GCSE (9-1)

Ancient History

J198/01: Greece and Persia

General Certificate of Secondary Education

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.

MARKING INSTRUCTIONS
PREPARATION FOR MARKING
RM ASSESSOR
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*.

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

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
Mark strictly to the mark scheme.

Marks awarded must relate directly to the marking criteria.

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.

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.

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

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

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

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.

Award No Response (NR) if:
there is nothing written in the answer space (This applies to SPAG as well)
Award Zero '0' if:
anything is written in the answer space and is not worthy of credit (this includes text and symbols).
Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
      If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

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

Annotations

Annotation	Meaning
BP	Must be used on all blank pages where there is no candidate response
A1	Evidence for making a judgement on the quality of **AO1** (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
A2	Evidence for making a judgement on the quality of **AO2** (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
A3	Evidence for making a judgement on the quality of **AO3** (Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.)
BOD	Benefit of doubt
S	Use to show Spelling, Punctuation and Grammar has been considered in extended response questions, where an additional 5 marks are available for SPAG
✔	Point mark objective, non-levels of response questions If work has been 'seen' elsewhere as per marking instructions
IRRL	Irrelevant; a significant amount of material that does not answer the question

Section A: The Persian Empire, 559–465 BC

Question	Indicative content	Marks	Guidance
1. (a)	Identify **one** of the names of the man overthrown by Darius in 522 BCE.	AO1 1	1 mark for specific answer Allow recognisable spellings
	Any **one** of: Smerdis False Smerdis Gaumata Bardiya		
1. (b)	Identify **two** of Darius' building / engineering projects.	AO1 1	1 mark for specific answer (max 2) Allow recognisable spellings Allow 'Behistun / Bisitun Inscription' and alternative spellings Harmful addition – Athos Canal
	Any **two of:** Susa The Apadana/staircase Persepolis The [Royal] Road The [Egyptian/Darius/Suez] canal		
1. (c)	Name the region of the Persian Empire which revolted in 499 BCE.	AO1 1	1 mark for specific answer Allow recognisable spellings Do not allow 'Greece'
	Ionia/Ionian Coast		

Question 2	Outline how Cyrus treated the peoples that he conquered. **[6 marks]**	
Assessment Objectives	**AO1** = 6 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.	
Level	**Marks**	**Level descriptors**

Level	Marks	Level descriptors	Indicative content
Level 3	5-6	Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question.	Possible details include: • Cyrus showed mercy to many of the defeated leaders: Astyages of the Medes and Croesus of the Lydians were allowed to live. • Defeated cities were initially sacked (e.g., Sardis) • He agreed terms with defeated enemies such as Miletus and Samos. • Cyrus posed as a liberator of Babylon, restoring order after defeating Nabonidus. • He maintained Babylonian religious practices, extending this to other conquered peoples in the empire. • Cyrus freed the Jews from slavery. • Cyrus permitted the return of Jews to Jerusalem. • Cyrus supported the rebuilding of the temple in Jerusalem. • Cyrus' treatment of the Lydians after their revolt, including changes to dress and being forbidden from taking up weapons
Level 2	3-4	Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question.	
Level 1	1-2	Response includes basic knowledge and basic understanding that is relevant to the question.	
	0	No response or no response worthy of credit	Use the $\boxed{\text{A1}}$ stamp for each point to a maximum of 3

Question 3	Using details from passage A and your own knowledge, what can we learn about the way that Xerxes saw himself as King of Persia? **[10 marks]**	
Assessment Objectives	**AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO3** = 5 marks = Use, analyse and evaluate ancient sources within their historical context	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. There is no requirement to analyse the source's reliability to address the "what can we learn" part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.	
Level	**Marks**	**Level descriptors**	**Indicative content**
Level 5	9-10	- The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1) - Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue. (AO3)	Examiners are reminded to use the AO1 and AO3 stamps, AO3 relates to specific use of the passage. The number of AO1 and AO3 annotations do not correspond to the amount of marks available. For Levels 4 and 5, this typically could include from the start, middle and end of the passage Valid features / characteristics that answers could identify from the source include:
Level 4	7-8	- The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1) - Response uses a range of fully appropriate details from the stimulus material, which are	- He was appointed by Ahuramazda 'who made Xerxes king' - Regarded himself as supremely powerful 'the king of all countries and many men' - Part of a dynasty 'an Achaemenid' - In receipt of special blessings 'by the favour of Ahuramazda' (emphasised by repetition of the phrase)

		analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3)	• Protected by Ahuramazda 'may Ahuramazda preserve me, my kingdom'. • Use of 'built' multiple times, legacy of his actions to make Persia strong.
Level 3	5-6	- The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1) - Response uses some appropriate details from the stimulus material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3)	Other valid features / characteristics that answers could identify include: • Xerxes was not Darius' eldest son, and so was keen to live up to the role of king • He perceived himself as part of the Achaemenid dynasty, and as such this necessitated imperial expansion. • Persian sources suggest that Xerxes saw himself as providing continuity from the reign and achievements of Darius • Greek sources suggest that he was over-confident and hubristic in his attitudes • Building additions made to Persepolis including the Gate of All Nations and the Palace of Xerxes • Darius' use of Ahuramazda and the Achaemenid dynasty to legitimise his rule which is also used by Xerxes • Xerxes was responsible for the depletion of Persian resources with his unsuccessful campaign to Greece and expensive building projects afterwards
Level 2	3-4	- The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1) - Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)	
Level 1	1-2	- The response demonstrates basic knowledge that is relevant to the topic of the question (AO1) - Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)	
	0	No response or no response worthy of credit	

Question 4	Using details from passage A and your own knowledge, how significant were the actions of the previous Persian kings in influencing the activities of Xerxes? **[15 marks]**
Assessment Objectives	**AO3** = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO2** = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**
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. There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3

Level	Marks	Level descriptors	Indicative content
Level 5	13-15	- Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (AO3) - The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) - Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)	Examiners are reminded to use the AO1, AO2 and AO3 stamps, AO3 relates to specific use of the passage. The number of AO1, AO2 and AO3 annotations do not correspond to the amount of marks available. The focus of this question will be using information to come to a judgement. The second order historical concepts candidates may use the significance of the actions of more than one previous Persian king. A typical Level 4 or Level 5 response would be two or more previous Persian kings, with evidence from the passage coming from the start, middle and end.

Level 4	10-12	- Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (AO3) - The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) - Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)	Valid features / characteristics that answers could identify from the source include: • Xerxes is very conscious of himself as son of Darius, needing to reinforce his place in the dynasty 'son of Darius, an Achaemenid'. • Perpetuates the building projects started by Darius 'Which I built and my father built'. • But Xerxes also takes credit for his own role in the building: 'this Gate of All Nations I built' • Xerxes also identifies his own achievements as distinct from those of Darius: 'my kingdom, what has been built by me, and what has been built by my father.'
Level 3	7-9	- Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (AO3) - The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) - This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)	Other valid features / characteristics that answers could identify include: • The expectation of imperial expansion was set by first Cyrus, but also Cambyses and Darius. Herodotus refers to this in *Histories* 7.8a • Cambyses' invasion of Egypt was not fully completed, and this flared up into revolt at the end of Darius' reign which Xerxes had to tackle. • Cyrus had started building projects at Pasargadae, which Darius had then developed by work at Persepolis. This was completed by Xerxes. • Darius' failed expedition to Greece left a legacy of revenge that Xerxes wanted to address. • Darius had attacked Greece to punish supporters of the Ionian Revolt, whereas Xerxes' invasion of Greece went much further and might be seen as being more about his own ambitions.
Level 2	4-6	- Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions	

		about what the source tells us about the historical events and historical period. (AO3) - The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) - There is a basic explanation of the issue in the question. (AO2)	• There is little evidence to suggest that Xerxes was an energetic administrative reformer in the mould of Cyrus or Darius. Xerxes was responsible for the depletion of Persian resources with his unsuccessful campaign to Greece and expensive building projects afterwards
Level 1	1-3	- Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any about what the source tells us about the historical events and historical period. (AO3) - The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) - There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	
	0	No response or no response worthy of credit	

Question 5	'Persian kings were civilised and tolerant.' To what extent do you agree with this view? **[20 marks]**	
Assessment Objectives	**AO1** = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **AO2** = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.	

Level	Marks	Level descriptors	Indicative content
Level 5	17-20	- Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1) - Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured*	Examiners are reminded to use the AO1 and AO2 stamps. Examiners are reminded to use the 'S' stamp as a reminder for SPAG levels. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors. This would typically include discussion of at least three kings. Grounds for agreeing include: • The Persian empire was made up of 24 nations who were permitted to maintain their identity and culture if the offered 'earth and water' • Civilised attitudes are evident in the royal buildings of Cyrus, Darius and Xerxes
Level 4	13-16	- Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of	

		most of the key features and characteristics discussed. (AO1) - Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) *There is a well-developed line of reasoning which is clear, relevant and logically structured*	• Tolerance of defeated enemies, e.g., treatment of Astyages and Croesus by Cyrus, Babylon, Darius' treatment of the Ionians after the revolt • Jewish praise of Cyrus • Administrative reforms were designed to improve effective government and trade e.g. coinage, satraps, the royal road Grounds for disagreeing include: • Cyrus' reaction to the Lydian revolt in 545 BC. • Cambyses' behaviour in Egypt – Apis Bull, desecration of Amasis • Darius' ruthless crushing of revolts in 522 BC • Particulary his use of Zopyrus to conquer Babylon. • Ionian revolt could be used as evidence that Persian rule was oppressive. Responses to revolt were harsh, including the sack of Miletus. • Darius attacked Greece in apparent desire for revenge – eg burning of Eretria • Xerxes' invasion of Greece involved a range of uncivilised acts, including mutilation of Leonidas' corpse and the sack of Athens and her temples.
Level 3	9-12	- Response demonstrates a wider selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1) - This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2	5-8	-Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1) - There is a basic explanation of the issue in the question. (AO2)	NB – No discussion of sources and their accuracy is expected, however it can be credited as AO2.

		There is a line of reasoning which has some relevance, and which is presented with limited structure.
Level 1	1-4	- Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1) - There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) *The information is communicated in a basic/unstructured way*
	0	No response or no response worthy of credit

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance 4–5 marks	- Learner's spell and punctuate with consistent accuracy. - Learners use rules of grammar with effective control of meaning overall. - Learners use a wide range of specialist terms as appropriate.
Intermediate performance 2–3 marks	- Learner's spell and punctuate with considerable accuracy. - Learners use rules of grammar with general control of meaning overall. - Learners use a good range of specialist terms as appropriate.
Threshold performance 1 mark	- Learner's spell and punctuate with reasonable accuracy. - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. - Learners use a limited range of specialist terms as appropriate.
No marks awarded. **0 marks**	- No response or no response worthy of credit* - The learner's response does not relate to the question. - The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0) (no change).
Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark.

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

Question	Indicative Content	Marks	Guidance
6 (a)	Name the person who introduced social and economic reforms to Athens in 594 BC	**1**	
	Solon	**AO1** **1**	1 Mark for a specific answer Allow recognisable spellings
6 (b)	State **two** of the economic reforms undertaken by the Peisistratids in Athens	**2**	
	Loans to farmers Encourage planting of olive trees in Attica A tax of one-tenth on all agricultural produce Employment through building projects New coinage for easier trade with Attica	**AO1** **2**	1 mark for each specific answer (max. of 2) Accept travelling judges
6 (c)	Name the **two** families who were rivals for power in Athens in 510 BC	**2**	
	Peisistratids Alcmaeonids	**AO1** **2**	1 mark for each specific answer (max. of 2) Allow recognisable spellings [Allow for mention of Isagoras, from an aristocratic family]

Question 7	What can we learn from **Passage B** about Polycrates' leadership of Samos? **[5 marks]**		
Assessment Objective	AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	**Marks**	**Level descriptors**	**Indicative content**
Level 3	4-5	Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates are likely to pick out and explain the following details: • Polycrates' clear administrative skill 'he divided the city into 3 parts'. • His ruthlessness - killed and banished his brothers and took control of Samos himself. • His diplomatic abilities in making an alliance with the Egyptians. • Developed an impressive reputation with neighbouring states 'he was famous'. • Strong military leader 'all of his military campaigns were successful' • Made Samos strong – '150 triremes and 1,000 archers'
Level 2	2-3	Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.	
Level 1	1	Response uses few details from the stimulus ancient source material and a	

		very basic attempt to draw out any of the characteristics and features in relation to the question.
	0	No response or no response worthy of credit

Question 8	Using details from **Passage B**, how accurate do you think Herodotus' account of these events is? **[5 marks]**		
Assessment Objective	AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to 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 3	4-5	Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates might comment on the following: - Herodotus is writing in the mid-5th century about events that took place around 80-100 years earlier, and thus his accuracy may be affected with regard to original evidence. - However, Herodotus is also talking about an area with which he is familiar, as the island of Samos is near to his home town of Halicarnassus. His sources would be likely to have access to details about life on Samos under Polycrates. - Herodotus' comment about Polycrates' fame in 'Ionia and all across the Greek territories' must reflect a widely held and common view in the 5th century.
Level 2	2-3	Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or	

		reliability based on how the context in which it was created impacts on how it portrays issues or events.	• Herodotus is writing at the time of Athenian dominance of the sea, and is clearly impressed by naval power, which is reflected in his account here. • Herodotus generally displays antipathy towards tyrants, and so the admiring tone of this passage suggests that there must have been some substance to Polycrates' skills. • Herodotus probably wasn't in a position to know accurate details of Polycrates' military forces.
Level 1	1	Response analyses the source in a basic way by selecting relevant detail from the source content or historical context	
	0	No response or no response worthy of credit	

Question 9		Explain the significance of Cleisthenes to the events that led to the removal of tyranny in Athens. **[10 marks]**	
Assessment Objective		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional Guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	**Marks**	**Level descriptors**	**Indicative content**
5	9-10	The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Explanations may include: • The initial impetus for the removal of tyranny was the assassination of Hipparchus by Aristogeiton and Harmodius. • Hippias' harsh response to the assassination meant that tyranny became unpopular. • Spartan involvement with the overthrow of Hippias saw Cleisthenes emerge as the key Alcmaeonid leader. • Cleisthenes' rivalry with Isaogoras meant that he appealed to the demos for support. • Isagoras' appeal to Cleomenes backfired and Cleisthenes secured control of Athens. • Cleisthenes was secured in power after the retreat of Cleomenes' Corinthian allies in 506 BC.
4	7-8	The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements,	

		but these are not consistently well-developed. (AO2)	Harmful additions – confusion for actions of Peisistratus instead of Cleisthenes
3	5-6	The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)	
2	3-4	The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2)	
1	1-2	Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	
	0	No response or no response worthy of credit	

Question 10	'The introduction of democracy in Athens only created problems for the Athenians.' To what extent do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[20 marks]**	
Assessment Objectives	**AO3** = 10 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about: historical events and historical periods studied. How the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO2** = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	

Level	Marks	Level descriptors	Indicative content
Level 5	17-20	- Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)	No set answer is expected. It is possible to reach the highest mark either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors. This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels stories from the Ancient Sources OR names of sources, due to the implicit use of the sources. Grounds for agreeing include: • The Athenians started to act against tyranny elsewhere, and this drew them to support the Ionian revolt

		- The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) - Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	• Athenian support for the Ionian revolt created an enemy in Persia, which had previously been content to accept Athens' submission of earth and water • The development of rivalries in Athens, particularly Miltiades, Themistocles and Aristides. • Persian invasion of 490 BC and battle of Marathon • Suspension of ostracisms in 481 BC suggests that the process affected the effective running of Athenian democracy during war. The system also appears open to abuse. • Grounds for disagreeing include: • The removal of tyranny gave all Athenians a say in government. • Trittys structure was successful. • Democracy worked effectively in the decision to fight the battle of Marathon. • Ostracism created a useful 'pressure valve' within Athenian politics. • Democracy was representative, and the Athenians adapted their political structures to ensure that this worked (Boule, archons by lot, magistrates for a year, strategoi). • Democratic decision over the use of silver from Laurion led to the vital reinforcement of the navy.
Level 4	13-16	- Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created, and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) - The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) - Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)	Likely sources to be included: Herodotus 5.78, 5.97, 6.109 Ostraka visual objects Thucydides Aristotle 22, 22.7 Plutarch 'Life of Aristides' 2-5, 7, 7.4-5, 'Life of Themistocles 3.1-2, 3.4' Old Oligarch, 1.2-1.3

		There is a well-developed line of reasoning which is clear, relevant and logically structured	Cornelius Nepos, Miltiades, 6–8
Level 3	9-12	- Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) - The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) - This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) *There is a line of reasoning presented which is mostly relevant and which has some structure.*	The source analysis is likely to address: • Herodotus' views reflect his presence in Athens in the 450s/440s, when Athens was at the height of her powers. He is quite negative about the Ionian attempts to free themselves from Persia, and also of the credulous nature of the masses. • Thucydides looks to establish a clear evidence-based account, but is writing 50-60 years after the events. In addition, he is keen to promote his own view of the benefits of democracy. • The Ostraca show the nature of full participation in democracy, but also the controversy over the fixing of some ostracism votes. • Caution needs to be expressed about Aristotle as, though he offers useful detail on politics, he is writing well after the events. In addition, authorship of the source may be one of his pupils. • Plutarch is problematic as he is writing 500 years after the events, and his work is constructed to draw out lessons for a Roman audience. His accounts may or may not be invented/exaggerated. • The Old Oligarch is very useful as a contemporaneous source, though the author is clearly critical of the concept of representative democracy.
Level 2	5-8	- Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is no use of	

		source analysis to reach judgements or conclusions about the historical issue in the question. (AO3) - The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) - There is a basic explanation of the issue in the question. (AO2) *There is a line of reasoning which has some relevance, and which is presented with limited structure.*	
Level 1	1-4	- Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) - Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) - There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) *The information is communicated in a basic/unstructured way*	

	0	No response or no response worthy of credit	

Question	Answer	Mark	Guidance
11 (a)	Give **two** details about the job of an Athenian magistrate. Valid responses include: Known as archontes (1), this meant 'rulers' (1) Occupied a public post (1) Formed the administration of Athens (1) Presided at trials (1) Selected by lot (1), using fava beans (1) Served on boards of 10 (1) for 1 year (1) Had to be 30 years or over (1) Had to be male (1) Could only hold a specific post once (1) (except general) (1) Responsible for a specific area of civic life (1), e.g., markets (1), keeping streets clean (1) Important board was the Eleven (1), in charge of legal punishments (1), and the state prison (1) Scrutinised before and after year of service (1) in a test (1) called a dokimasia (1) If a legitimate complaint could be removed from office (1) Had to produce a report (1) euthunai (1) Could be taken to court and fined (1)	AO1 2	1 mark for any answer that offers a historically valid response (up to 2 marks) Please use academic judgement, if a candidate has not used the exact wording but has described details of a job, the response should be credited.
11 (b)	State the length of time an Athenian citizen was ostracized for. 10 years	AO1 1	1 mark for the specific answer
11 (c)	Name **two** functions of the Athenian Agora. Valid responses include: Main marketplace (1) Civic centre of Athens (1) Meeting ground (1) Business conducted (1) Citizens congregated for affairs of state (1) Listened to philosophers (1) Religious functions (1) Commercial area (1) Pride (rebuilt after Persian fire) (1)	AO1 2	1 mark for any answer that offers a historically valid response (up to 2 marks) Please use academic judgement, if a candidate has not used the exact wording but has described details of its function, the response should be credited. Allow for inclusion of buildings

	Mint (1) Law court (1) Votes on ostracisms (1)		

Question 12	What can we learn from **Passage C** about the portrayal of women's lives in Athens? **[5 marks]**		
Assessment Objective	**AO3** = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	**Marks**	**Level descriptors**	**Indicative content**
Level 3	4-5	Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.	Candidates are likely to pick out and explain the following details: • Husband's controlled wives, 'master of our body'. • Women had to be loyal to men, 'divorce is dishonourable for women'. • Women had to rely on men for their livelihood – 'lives' struggles depend on this' • That childbirth for women was very dangerous in ancient Athens, 'I would rather stand in battle with a shield three times than give birth once'.
Level 2	2-3	Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.	
Level 1	1	Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.	
	0	No response or no response worthy of credit	

Question 13	Using details from **Passage C**, how accurate do you think Euripides' Medea is about the portrayal of women's lives in Athens **[5 marks]**
Assessment Objective	**AO3** = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 3	4-5	Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.	Candidates should relate the evaluation of Euripides to the account of Medea in the passage for full marks. Answers should note that the passage is from a Euripidean (Greek) tragedy and consider how accurate he might be in this case:
Level 2	2-3	Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.	• Despite Pericles wishes that women should not be spoken of Athenian tragedies contain a number of compelling and powerful female characters. Medea reflects this, 'I would rather stand in battle with a shield three times…' • The vast majority of the audience consisted of Athenian citizen men, and consequently the play would be written primarily for them, 'Whenever a man is troubled by those around him in the home, he goes out and stops the distress of his soul'.
Level 1	1	Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.	• Male actors played all of the roles, male and female. So, depictions may not be accurate.
	0	No response or no response worthy of credit	• Medea represented a number of things which would alarm Athenian men. She was foreign,

			had supernatural powers and a strong personality ('we women are the most miserable').
			• Euripides has a reputation of being misogynistic, though his depiction suggests this may be inaccurate – as Medea is presented in a sympathetic light as someone who has suffered deeply and unjustly, 'a husband, master of our body (this misfortune is even worse than misfortune itself)'
			• Although other modern critics believe Euripides' play reflects a contemporary view among Athenian men that women who were not kept under control would be irrationally swept away by their emotions and cause great destruction, 'the marriage yoke'.
			• Accuracy can be questioned by the nature and purpose of the source (a dramatic tragedy, where Euripides is attempting to win the City Dionysia competition in 431).

Question 14	Explain the significance of Pericles as a military leader of Athens. **[10 marks]**	
Assessment Objectives	**AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO2** = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	

Level	Marks	Level descriptors	Indicative content
Level 5	9-10	The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)	• Explanations might include: • Popularity as a general – He was elected general 15 years in a row between 443 and 429, which shows the people of Athens trusted him a s a military leader.
Level 4	7-8	The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)	• Led many expeditions – For 20 years led many expeditions, mainly naval ones. Being always cautious, he never undertook of his own accord a battle involving much uncertainty. He based his military policy on Themistocles' principle that Athens' predominance depends on its superior naval power and believed that the Peloponnesians were near-invincible on land.
Level 3	5-6	The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)	

		This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)	• Long-term strategic thinking - Rebuilt Athens walls - Pericles also tried to minimize the advantages of Sparta by rebuilding the walls of Athens, In about 440, a third 'middle wall' was built by Pericles giving even greater protection to the route between Athens and Piraeus (meaning could not be cut off from trade routes and their navy by an enemy siege).
Level 2	3-4	The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2)	
Level 1	1-2	Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	• Cautious approach - During the Peloponnesian War, Pericles initiated a defensive strategy whose aim was the exhaustion of the enemy - Periclean strategy of seeking to preserve, not expand, the empire, and did not depart from it until the Sicilian Expedition
	0	No response or no response worthy of credit	• Harshly put down rebellious allies – e.g. Samos, Pericles and a fleet of 60 warships fought a successful naval battle with the Samians, then besieged Samos for 9 months. When Pericles won he treated the conquered Samians savagely.
			• Persistent – between 431-421 (the Archidamian War) he refused to be provoked by the Spartans destroying crops (despite much internal criticism) and even sent of successful naval assaults of the Peloponnese.
			• Credit responses which discuss the negative aspects of Pericles' strategy:
			• Plague – his decision to move the population of Athens caused a large number of deaths and his own

			• Megarian Decree and start of Peloponnesian War – Pericles' actions led to the beginning of the war

Question 15		'Athenian festivals were the most significant cultural success of Athens during the years 462-429 BC.' How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer you're your own knowledge. **[20 marks]**
Assessment Objectives		**AO3** = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: historical events and historical periods studied. how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO2** = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.
Level	Marks	Level descriptors
Level 5	17-20	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)

Indicative content

No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.

This would typically include to access Level 3 and above, discussion of ancient sources. This may

		The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	include at lower levels stories from the Ancient Sources OR names of sources, due to the implicit use of the sources. The Mark Scheme is not exhaustive, please credit any reasonable response to the question, which may include the religion, identity and values of the Athenian people.
Level 4	13-16	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created, and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	Evidence that Athenian festivals were the most significant cultural success: • Panathenaia • Musical competitions • Sporting events • Tribal contests • Procession • City Dionysia • Drama competitions • Dithyramb • Parades Other significant cultural successes: • Pericles building programme. • Rebuilding of temples on the Acropolis • Pheidias • Statue of Athena • Temple of Athena • Parthenon • Propylaea • Erechtheion • Odeon • Temple of Hephaestus
Level 3	9-12	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created, and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)	

		The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) *There is a line of reasoning presented which is mostly relevant and which has some structure.* .	• The successes of playwrights – comedy and tragedy • Euripides (Medea) • Sophocles (Tereus) • Aristophanes (Acharnians, Peace, Frogs) • Citizenship after the reforms of Ephialtes and Pericles • Athenian pride in public life • The role of public speaking • Rhetoric • Sophists • Socrates
Level 2	5-8	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3) The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) *There is a line of reasoning which has some relevance, and which is presented with limited structure.*	
Level 1	1-4	Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) *The information is communicated in a basic/unstructured way.*	

(Right column continues below Level 2 section:)

Likely sources to be included:
Aristophanes, Frogs, 1089-1098
Panathenaic Amphora
Plutarch, Life of Pericles, 12-14
Quintilian, Oratorical Education, 12.10.9
Pausanius, Description of Greece 1.24.5; 1.24.7; 1.26.6; 1.28.2
Thucydides, History of the Peloponnesian War, 2.40

Analysis of the sources should focus on the limitations of the sources, such as:
• Thucydides has his own perspectives and biases – e.g., he is thought to have favoured the richer classes.
• Plutarch was a biographer, rather than historian, and so was more interested in character than in a detailed analysis of events. Part of a larger work (Parallel lives) in which Pericles is compared to Fabius Maximus

| | 0 | No response or no response worthy of credit | • Although writing over 500 years later, Plutarch consults and cites a range of sources, some of which are early, and many of which have been lost and it is the only surviving biography of Pericles.
• Pausanias lived during the Roman Empire, but valued his Greek identity, history, and culture: he was keen to describe the glories of a Greek past that still was relevant in his lifetime, even if the country was dominated by imperial Rome. Pausanias's purpose was to establish a new Roman Greece, connecting myths and stories of ancient culture to those of his own time. |

Section C: Alexander the Great, 356–323 BC

Question		Answer	Mark	Guidance
16	(a)	**Name the city where Alexander died.**		
		Babylon	AO1 1	1 mark for specific answer
16	(b)	**Give two examples of difficulties faced by Alexander and his army on their return from India.**		
		Any two from: Mutiny [at Hyphasis] Battles/local resistance Crossing the Persian GulfProblems in crossing the Gedrosian desert including: heat, exhaustion, thirst/lack of water, lack of supplies, floods, loss of men Failure of locals/satraps/generals to supply the army	AO1 2	1 mark for each answer Credit 'landslides' The mark scheme on the left is not exhaustive please credit any reasonable responses of events which happened after return from India

16	(c)	**Give two examples of weapons used by Alexander's army**		
		Likely answers to include: Sword/*kopis* Spear/*xyston* Pike/*sarissa* Javelin Siege weapons, including catapult & ballista	AO1 2	1 mark for each specific answer Credit horses, cavalry, shields, phalanx, arrows

Question 17	What can we learn from **Source D** about Alexander's religious beliefs? **[5 marks]**
Assessment Objective	**AO3** = 5 marks = Use, analyse and evaluate ancient sources within their historical context.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative comment
Level 3	4-5	Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.	Answers might include reference to some of these points from the source: • Alexander's belief he was descended from Zeus (Ammon/Amun Ra) as evidenced by the horns. • Alexander's belief that he was a demi-god • Alexander's belief that he was favoured by the gods as evidenced by Athena and Nike. • The images on the coin reflect Alexander's piety and belief in the gods • Evidence of Alexander's belief in his own divinity
Level 2	2-3	Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.	[Credit candidates who state that this coin shows Zeus Ammon] Typically to access Level 3 discussion would include of both sides of the coin.
Level 1	1	Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.	[Candidates may make reference to Alexander's visit to the oracle at Siwah which underlined his belief that he was descended from Zeus.]
	0	No response or no response worthy of credit	[Candidates may make reference to descent from Zeus from Olympias] Do not credit discussion of silver tetradrachm of Ptolemy I showing Alexander with elephant headdress

			Examiners are reminded to use the AO3 annotations for reference; the number of these annotations does not directly respond to the marks available.

Question 18	Using details from **Source D**, how accurately do you think the images on the tetradrachm reflect Alexander's character?. **[5 marks]**	
Assessment objective	**AO3** = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	**Marks**	Level descriptors	Indicative comment

Level	Marks	Level descriptors	Indicative comment
Level 3	4-5	Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.	Candidates might comment on the following: Not accurate because: • Coin minted by Lysimachus after Alexander's death. • Alexander did not issue the coin. • Lack of evidence concerning Alexander's beliefs • Events at Siwah are unclear in the sources. • Sources make multiple references to the importance of Heracles to Alexander. • Few references to Alexander's belief he was descended from Zeus / Zeus Ammon.
Level 2	2-3	Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.	Accurate because: • Alexander believed he was descended from Zeus / Zeus Ammon • Sources cite multiple examples of Alexander making sacrifices/offerings to the gods. • Nike appropriate as goddess of Victory
Level 1	1	Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.	NB credit responses which discuss the accuracy of Alexander's physical appearance when making judgements about his character and religious beliefs OR use relevant historical context to support judgement about image.
	0	No response or no response worthy of credit.	

			This is not an exhaustive list and some candidates may discuss the reliabilty or the context in which it was created and some may cross-reference their own contextual knowledge with details from the source to make developed judgments on accuracy. Examiners are reminded to use the AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.

Question 19	Explain the significance of the mass marriages at Susa. **[10 marks]**	
Assessment objective	**AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO2** = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative comment
L5	9-10	The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)	Candidates should concentrate on analysing the second order concept of significance when assessing these aims. There is no expectation for use of sources for this type of question. They can be credit as knowledge/understanding if directly linked to the issues in the question Explanations for **significant** might include: • Alexander married Stateira (daughter of Darius) and Parysatis (daughter of Artaxerxes) to unite Macedonia/Greece and Persia. Candidates do not need to use the specific names of the women. • Hephaestion's marriage was intended to expand the royal family (according to Arrian/Aristobulus). • Marriages of Companions to Persians aimed to create a new mixed ruling class • Existing relationships between Macedonians and Persians formally acknowledged by gifts at the ceremony. • The event demonstrates Alexanders policy of uniting Macedonia/Greece and Persia ('fusion'). • The event is an example of Alexander's increasingly pro-Persian policy. • Children produced from these marriages would have created new military units with different loyalties than the old ones.
L4	7-8	The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)	
L3	5-6	The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)	
L2	3-4	The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2)	
L1	1-2	Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)	

		There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	Arguments for **not significant** might include: • Most marriages annulled when Alexander died. • No evidence any of the marriages lasted a long time • Practice was not repeated. • Children of the relationships do not form a political group in future years. • Credit alternative significant events if offered Examiners are reminded to use the AO1/AO2 annotations for reference, the number of these annotations does not directly respond to the marks available.
	0	No response or no response worthy of credit.	

Question 20	"The most important person in Alexander's life was Olympias." How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[20 marks]**
Assessment objective	**AO3** = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: historical events and historical periods studied. how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied **AO2** = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.** .
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative comment
Level 5	17-20	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)	No set answer is expected. It is possible to reach the highest mark either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels stories from the Ancient Sources OR names of sources, due to the implicit use of the sources. Arguments that **agree** might include: • Olympias gave birth to Alexander. • She took him with her to exile in Molossia thereby [probably] saving his life

		There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	
Level 4	13-16	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created, and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	
Level 3	9-12	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created, and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)	

Right column content:

- She was possibly involved in Philip's murder.
- Alleged to have murdered Cleopatra Eurydice and her child[ren] after Philip's death to ease Alexander's accession to power
- He remained in contact with her throughout his campaign in Persia

Arguments that **disagree** might include:
Philip important because:
- he fathered Alexander.
- He raised Alexander as a warrior.
- He gave Alexander military and political responsibility while still young
- He organised and raised the army that Alexander inherited
- Hephaestion important because:
- He supported Alexander throughout his life
- He was unquestionably loyal.
- He was 'Patroclus' to Alexander's 'Achilles'
Roxanne important because:
- Apparently a love-match as she was of comparatively low status
- She gave Alexander a son and heir.
Other names that might be referred to here include:
- Parmenio, Ptolemy, Craterus, Nearchus and Antipater – all generals without whom Alexander might not have been as successful.
- Darius III – as so much of his life and campaign was focused on defeating the King of Persia
- Aristotle – tutor to Alexander responsible for his attitudes and education

		There is a line of reasoning presented which is mostly relevant and which has some structure.	Likely sources to be included: Arrian
Level 2	5-8	Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3) The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) *There is a line of reasoning which has some relevance, and which is presented with limited structure.*	Parmenio: 1.11, 1.13, 1.14, 3.9, 3.14 Antipater: 1.11 Ptolemy: 4.28-4.30 Cleitus: 1.15, 4.8, 4.9 Hephaestion: 7.14 Darius III - Gaugamela Plutarch Olympias: 2, 3, 6, 8, 9 Parmenio: 31, 32, 33 Cleitus: 50, 51 Aristotle: 7-8 Darius III - Gaugamela Diodorus Siculus Philip: 16.91, 16.93, 16.94 Alexander mosaic
Level 1	1-4	Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) *The information is communicated in a basic/unstructured way.*	Alexander Sarcophagus NB candidates may use ancient sources beyod those prescribed by OCR and these can be credited NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view. The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.
	0	No response or no response worthy of credit.	

			Analysis of the sources should focus on the limitations of the sources, such as: Arrian Wrote long after the death of Alexander Had access to good sources but focuses on military matters not personality Extremely positive about Alexander with little balanced criticism Believed that kings were quasi divine and therefore everything that Alexander did was 'right'. Plutarch Lived several centuries after Alexander's death Had access to court records and journals. Wrote 'biography' not 'history'. Not interested in military matters, only personalities His style could be quite creative, and he'd invent dialogue in order to illustrate characteristics. No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors. Examiners are reminded to use the AO1/AO2/AO3 annotations for reference, the number of these annotations does not directly respond to the marks available.

Appendix 1: Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a scribe cover sheet it is vital to check which boxes are ticked and award as per the instructions and grid below:

a. Assess the work for SPaG in **question five** in accordance with the normal marking criteria.
    The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.

b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.

c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third of marks (e.g. grammar only)	Mark if candidate eligible for two thirds of marks (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

2. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.

3. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point 1 above.

4. If the script has a transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet, award SPaG as normal.

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