

Modified Enlarged 18pt

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Thursday 15 May 2025 – Afternoon

GCSE (9–1) Ancient History

J198/01 Greece and Persia

Time allowed: 2 hours

plus your additional time allowance

**YOU MUST HAVE:
the OCR 12-page Answer Booklet**

READ INSTRUCTIONS OVERLEAF



INSTRUCTIONS

Use black ink.

Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.

Fill in the boxes on the front of the Answer Booklet.

Answer ALL the questions in Section A and ALL the questions in EITHER Section B OR Section C OR Section D.

INFORMATION

The total mark for this paper is 105.

The marks for each question are shown in brackets [].

Quality of extended response will be assessed in questions marked with an asterisk (*).

Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil (✎).

ADVICE

Read each question carefully before you start your answer.

SECTION A

The Persian Empire, 559–465 BC

1

- (a) Name the king of Lydia who was defeated by Cyrus. [1]**
- (b) State the name of the most important Persian god. [1]**
- (c) Identify TWO consequences of the Ionian Revolt. [2]**

- 2 Outline the main changes that Darius introduced to the way that the Persian Empire was run. [6]**

PASSAGE A

A PERSIAN MESSENGER gives an account of the battle of Salamis:

At once a ship hit another ship with its brass battering ram.

A Greek ship charged first, and chopped off the whole end

Of a Phoenician galley. Then charge followed charge

On every side. At first by its huge size

Our (Persian) fleet withstood them. But soon, in that narrow space,

Our (Persian) ships were jammed in hundreds; none could help another.

They rammed each other with their prows of bronze; and some

Were stripped of every oar. Meanwhile the enemy

Came round us in a ring and charged. Our (Persian) vessels toppled

Over; the sea was hidden, carpeted with wrecks

And dead men; all the shores and reefs were full of dead.

Then every ship we had broke rank and rowed for its life.

Aeschylus 'The Persians' l. 405–416

- 3 Using details from PASSAGE A and your own knowledge, what can we learn about the tactics of the Greeks that helped them to win the battle of Salamis? [10]**
- 4 Using details from PASSAGE A and your own knowledge, explain why Xerxes was unable to defeat the Greeks. [15]**
- 5 ‘The only aim of Persian kings was to live up to Cyrus’ example.’**

To what extent do you agree with this view? [20]

 **Spelling, punctuation and grammar and the use of specialist terminology [5]**

SECTION B

From Tyranny to Democracy, 546–483 BC

6

- (a) Name the tyrant of Athens from 546–527 BC. [1]
- (b) Name the TWO Spartan kings who were involved in attacking Athens in 506 BC. [2]
- (c) Identify TWO ways that archons were chosen after 508/7 BC. [2]

PASSAGE B

‘Cleisthenes first divided all the people into ten tribes in place of the earlier four; he wanted to mix them up so that more would share in political power... Then he set up the council as 500 instead of 400, 50 from each tribe – at that time there were 100 from each of four tribes... He divided the country by *demes* into thirty parts, ten of those in and around the city, ten on the coast and ten inland, and these were called *trittyes*. He allocated three of these to each tribe so that each had a share in each region... He allowed the clans, brotherhoods and priesthoods each to keep their existing traditions... When these had been done the constitution was far more democratic than that of Solon.’

Aristotle, ‘The Athenian Constitution’, 21–2

- 7 What can we learn from PASSAGE B about the ideas behind the new Athenian democracy? [5]**
- 8 Using details from PASSAGE B, how accurate do you think Aristotle's account of the new democracy is? [5]**
- 9 Explain the significance of the rivalry of Themistocles and Aristides to the development of Athens in the 480s. [10]**
- 10* 'The overthrow of tyranny in Athens happened for exactly the same reasons as the assassination of Polycrates in Samos.'**

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]

SECTION C

Athens in the Age of Pericles, 462–429 BC

11

- (a) Name the political and military leader who was repeatedly elected General of Athens between 443 and 429 BC. [1]**
- (b) Identify TWO reasons for the rising tensions between Athens and Sparta after the Persian Wars. [2]**
- (c) State TWO criticisms of Pericles' building programme. [2]**

PASSAGE C

'So this may be a suitable place to consider what great skill or power this woman [Aspasia] had for her to charm one of the leading men of the state, and cause philosophers to discuss her for a long time in serious debates... People say that she was copying an Ionian woman from ancient times called Thargelia by only having relationships with the most powerful men... So, some say that Pericles favoured Aspasia highly because of her rare political wisdom. Socrates sometimes went to see her with his followers, and his close friends brought their wives to her to hear her conversation, even though she ran a business that was not at all honest or even respectable, since she kept a house of young hetairai... Afterwards, their married life was not happy, so Pericles legally handed her over to another man (she agreed to

this), and he went to live with Aspasia and loved her very much.'

Plutarch, 'Life of Pericles' 24

12 What can we learn from PASSAGE C about Aspasia? [5]

13 Using details from PASSAGE C, how accurate do you think Plutarch's account of Aspasia is? [5]

14 Explain the significance of Athena and Poseidon for Athenians. [10]

15* 'Supporting the institutions of Athenian democracy was the most important role of an Athenian citizen'.

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]

SECTION D

Alexander the Great, 356–323 BC

16

- (a) How did Alexander's father Philip die? [1]**
- (b) State TWO reasons why Alexander attacked the Persian empire. [2]**
- (c) Identify TWO reasons why Alexander believed he was a god. [2]**

SOURCE D

From left to right the image shows Alexander on a horse. He is wearing a helmet in the shape of a lion's head, a tunic and has his right arm raised as if throwing something. Alexander has horns in place around his ears. The horse is rearing up on its back legs. In front of it, a soldier and their horse have fallen to the ground. They are wearing cloth hats and uniforms. A third soldier on the right is fighting a soldier carrying a shield.

- 17 What can we learn from SOURCE D shown opposite about Alexander's role on the battlefield? [5]**
- 18 Using details from SOURCE D shown opposite, how accurate do you think the sculptor's presentation of Alexander's role on the battlefield is? [5]**
- 19 Explain the differences between Alexander's relationships with Parmenio and Hephaestion. [10]**



The Alexander sarcophagus, showing Alexander at the Battle of Issus

20* ‘The ancient sources for Alexander all show him in a very positive way.’

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]

END OF QUESTION PAPER



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