

**GCE**

**Ancient History**

**H407/13: Macedon 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
	Irrelevant
	Correct point
	Evaluation

**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**

<b>Question 1*</b>	<p><b>'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?</b></p> <p style="text-align: right;"><b>[30 marks]</b></p>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <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>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the 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.

<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of</li> </ul>	<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"> <li>• Athens taking over command and forming the Delian League</li> <li>• Sparta's initial reaction to Athens taking over the League</li> <li>• The Hetoimaridas debate</li> <li>• Initial Delian League actions against Persia, culminating in Eurymedon (and possible discussion of Peace of Callias)</li> <li>• Revolts in the League – Naxos, Thasos (including Spartan promise of assistance), Euboea (including Spartan invasion of Attica)</li> <li>• The Egyptian expedition</li> <li>• Athenian treatment of League allies; movement of treasury to Athens</li> <li>• The first Peloponnesian War</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• 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,</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Harpokration s.v. <i>Attikois grammasin</i>, LACTOR 1 No. 54 (doubts over Peace of Callias)</li> <li>Herodotus 7.151-2 (Peace of Callias)</li> <li>Plutarch <i>Aristeides</i> 23, &amp; 24.1-5 LACTOR 1 Nos. 10 &amp; 20 (role of Aristeides in taking over League)</li> <li>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)</li> <li>Thucydides 1.92 (Spartans initially friendly to Athenians, cf 95); 95 allies appeal to Athens; 98 (early actions of League, revolt of Naxos &amp; Thucydides' comment in final sentence); 99 (reasons for revolts); 100-101 (Eurymedon, revolt of Thasos &amp; 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)</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Chalkis Decree</li> </ul> <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"> <li>Lack of non-Athenian sources</li> <li>Reliability of Diodorus, especially in terms of chronology</li> <li>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</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Importance of decrees as actual documents of the period, though from the Athenian perspective.</li> </ul>
	0	No response or no response worthy of credit	

<b>Question 2*</b>	<b>How important was the quality of the leadership of Athens and Sparta in the events of the period 446-404 BC?</b> <b>[30 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <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>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the 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.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>	<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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Athens: Pericles, Cleon, Nicias, Alcibiades (including his advice to Sparta)</li> <li>Sparta Archidamus, Pleistoanax, Agis, Pausanias</li> <li>Non-royal Spartans – Sthenelaidas, Brasidas, Gylippus and Lysander</li> </ul> <p>Candidates may well also include discussion of other factors:</p> <ul style="list-style-type: none"> <li>For Sparta, eg helots and relations with other Peloponnesian states (especially Argos)</li> <li>For Athens, eg relations with allies and/or Persia, invasions of Attica from 431 and occupation of Decelea from 413</li> <li>For both, importance of Persian money in final years of Peloponnesian War</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Aristophanes <i>Akharnians</i> 524-539, LACTOR No. 99 (Pericles responsible for Megarian Decree and the war)</li> <li>Plutarch <i>Pericles</i> 30-31 (Pericles responsible for (not rescinding) Megarian Decree)</li> <li>Thucydides 1.86-87 (Sthenelaidas); 139-140 (Pericles' reply to Spartan ultimatum)</li> <li>Thucydides 2.11 (speech of Archidamus, 431); 13 (Pericles gives up his property); 63 (Pericles' speech 430); 65 (Thucydides' assessment of Pericles)</li> <li>Thucydides 4.80-81 (Brasidas raises army of helots); 117 (Spartan fear of Brasidas' success)</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
		<ul style="list-style-type: none"> <li>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)</li> </ul> <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"> <li>Thucydides 5.16 (Cleon and Brasidas two biggest obstacles to peace; Pleistoanax and Nicias want peace); 43 (Alcibiades keen to see failure of peace)</li> <li>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)</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Thucydides 7.18 (Alcibiades constantly urging Spartans to fortify Decelea)</li> <li>Thucydides 8.6 (Alcibiades supports Sparta approaching Tissaphernes); 52 (Alcibiades now trying to persuade Tissaphernes to support Athens)</li> <li>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)</li> </ul> <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"> <li>Greater level of information about Athenian leaders due to Atheno-centric sources</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>What we do have about Spartan leaders is through Athenian eyes, lack of Spartan sources</li> <li>Discussion of Thucydides 5.26; not an eye-witness for pentacontaetia, but is contemporary for Peloponnesian War</li> <li>Relative reliability or otherwise of Plutarch; emphasis on individuals</li> <li>Xenophon a contemporary of events he describes</li> <li>The importance of the quality of leadership of both states</li> </ul>
	0	No response or no response worthy of credit	



<b>Question 3</b>	<b>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?</b>  <b>[20 marks]</b>
<b>Assessment Objectives</b>	<b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. <b>AO1</b> = 5 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. 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.

<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 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)</li> <li>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)</li> </ul>	<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"> <li>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)</li> <li>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)</li> </ul>	<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"> <li>Salamis was a decisive battle, but it did not drive the Persians out of Greece</li> <li>Salamis brought final victory nearly into Greek hands</li> <li>It was not the last battle of the war</li> <li>Contrary to what Eurybiades had predicted ...</li> <li>A large enemy army... threatening Attica and the Peloponnese</li> <li>Aided and comforted by ... Macedon and Thebes</li> <li>In the end only a wall of Spartan spears and a sea of Spartan blood would drive them out</li> <li>Athens would gain glory too ...</li> <li>None of that glory would go to Themistocles</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>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)</li> </ul>	<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"> <li>The victory at Salamis effectively made eventual victory inevitable – the Persian fleet was all but destroyed</li> <li>Herodotus' judgement at 7.139</li> <li>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)</li> <li>It was the Tegeans who attacked first (9.62)</li> <li>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</li> <li>The Persians were partly responsible for their own defeat as their training and equipment were not up to standard (9.62-63) and</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
Level 1	1–4	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<p>they did not have with them their most heavily armed and best troops</p> <ul style="list-style-type: none"> <li>There was not a ‘sea of Spartan blood’ – only 91 were killed according to Herodotus</li> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>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</li> <li>The Persians did have the support of some significant Greek states</li> <li>Herodotus says the Spartans fought the best at Plataea (9.71)</li> <li>The source does also acknowledge the contribution of the Athenians at Plataea (but fails to mention Mycale – see above)</li> </ul>
	0	No response or no response worthy of credit	

**Section B: The Rise of Macedon, c. 359–323 BC**

<b>Question 4</b>	<b>How useful is this passage for our understanding of Alexander's attitude to his own divinity?</b> <span style="float: right;"><b>[12 marks]</b></span>
<b>Assessment Objectives</b>	<p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 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.</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.

Level	Marks	Level descriptors	Indicative content
Level 6	11–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<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 usefulness. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the sources:</p>
Level 5	9–10	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>The source given talks of 'Alexander's bearing' suggesting he was fully convinced of his divinity – haughty and majestic towards barbarians, but more restrained towards the Greeks who were perhaps less likely to accept this than the Persians who were more used to accepting that their ruler was seen as a god.</p>

Level	Marks	Level descriptors	Indicative content
Level 4	7–8	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>He used his supposed divinity in referring to his ‘so-called father’ (Philip) this suggesting that his father was Zeus.</p> <p>However, following a wound, he reminds his friends that blood flows in his veins rather than immortal ichor.</p> <p>When Anaxarchus asks if he can create thunder like his father, Zeus, he does not deny immortal lineage but claims he does not wish to frighten his friends.</p>
Level 3	5–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>Other sources where Alexander's divinity is discussed:</p> <p>The visit to the oracle of Zeus Ammon where the priest had referred to Alexander as ‘O pai Dios’ (O son of Zeus) whether by mistake or deliberately (Plut 27).</p>
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>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)</li> </ul>	<p>The death of Cleitus – comparisons made by Alexander's companions to the Dioscuri and Heracles enraging Cleitus as well as his dislike of orientalism and treating his subjects as inferiors. (Arrian 4.8ff)</p> <p>Cleitus talking of Alexander disowning Philip and calling himself the son of Ammon – his anger that</p>

Level	Marks	Level descriptors	Indicative content
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>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)</li> </ul>	<p>Alexander seems to be forgetting that his Macedonians were the reason for his success (Plut 50).</p> <p>The move towards orientalism and treating his own troops as a barbarian leader would – eg proskynesis and the attitude of Callisthenes to it (Arrian 4.10ff).</p> <p>The posthumous issuing of a coin (silver tetradrachm by Lysimachus) showing Alexander with horns, Zeus Ammon and Athena – the issue of whether this was confirming Alexander's status or propaganda.</p> <p>Alexander's attempt to have shrines to Hephaestion erected in Egypt (Arrian 7.23).</p> <p>Athenian delegation offering Alexander golden headdress (Arrian 7.23).</p>
	0	No response or no response worthy of credit	

<b>Question 5*</b>	<b>‘From his accession in 359 BC to the Peace of Philocrates in 346 BC, Philip’s only aim was to make Macedon secure’. How far do you agree with this view?</b> <b>[36 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <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>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the 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.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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 ‘how far’. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at Philip’s actions on acceding to the throne and the way that he approached the task of making Macedon secure.</p> <p>Answers are likely to include information on:</p> <p>Philip building up Macedon as a force to be reckoned with (Diodorus 16. 1), rebuilding the army and exploiting the natural resources that the country had – e.g.</p>

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>minerals. He had to secure his own territory before he could think about expansion.</p> <p><b>Military reforms</b> Philip's accession on the defeat and death of Perdiccas in 360/5 after the near total destruction of the Macedonian army.</p> <p>Philip's knowledge gained by observing Epaminondas' methods during his time as a hostage in Thebes. (Diodorus 16.2).</p> <p>Philip sets about reforming the army e.g. introduction of the phalanx, light- weight armour and the sarissa, reinforcement of hypaspists (Diodorus 16.3).</p>
Level 4	19–24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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><b>Military Action/Diplomacy and Opportunism</b> Athenians etc took advantage of new ruler – e.g. forces from Athens at Methone trying to ensure access to timber – supporting Macedonian pretender Argaeus – defeat of Argaeus and return of Athenians.</p> <p>Philip's diplomacy - treaty with Athenians – abandoning claim on Amphipolis/return of Athenians to allow time to focus on Paeonian, Illyrian and Thracian threats. (Diodorus 16.4).</p> <p>After defeating the Illyrians, Philip begins siege of Amphipolis (357), reduction of Pydna and alliance with Olynthus (Diodorus 8) – example of his opportunism at Amphipolis as Athenians involved in Social War (357BC).</p>
Level 3	13–18	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>Alliance with Olynthus (356) and attack on Potidaea but repatriation of Athenian garrison to preserve cordial relations.</p>



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"> <li>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)</li> <li>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)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>Siege of Methone (355) – against Athenian interests.</p> <p>Intervention in Sacred War takes Philip further into Greece (354/3) (Justin 8.2ff). Defeat by Onomarchus and return to Macedonia – potential invasions by Illyrians, and other neighbouring states.</p> <p>Battle of the Crocus Field (352) – Philip <i>archon</i> of Thessaly. Campaigns in Thrace – securing borders. Alliances with Byzantium etc against Cersebleptes of Thrace.</p>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>	<p>Various campaigns against Paeonia, Illyria and invasion of Epirus. Athenian alliance with Olynthus (349) (Dem 2.6-8). Philip begins expansion of Macedonian power - invasion of Chalcidice.</p> <p>Philocrates first proposes peace (348).</p> <p>End of Third Sacred War (346) - Philip on Amphictyonic Council. End of Macedonian/Athenian conflict over Amphipolis - release of Athenian prisoners (Dem 5.20-25).</p> <p>Philip now a force to be reckoned with and had more obvious ambitions towards the Greek city states.</p> <p><b>Reform in the Macedonian Court</b></p> <p>Patronage and distribution of captured land to Macedonian nobility – eg Methone (Diodorus 16.34.3), also securing borders against Athenian occupation. Formation of <i>hetairoi</i> (companions).</p>
Level 1	1–6	<ul style="list-style-type: none"> <li>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,</li> </ul>	

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"> <li>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)</li> <li>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)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<p>Demosthenes 2.19 dismissive of the character of Philip's court.</p> <p>Philip builds morale in Macedonia via assemblies etc (Diodorus 16 1-2), breaking power of tribal leaders.</p> <p><b>Marriages</b> Philip's various marriages to form alliances – seven wives over time.</p> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Justin 8. 1 discussing Philip's ruthless attitude to others.</li> <li>Demosthenes' speeches <i>passim</i> give a less positive view of Philip's actions.</li> <li>Exploitation of Macedon's natural resources and urbanisation (Arrian 7.9).</li> </ul> <p>Although <b>not</b> 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"> <li>The reliability of the sources for Philip.</li> <li>The differences and similarities of the accounts of Philip's reign.</li> <li>The limitation of the evidence from contemporary sources, especially Demosthenes.</li> <li>The context in which the speeches of Demosthenes were made.</li> <li>The issues of interpretation for the material evidence.</li> </ul>
	0	No response or no response worthy of credit	

<b>Question 6*</b>	<b>‘Alexander was not interested in governing the places he conquered; he just wanted the glory of conquest.’ To what extent do you agree? [36 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <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>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the 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.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>	<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 may look at the way that Alexander appointed governors etc and the provision he made for what happened after his death.</p> <p>Answers are likely to include information on:</p> <p>Alexander’s attitude to the campaign and his distribution of land etc before he left and his actions at Troy when he</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.	talked of the 'glorious deeds of men' (Plut 15) and Achilles having Homer to record his deeds (Arrian 1.12).
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>Alexander's preference for dramatic action in battles – dismissal of Parmenio's advice at Granicus (Plut 16) and at Gaugamela (Arrian 3.10).</p> <p>Alexander's address to his army before Issus – presenting himself as the deciding factor (Arrian 2.7).</p> <p>Alexander's letter in reply to Darius claiming to be master of Darius' kingdom (Arrian 2.14ff).</p> <p>Following Gaugamela, Alexander's behaviour at Babylon – restoring temples etc, reappointment of Mazaeus as governor (Arrian 3.16) - using existing local personnel rather than imposing a Macedonian governor.</p> <p>Talk of taking revenge on the Persians for their invasions of 490 and 480 – 479, after burning of Persepolis (Arrian 3.19). Arrian states he seemed to be passing through the country as a conqueror rather than ruling it as a king. (Curtius Rufus 5.7ff).</p> <p>Orientalism after deaths of Darius and Bessus (Arrian 4.7ff; Plut. 45) – potentially indicating a desire to keep his new conquests happy.</p> <p>Capture of Rock of Sogdiana (Arrian 4.18-19) showing that Alexander could get his men to perform incredible deeds. (also Aornos which Heracles had been unable to capture – Arrian 4.28)</p>
Level 4	19–24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li></li> </ul>	

Level	Marks	Level descriptors	Indicative content
		There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.	Mutiny of troops at Hyphasis river (Arrian 5.25ff) – Alexander wishing to continue on campaign across river and further. Mention of Heracles' glory gained by his travels during the Labours. Leaving huge altars to gods to raise Alexander's profile.
Level 3	13–18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>Triumphant march through Carmania, designed to make Alexander look heroic (Plut. 67).</p> <p>On return Alexander finds his governors have not been obeying instructions (Arrian 6.27) – swift punishment.</p> <p>Alexander returning to Persia finds that there had been an attempted coup and that the tomb of Cyrus was in disrepair (Arrian 6.29).</p> <p>Marriages at Susa and meeting with Epigoni – sign that he wanted to fuse Persian and Macedonian culture rather than ruling as a Macedonian (Arrian 7.6)</p>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Arrian 3.5ff – Alexander's time in Egypt and appointment of an Egyptian as governor with Macedonians as military support.</li> <li>Porus retained as king after defeat at Hydaspes River (Arrian 5.19).</li> <li>Choice of route back across Gedrosian Desert (Arrian 6.24; Plut. 66).</li> </ul> <p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p>

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>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, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>The reliability of the sources.</li> <li>The context in which the sources were written.</li> <li>The limitations/potential bias of the sources.</li> <li>The issues in interpreting the material evidence.</li> </ul>
	0	No response or no response worthy of credit	

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