / 418 BC - after being fined back in Sparta. Spent the last half of the Peloponnesian War at Decelea in Athenian territory having extreme influence. <p>Other commanders :</p> <ul style="list-style-type: none"> Brasidas [d.422 BC]: Successful in the first part of the Peloponnesian War as adviser to the commander of the Spartan Fleet, Alcidas. Led successful campaign against Athenian forces in Thrace. His death, and that of Kleon led to the Peace of Nicias. Alcidas: Navarch in the Peloponnesian War – sent to help Mytilene rebel from Athens in 427 BC but he was too slow to arrive. He did like his role as navarch and was ineffective. Alcibiades [c. 450 – 404 BC]: Athenian statesman who escaped to Sparta and encouraged the Spartans to involve themselves in Sicily and send a permanent garrison to Decelea in Attica. Went against Spartan interests in Persia by scheming with Tissaphernes.
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, 	

Level	Marks	Level descriptors	Indicative content
		<p>though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <ul style="list-style-type: none"> The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> Gylippus [c.414-404 BC]: Mothax who took over command of the Syracusan defence against the Athenians in 415-413 and led the Syracusans to victory. Lysander [d. 395 BC]: Spartan Navarch who gained influence with Cyrus of Persia, raised revenue to pay for naval fleets, and ultimately defeated the Athenians in 404 BC. Callicratidas [406 BC] Spartan navarch during the Peloponnesian War sent to the Aegean to take command of the Spartan fleet from Lysander.
	0	No response or no response worthy of credit	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> Role of kings on campaign: Hdt. 6.56, Xen. Const. 13 Pausanias: Thuc., Pelop. War, 1.128–135; Plut. Aristeides 23; Archidamus Thuc. 1.80-85 speech which fails to prevent war; Diod. 11.63.5; Agis: Thuc., Pelop. War, 5.63–74, 8.5 Pleistoanax; Thuc. 5. 16 (Peace of Nicias, ref. to bribery in 446 BC) Alcidas: Thuc., Pelop. War, 3.31; Brasidas: Thuc., Pelop. War, 2.25 (defence of Methone), Thuc., Pelop. War, 3.79 (at Corcyra) (led attack on Athenians at Pylos, wounded and loses his shield; mother's saying Plut. Mor. 219D Thuc., Pelop. War, 4.12); 4.80-1, 4.108, 4.117, 5.16; Gylippus: Thuc., Pelop. War, 6.93, 7.11-12; Plut. Lys. 16-17 (corruption) Lysander: Plut., Lysander 3-11; Lysander and Cyrus: Xen. Hell. 2. 1. 14, 2.1.27-28 (at Aegospotami) <p>Analysis of the sources might focus on:</p>

Level	Marks	Level descriptors	Indicative content
			<ul style="list-style-type: none"> • The factual information in the sources and the potential for bias, given the background of our evidence on Sparta. • Reliability: eye-witness / contemporary nature of the sources compared with later illustrations. • The majority of the sources are Athenian or of a much later date • Thucydides' speeches are what individuals 'should or could have said' • Plutarch's <i>Lives</i> are biographies and of a 'moral' quality. • Some kings are mentioned relatively little in the sources, suggesting that they were content to carry out their duties without seeking to be at the centre of policy making and warfare. <p>Credit can be given for use of sources outside the time period if made relevant, such as:</p> <ul style="list-style-type: none"> • Hdt., <i>Hist.</i>, 6.82: Cleomenes on trial • Hdt., <i>Hist.</i>, 7.202-239: Leonidas at Thermopylae

Question 6*	Sparta's relationship with the Peloponnese League was more of a hindrance to Sparta than a benefit.' To what extent do you agree that this is an accurate assessment of the period 478-404 BC? [36 marks]
Assessment Objectives	<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors</p> <p>Candidates should look at the make-up of the Peloponnesian League and how it helped or hindered society, culture and politics in Sparta. Candidates should look for concrete examples where Sparta could be said to have been helped internally by having the Peloponnesian League allies at hand, but also where the duties involved with leading the Peloponnesian League may have undermined or caused issues internally. They should also consider the different views by the sources both</p>

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>contemporary and non-contemporary and their perspectives on Sparta and their values.</p> <p>An overall judgement should be made and supported with evidence and analysis. Candidates should look to evaluate the utility and nature of the sources and include an assessment of the impact of the context in which they were produced.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> The League: The make-up and history of the Peloponnesian League between 478 – 404 BC Helots: the main reason for the Peloponnesian League is arguably the security it gives Sparta in case of a helot revolt. In 465 BC the helots and Messenians revolt, and Sparta is helped by Arcadia, Argos and Elis (and Athens) although they cannot actually defeat the helots in the field. Athens is ejected from Sparta for being untrustworthy. Corinthian complaint: The complaints of Corinth and Megara against Athens cause Sparta to begin the Peloponnesian War (432 BC – 404 BC). The threat is that Corinth will ally with Argos. Oliganthropia: long term wars keeping the Peloponnesian allies in check may have been extremely dangerous for Spartan population numbers. In 424 BC Brasidas took Peloponnesian forces to Amphipolis, but took no Spartan citizens due to shrinking numbers and because 120 Spartiates were still being kept as prisoners in Athens.
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to 	

Level	Marks	Level descriptors	Indicative content
		<p>the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> Leadership: Examples of when involvement with the League caused a change in social and cultural standards in Sparta: the reduction in the influence of the kings due to other leaders being needed in other theatres of war – Brasidas, Agis II, Lysander Continuity: Reasons why Spartan culture and politics may have stayed relatively unchanged throughout the period, especially in terms of education, military training and the family unit / mess system which remained focused on military attainment. Sparta protection: Examples of when Sparta reciprocated the military help by going out and defending PL interests. Economics: Sparta are hindered by the lack of tribute from allies of Delian League <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Hdt. 5.75 Corinth objects to Sparta's attack on Athens Thuc, <i>Pel. War.</i>, 1.101-103.3: Earthquake and helot revolt Thuc. 1.68-71 Corinthian speech - criticisms of Sparta - pressure to go to war. Archidamus / Sthenelaidas - need to protect allies Thuc, <i>Pel. War.</i>, 1.87.4, 1.119.1: Sparta's need for unanimous decision from allies before going to war Thuc. 1.103: Megara defection/Corinth relations with Athens: allies pressure on Sparta. Thuc, <i>Pel. War.</i>, 2.9.2: the extent of Sparta's alliances at the beginning of the Peloponnesian War
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in 	

Level	Marks	Level descriptors	Indicative content
		<p>the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <ul style="list-style-type: none"> The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> Thuc, Pel. War., 1.87.6-1.88.1: Sparta declared war due to 'allies' complaints Thuc, Pel. War., 1.79-88: Corinthian Complaint / Archidamus' response / Sthenelaidas' reply Thuc. 5.23 Peace of Nicias terms; 5.17, 57 views of allies Thuc, Pel. War., 5.63–74: Mantinea and aftermath / make up of some of the Peloponnesian League forces Xen. Const. 14- corruption- change in allies' views of Sparta
	0	No response or no response worthy of credit	<p>Credit can be given for use of sources not included in the specification (with specifics) depending on relevance to the questions, such as:</p> <ul style="list-style-type: none"> Thuc., 1.4: Corinth objects to Sparta's attack on Samos in 440 BC Thuc., 2.1-2.6: Thebes started the war with an attack on Plataea <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The factual information in the sources and the potential for bias, given the background of our evidence on Sparta. No sources from Peloponnesian League allies; Reliability: eye-witness / contemporary nature of the sources compared with later illustrations. The majority of the sources are Athenian or of a later date Thucydides' speeches are what individuals 'should or could have said' Plutarch's <i>Lives</i> are biographies and of a 'moral' quality.

Level	Marks	Level descriptors	Indicative content
			<ul style="list-style-type: none">The representation of the Peloponnesian League and its relationship with Sparta in our period is lacking in detail and range

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