OCR
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GCSE (9–1) Ancient History

J198/01 Greece and Persia

Sample Question Paper

Date – Morning/Afternoon

Version 2.2

Time allowed: 1 hour 45 minutes

You must have:
- the OCR 12-page Answer Booklet (OCR12 *sent with general stationery*)

Other materials required:
- None

INSTRUCTIONS
- Use black ink.
- Complete 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.
- Write the number of each question clearly in the margin.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

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 and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎)
- This document consists of **8** pages.

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Section A: The Persian Empire, 559–465 BC

Answer **all** the questions.

1 **(a)** Name **one** people that Cyrus conquered. **[1]**

(b) Name Cyrus' successor as king of Persia. **[1]**

(c) Name **two** events that took place during the Ionian Revolt. **[2]**

2 Outline the main features of Cyrus' city at Pasargadae. **[6]**

Passage A

Later, after he had made her better, Atossa and Darius were in bed together and, acting on Democedes' instructions, she put the following proposal to Darius: 'My lord, you have so much power but you do nothing with it. You aren't trying to gain further territory or increase the Persian Empire. One would expect a man with youth and vast material resources at his disposal to make the Persians realise that they are being ruled by a real man, by engaging in some significant action. In fact, there are two reasons why it's to your advantage to do this – not just to make the Persians understand that their ruler is a real man, but if you make war, you will wear down their strength and keep them too busy to conspire against you … .

That is what she said, following her instructions. 'Wife,' Darius replied, 'your words echo my plans. I've decided to build a bridge from our continent to the next and to invade Scythia.'

Herodotus, *The Histories* 3.134

(Atossa was the daughter of Cyrus and Democedes was a Greek doctor)

3 Using details from Passage A and your own knowledge, what can we learn about the nature of Darius as a ruler? **[10]**

4 Using details from Passage A and your own knowledge, how significant were the achievements of Cyrus in motivating the other kings to expand the Empire? **[15]**

5* 'Persians treated the peoples they conquered well.' How far do you agree with this statement? **[20]**

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

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

Answer **all** the questions in this section.

6 **(a)** Give **one** of the engineering achievements of Polycrates' tyranny. **[1]**

(b) After Cleisthenes' reforms, how many members did each tribe contribute to the *boule*? **[1]**

(c) Give **three** details of what the Athenians did to hold an ostracism. **[3]**

Passage B

Peisistratos administered the city's affairs moderately, and more like a citizen than like a tyrant. In general he was humane, mild, and forgiving to wrongdoers, and in particular he lent money to those who were in difficulties, to support their work, so that they could continue to maintain themselves by farming. … He himself often went out into the country … . It is said that when Peisistratos was on one of these tours there occurred the incident involving the man on Mount Hymettus who was farming what was afterwards called the tax-free site. Peisistratos saw him digging and working at what was nothing but rock, and in amazement told his attendant to ask him what he got from the site. 'Nothing but evil and pain,' he said, 'and of this evil and pain a tenth has to go to Peisistratos.' The man gave his reply without recognizing him; and Peisistratos, pleased at his forthrightness and his industry, made him free from all taxes.

Aristotle, *Constitution of the Athenians*, 16.2, 16.5–6

7 What can we learn from Passage B about Peisistratos' tyranny? **[5]**

8 Using details from Passage B, evaluate how accurate you think Aristotle's account of these events is. **[5]**

9 Explain the significance of the murder of Hipparchus in the sequence of events leading Athens from tyranny to democracy. **[10]**

10* 'Living in Athens after Cleisthenes was completely different to living in Athens under the Peisistratids.' 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]**

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Section C: Athens in the Age of Pericles, 462–429 BC

Answer **all** the questions in this section.

11 **(a)** Name **two** contests that took place at the Panathenaia. **[2]**

(b) Name any **two** projects which were part of Pericles' building programme. **[2]**

(c) In 454 BC the treasury of the anti-Persian alliance moved to Athens. Name the island which it was moved from. **[1]**

Passage C

Pericles, because of his position, his intelligence, and his known integrity, could respect the liberty of the people and at the same time hold them in check. It was he who led them, rather than they who led him, and since he never sought power from any wrong motive, he was under no necessity of flattering them: in fact, he was so highly respected that he was able to speak angrily to them and to contradict them. Certainly when he saw they were going too far in a mood of over-confidence, he would bring back to them a sense of their dangers; and when they were discouraged for no good reason he would restore their confidence. So, in what was nominally a democracy, power was really in the hands of the first citizen.

Thucydides, *History of the Peloponnesian War*, 2.65

12 What can we learn from Passage C about the role of Pericles in Athens? **[5]**

13 Using details from Passage C, evaluate how accurate you think Thucydides' account of Pericles role is. **[5]**

14 Explain what caused the relationship between Athens and Sparta to break down. **[10]**

15* To what extent do you think Athenians believed democracy was at the centre of their society?

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

Answer **all** the questions in this section.

16 **(a)** Name Alexander's mother. **[1]**

(b) Give **two** reasons for Alexander's expedition against Persia in 334 BC. **[2]**

(c) Give **two** reasons for Alexander's decision to arrange marriages between the Macedonians and Persians. **[2]**

Passage D

> Pausanias applied this saying to his personal anger, and, allowing no postponement of his plan because of his sense of being wronged, put his plan into action during this festival in the following manner. He positioned horses by the gates to the city and went to the entrance of the theatre with a Celtic dagger hidden from view. When Philip told those friends who were accompanying him to go into the theatre before he did, the bodyguards kept their distance, then Pausanias, seeing that the king was alone, ran up to him and striking him straight through the ribs left him dead on the ground; then he sprinted for the gates and the horses he had readied for flight. At once some of the bodyguards rushed to the body of the king, while the others poured out in pursuit of the killer: in this group were Leonnatus and Perdiccas and Attalus.
>
> Diodorus Siculus, *Library of History* 16.94

17 What can we learn from Passage D about the relationship between Philip and his men? **[5]**

18 Using details from Passage D, evaluate how accurate you think Diodorus Siculus' account of these event is. **[5]**

19 How far did Alexander's relationship with Cleitus differ from his relationship with Hephaestion? **[10]**

20* 'Alexander's successes depended entirely on his Macedonian army.' 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]**

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Summary of updates

Date	Version	Details
May 2022	2.2	Updated copyright acknowledgements.

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Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

GCSE (9–1) Ancient History

J198/01 Greece and Persia

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 105

This document consists of 42 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris 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 scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

5. Work crossed out:
   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The scoris **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 scoris 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. Please note: 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. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning

13. **Subject–specific Marking Instructions**

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.
Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

4. Please note: 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, 5 AO2 and 10 AO3, then the AO1/AO2/AO3 ratio will be 1/1/2 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.

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Section A: The Persian Empire, 559–465 BC

Question	Indicative content	Marks	Guidance
1 (a)	Likely valid responses are: • Lydians (1) • Babylonians (1) • Medes (1) • Ionians (1)	**AO1 1**	1 mark for any answer that offers a historically valid response.
1 (b)	Cambyses II	**AO1 1**	
1 (c)	Likely valid responses are: • Athens sending 20 ships (1) • The sack of Sardis (1) • The Persian counter attack (1) • Histiaeus' return to Ionia (1) • Persian threats against the Greeks and their allies (1) • The battle off Lade (1)	**AO1 2**	1 mark for any answer that offers a historically valid response.

<table>
<tr><td colspan="2">Question 2</td><td colspan="2">Outline the main features of Cyrus' city at Pasargadae. [6 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>5–6</td><td>• 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.</td><td rowspan="4">Potential details include:
• Tomb of Cyrus, shaped like a house with a saddle-roof standing on a stepped plinth
• Fortress / citadel sitting on top of a nearby hill, overlooking the palace complex
• Royal gardens / park with stone lined water channels intersected the gardens to provide irrigation. In this garden were two pavilions
• There were two palaces. Each palace had rectangular columned halls and porticoes. They were stone buildings instead of the then traditional mudbrick and wood. Entry was controlled by a gatehouse
• Influence of other cultures in the architecture, for example stone relief with a figure wearing an Egyptian crown and there were Assyrian style statues
• Stone platform, which may have been a sanctuary or may have had military origins.</td></tr>
<tr><td>Level 2</td><td>3–4</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1–2</td><td>• Response includes basic knowledge and basic understanding that is relevant to the question.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 3</td><td colspan="2">Using details from Passage A and your own knowledge, what can we learn about the nature of Darius as a ruler? [10 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">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</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>9–10</td><td>• 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)</td><td rowspan="2">Valid features / characteristics that answers could identify from the source include:
• Darius is described as a potentially powerful ruler with vast material resources. The latter point could be related to his organisational abilities and particularly his careful control of the Empire’s finances and his nickname: ‘the retailer’.
• Atossa is suggesting that Darius is yet to show himself as a strong ruler — the source implies that Darius shares these concerns as he is about to act against Scythia. Darius could also be viewed as a ruthless, manipulative and paranoid ruler as he appears to agree with Atossa that his people should be ‘ground down by warfare’ and left ‘too busy to conspire against you.’ However, it is not clear if these concerns were the primary motive for the campaign against Scythia.
• It appears that Darius is easily led. Here Darius seems</td></tr>
<tr><td>Level 4</td><td>7–8</td><td>• 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 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)</td></tr>
</table>

<table>
<tr><td>Level 3</td><td>5–6</td><td>• 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)</td><td rowspan="4">to be influenced by his wife who, in turn, has been influenced by a Greek doctor. Darius seems to agree with Atossa's analysis and reveals he will launch an invasion of Scythia.
• On closer analysis, however, it is possible that Darius is not so easily influenced. He may have already been considering an expedition as he says Atossa's words merely 'echo' what is implied to have been his existing plans. Some candidates might know that Atossa was trying to persuade him to campaign against Greece: he did not (although he did, apparently, send a small reconnaissance party).
• Darius could be said to have been an arrogant ruler given that he decided to 'build a bridge from our continent to the next.'

Other valid features / characteristics that answers could identify include:
• More information could be provided to support the points developed above. For example, Darius' ruthlessness and manipulative character is suggested in the story of Zopyrus as well as the handling of the Ionian Revolt and its aftermath.
• The Zopyrus story could also be used to show the loyalty Darius commanded.
• His grand ambitions could be shown by the construction of Persepolis; his pragmatism could be shown by his attempt to build the Egyptian canal.
• His development of the satrap system.</td></tr>
<tr><td>Level 2</td><td>3–4</td><td>• 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)</td></tr>
<tr><td>Level 1</td><td>1–2</td><td>• 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)</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 4</td><td colspan="2">Using details from Passage A and your own knowledge, how significant were the achievements of Cyrus in motivating the other kings to expand the Empire? [15 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><th>Level</th><th>Marks</th><th>Level descriptors</th><th>Indicative content</th></tr>
<tr><td>Level 5</td><td>13–15</td><td>• 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)</td><td rowspan="2">The focus of this question will be using information to come to a judgement. The second order historical concepts candidates may use include similarities and differences between the other Persian kings and assessing the significance of Cyrus’ achievements in motivating them.

Valid features / characteristics that answers could identify from the source include:
• The phrases ‘You aren’t trying to gain further territory’ and ‘by conspicuously accomplishing some significant achievement’ might suggest Cyrus’ achievements wore heavy on Darius. Cyrus had set expectations high.
• However, the phrase ‘vast material resources’ might suggest that more short-term financial considerations could be in play.
• Other immediate concerns were the need to keep the</td></tr>
<tr><td>Level 4</td><td>10–12</td><td>• 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)</td></tr>
</table>

<table>
<tr><td></td><td></td><td>• 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)</td><td rowspan="5">Persian nobles busy on campaign. Further reward discussion on whether this was a peculiar problem for Darius given the manner in which he had seized power.

Other valid features / characteristics that answers could identify include:
• Cyrus' achievements and their potential impact on Persian expectations, psychology and self-image.
• The causes, nature, ambition and timing of Cambyses' expedition to Africa. This might include some analysis of the motives Herodotus attributed to Cambyses.
• Herodotus claims Persian wealth was not reinvested – new sources of tribute had to be found.
• The impact of more immediate factors in the thinking of Darius and Xerxes. Darius had to overcome his lack of legitimacy and the rocky start to his reign. Xerxes had some responsibility, perhaps, to avenge the Persian reverses at Sardis and Marathon.
• Persian priorities and psychology as expressed in the archaeological sources.
• Discussion on the influence of courtiers such as Mardonius might be rewarded if their influence is discussed in terms of whether they reminded their masters of Cyrus' achievements or introduced new motives such as the fertile lands available through conquest.</td></tr>
<tr><td>Level 3</td><td>7–9</td><td>• 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)</td></tr>
<tr><td>Level 2</td><td>4–6</td><td>• 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)</td></tr>
<tr><td>Level 1</td><td>1–3</td><td>• Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any conclusions 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)</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">*Question 5</td><td colspan="2">‘Persians treated the peoples they conquered well.’ How far do you agree with this statement? [20 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>17–20</td><td>• 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.</td><td rowspan="2">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.
Grounds for agreeing include:
• Cyrus followed a policy of allowing conquered peoples to continue worshipping their own gods. The Lydians and Babylonians could be used as examples. The Cyrus Cylinder might be used here.
• Cyrus’ treatment of the Jews and his favourable portrayal in the Bible.
• Darius’ respect for other cultures.
• Mardonius restored an element of self-government to the Ionians c.493 BC.
• Xerxes’ treatment of the Eretrians. Resettled near Susa.

Grounds for disagreeing include:</td></tr>
<tr><td>Level 4</td><td>13–16</td><td>• 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.</td></tr>
</table>

<table>
<tr><td>Level 3</td><td>9–12</td><td>• 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.</td><td rowspan="4">• Cyrus' treatment of the Ionians. He put up tribute levels and his general Harpagus crushed the ensuing revolt. Some Ionians left Asia-Minor.
• Cambyses treatment of the Egyptians although the information Herodotus provided on this subject was most likely from Egyptian priests who would not have found Cambyses' financial demands to their liking. Other negative portrayals surely emanated from Cambyses' brother back in Persia and later writers.
• The frieze from the apadana (audience hall) at Persepolis. This details lines of tribute giving subjects and thus suggests tribute levels were high.
• Darius' treatment of the Babylonians.
• Darius' treatment of the Ionians in the aftermath of the Ionian Revolt.
• Darius' treatment of other peoples who revolted against him, including his own account of events on the Behistun inscription.
• The atrocities of Xerxes' army in central Greece.
Candidates might realise that Persian actions were partly related to the willingness of the conquered to obey their obligations and not rebel.
There might also be some discussion relating to the imbalance in favour of negative portrayals. This can be partly attributed to the nature of Herodotus as a writer. He was Greek and wished to deliver a certain amount of shock and entertainment to his audience. However, candidates could profitably compare his analysis with the Persian archaeological sources. The Behistun inscription shows a similarly harsh Persian approach; the Cyrus cylinder speaks of a more conciliatory approach to Babylon in Cyrus' time.</td></tr>
<tr><td>Level 2</td><td>5–8</td><td>• 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)
There is a line of reasoning which has some relevance and which is presented with limited structure.</td></tr>
<tr><td>Level 1</td><td>1–4</td><td>• 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.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

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

High performance **4–5 marks**	• Learners 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**	• Learners 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**	• Learners 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**	• The learner writes nothing. • 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.

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

Question	Indicative content	Marks	Guidance
6 (a)	Valid responses include: • tunnel to carry water / aqueduct (built by Eupalinus) (1) • Breakwater in the sea enclosing the harbour (1) • Great / Polycrates' temple (1)	**AO1 1**	1 mark for any answer that offers a historically valid response.
6 (b)	50 (1)	**AO1 1**	
6 (c)	Valid responses include: • Vote on whether to hold an ostracism (1) • Name written on piece of broken pottery (1) • Votes counted and the top one exiled (1) • providing that there were the minimum number of votes / voters (1)	**AO1 3**	1 mark for any answer that offers a historically valid response.

<table>
<tr><td colspan="2">Question 7</td><td colspan="2">What can we learn from Passage B about Peisistratos' tyranny? [5 marks]</td></tr>
<tr><td colspan="2">Assessment Objective</td><td colspan="2">AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>4–5</td><td>• 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.</td><td rowspan="4">Candidates are likely to pick out and explain the following details:
• He administered the city's affairs moderately
• He was more like a citizen than a tyrant
• He was humane, mild and forgiving to wrong-doers
• He would lend money to those in difficulties
• Outline of the incident on Mount Hymettus and its outcome, with the man being free from taxes.</td></tr>
<tr><td>Level 2</td><td>2–3</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• 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.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 8</td><td colspan="2">Using details from Passage B, evaluate how accurate you think Aristotle's' account of these events is? [5 marks]</td></tr>
<tr><td colspan="2">Assessment Objective</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>4–5</td><td>• 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.</td><td rowspan="4">Candidates might comment on the following:
• Aristotle does not state what his sources for these events were
• Aristotle was writing rather later than the events
• Aristotle's interests as a philosopher and author of the Athenian Constitution may have had an effect on his writing
• Comparison with Herodotus' account of Pisistratus, and his 'trick' to seize Athens.</td></tr>
<tr><td>Level 2</td><td>2–3</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 9</td><td colspan="2">Explain the significance of the murder of Hipparchus in the sequence of events leading Athens from tyranny to democracy.
[10 marks]</td></tr>
<tr><td colspan="2">Assessment Objective</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>9–10</td><td>• 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)</td><td rowspan="3">Explanations include:
• Athens had been ruled by tyrants (the Peisistratids), and the murder of Hipparchus by Harmodios and Aristogeiton was key to removing them.
• Harmodios and Aristogeiton organised the plot to kill the Peisistratids – Hippias and Hipparchus. Hipparchus was killed at the Panathenaea, but Hippias escaped.
• Harmodios was killed instantly by one of Hippias’ spearmen, whilst Aristogeiton was arrested and killed later after being tortured.
• This was the beginning of the end of the tyrants. Initially Hippias became a stricter ruler.
• He was eventually over-thrown by Cleisthenes with the support of the Spartans. Cleisthenes then used the support of the people to further his own position, and this led to the development of isegoria (the right to equal speech in the Assembly), and then the reforms which Cleisthenes made.</td></tr>
<tr><td>Level 4</td><td>7–8</td><td>• 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)</td></tr>
<tr><td>Level 3</td><td>5–6</td><td>• 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)</td></tr>
</table>

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)	• These reforms were the basis of the democratic constitution which Athens followed in subsequent years.
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)	
	0	No response or no response worthy of credit	

***Question 10**	'Living in Athens after Cleisthenes was completely different to living in Athens under the Peisistratids.' How far do you agree with this view? **[20 marks]**
Assessment Objectives	**AO3** = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **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 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) *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	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. Grounds for agreeing include: • Introduction of a democratic system, enabling citizens to speak in the Assembly. • Greater freedom of speech. • Power and influence of the tribes reduced due to the reforms. • Changes in the names of the tribes and the distribution of land, and
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	

<table>
<tr><td></td><td></td><td>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.</td><td rowspan="5">consequential economic changes.
Grounds for disagreeing include:
• Basic system of justice was not that greatly affected by these reforms.
• Would daily life for an Athenian farmer have changed that greatly due to these reforms?
• Building programme in Athens under the Peisistratids, including the development of infrastructure.
• Although the system in theory reduced the power of the leading families, Pericles' dominance in the fifth century suggests that the change was minimal.
Likely source information to be included:
• Aristotle on Cleisthenes' reforms (Athenian Constitution 20).
• Thucydides on Harmodios and Aristogeiton.
The source analysis is likely to address:
• Nature of Aristotle's account – philosophical and written later.
• Thucydides' approach to the development of democracy.
• The lack of contemporary sources for these events and the lack of coverage for the lives of ordinary people.</td></tr>
<tr><td>Level 3</td><td>9–12</td><td>• 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.</td></tr>
<tr><td>Level 2</td><td>5–8</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1–4</td><td>• 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.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
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Section C: Athens in the Age of Pericles, 462–429 BC

Question	Indicative content	Marks	Guidance
11 (a)	Valid responses include: • Poetry recital (1) • Flute playing (1) • Running (1) • Race in armour (1) • Pentathlon (1) • Wrestling (1) • Boxing (1) • Pankration (1) • Horse racing (1) • Chariot racing (1)	**AO1 2**	1 mark for any answer that offers a historically valid response.
11 (b)	Valid responses include: • Parthenon (1) • Statue of Athena Parthenos (1) • Statue of Athena Promachos (1) • Propylaea (1) • Odeon of Pericles (1)	**AO1 2**	1 mark for any answer that offers a historically valid response.
11 (c)	Delos	**AO1 1**	

<table>
<tr><td colspan="2">Question 12</td><td colspan="2">What can we learn from Passage C about the role of Pericles in Athens? [5 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>4–5</td><td>• 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.</td><td rowspan="4">Candidates are likely to pick out and explain the following details:
• Pericles was able to lead the people rather than them leading him.
• Candidates might infer that Pericles guided the Athenians to build a powerful nation. This could be supported from the source by mentioning his use of caution and/or encouragement.
• It might also be inferred that Pericles was trustworthy and honest.
• He was a popular leader amongst the demos / poorer citizens and so this made him the most powerful man in Athens – ‘First Citizen’.</td></tr>
<tr><td>Level 2</td><td>2–3</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• 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.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 13</td><td colspan="2">Using details from Passage C, evaluate how accurate you think Thucydides' account of Pericles role is? [5 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO3 = 5 marks = Use, analyse and evaluate ancient sources with 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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>4–5</td><td>• 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.</td><td rowspan="4">Candidates should try to develop personal evaluations generated from the content of the source. Contextual knowledge on the nature of Thucydides' work and methods can be, however, used to develop points.
• Awareness of Thucydides respect for Pericles.
• Thucydides' views may be inaccurate because we suspect he was exiled by the demagogues / conservatives who succeeded Pericles – he may be more positive about Pericles to attack those men who removed him.
• Thucydides' views may be accurate as Pericles command of the mob / demos to rule Athens is seen elsewhere in the set sources, for example in Plutarch Pericles 14 regarding the funding for the building programme.
• Thucydides was alive whilst Pericles was at the height of his power. Thucydides apparent experience of political life means that he would have seen Pericles influence over the demos.
• Candidates may analyse the use of the expression 'first citizen' to explore whether this is an accurate description.</td></tr>
<tr><td>Level 2</td><td>2–3</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 14</td><td colspan="2">Explain what caused the relationship between Athens and Sparta to break down. [10 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>9–10</td><td>• 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)</td><td rowspan="4">Explanations may include:
• Athenian expansion and growth of power during the period. Candidates will show how this leads to distrust between Athens and Sparta. Candidates can utilise knowledge about Athens’ leadership of the Delian League and the continued war against the Persians.
• The story of the three prostitutes as depicted in Aristophanes and the importance of the Megarian Decree and the Megarian request for assistance from Sparta for the cause of the conflict in 431 BC.
• Candidates are likely to also mention the events surround the helot revolt in 465–464 BC whereby the Athenians came to assist the Spartans in dealing with the situation but were sent away. Candidates may touch upon the cultural differences between the two societies which is alluded to in the set sources.
• Candidates are likely to mention the building of the long walls from Athens to the port which allowed them access to imports and ability to effectively resist sieges.
• Financial disagreements. The removal of the Delian</td></tr>
<tr><td>Level 4</td><td>7–8</td><td>• 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)</td></tr>
<tr><td>Level 3</td><td>5–6</td><td>• 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)</td></tr>
<tr><td>Level 2</td><td>3–4</td><td>• 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)</td></tr>
</table>

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)	League treasury from Delos to Athens concerned Sparta. Sparta feared this would strengthen Athenian defences and navy.
	0	No response or no response worthy of credit	

<table>
<tr><td>*Question 15</td><td colspan="3">To what extent do you think Athenians believed democracy was at the centre of their society? [20 marks]</td></tr>
<tr><td>Assessment Objectives</td><td colspan="3">AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:
• historical events and historical periods studied
• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.
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.</td></tr>
<tr><td>Additional guidance</td><td colspan="3">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>17–20</td><td>• 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)
There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</td><td rowspan="2">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.
Grounds for agreeing include:
• Expansion of democracy during the period. Ephialtes’ reforms of the Areopagus, payment for administrative jobs. Social policy – free entry into Dionysius festival etc. Building of administrative centres for democracy – Tholos / Bouleterion.
• Pericles Funeral Oration – mention of how Athens has grown due to democracy.
• Thucydides accounts which describe the importance of democracy in shaping decisions.
• Cultural celebration of the victory of democracy over the Persians.
Grounds for disagreeing include:
• Attacks on democracy – Open to corruption; did not include women; Pericles was a populist politician who exploited democracy.</td></tr>
<tr><td>Level 4</td><td>13–16</td><td>• 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-</td></tr>
</table>

		developed. (AO2) *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	• Significance of religion in Athens:. Rebuilding of the Acropolis and Agora are all focused upon religion. Festivals such as Panathenaic games, Dionysius • Trade and navy. Athens expansion was accelerated by its desire to trade and make more money. Megarian decree, movement of treasury from Delos to Athens • Military – success in the Persian Wars had created a more militaristic society. Mention of rivalry with Sparta, expansion into Ionia and Persian territories. Wars with Sparta etc. Likely sources information to be included: • Mention of religious, cultural, military depictions on vases, amphora, friezes on the Parthenon. • Thucydides – Especially the Funeral Oration 2.35–2.46. • Euripides – Knowledge of Medea's representation of women. The source analysis is likely to address: • Candidates will evaluate the decorative purpose of archaeological evidence – and they may assess how far it actually answers the question. For example, to what extent can we ever know the motivation for Phidias or the building of Parthenon. We can hypothesise – but can we know. • Candidates might explore Thucydides reasons for including the Funeral Oration. Awareness of his respect for Pericles – but concerns for the development of democracy and mob rule. • Awareness of Thucydides political realism which paints a very vivid picture of what democracy looked like in Ancient Athens. Candidates may mention how this record has exaggerated the importance of democracy because Thucydides concentrated more on politics and war than religion or culture.
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.*	
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	

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Section D: Alexander the Great, 356–323 BC

Question	Indicative content	Marks	Guidance
16 (a)	Olympias (1)	**AO1 1**	
16 (b)	Likely valid responses are: • Avenge the previous Persian aggression towards the Greeks (1) • To continue his father's policy (1) • To unify the Greeks against a common enemy (1) • To shore up his own position as a new Macedonian king (1)	**AO1 2**	1 mark for any answer that offers a historically valid response.
16 (c)	Likely valid responses are: • to strengthen the ties between Macedonian families and Persian families (1) • to promote better relationships between the different parts of his empire (1) • to encourage integration between his subjects (1) • to make sure that Persian territory was more firmly under his control (1)	**AO1 2**	1 mark for any answer that offers a historically valid response.

<table>
<tr><td>Question 17</td><td colspan="3">What can we learn from Passage D about the relationship between Philip and his men? [5 marks]</td></tr>
<tr><td>Assessment Objectives</td><td colspan="3">AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.</td></tr>
<tr><td>Additional guidance</td><td colspan="3">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>4–5</td><td>• 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.</td><td rowspan="4">Candidates are likely to pick out and explain the following details:
• the freedom of behaviour allowed to members of the bodyguard
• Philip’s sense of security when he sent his friends on ahead
• the support of his bodyguards who either came to his aid or pursued his killer
• Philip’s relationship with Pausanias suggests that his relationship with some of his men was not good.</td></tr>
<tr><td>Level 2</td><td>2–3</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• 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.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 18</td><td colspan="2">Using detail from Passage D, evaluate how accurate you think Diodorus Siculus' account of these events is? [5 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 3</td><td>4–5</td><td>• 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.</td><td rowspan="4">Candidates should try to develop personal evaluations generated from the content of the source. Contextual knowledge on the nature of Diodorus Siculus' work and methods can be, however, used to develop points.

• The straightforward nature of the narrative, but the lack of corroborating sources (in our selection).
• The different explanations for events.
• The emphasis on personal explanation.</td></tr>
<tr><td>Level 2</td><td>2–3</td><td>• 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.</td></tr>
<tr><td>Level 1</td><td>1</td><td>• Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</td></tr>
<tr><td></td><td>0</td><td>No response or no response worthy of credit</td></tr>
</table>

<table>
<tr><td colspan="2">Question 19</td><td colspan="2">How far did Alexander’s relationship with Cleitus differ from his relationship with Hephaestion? [10 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>9–10</td><td>• 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)</td><td rowspan="3">Similarities and differences include:
• Candidates are likely to comment on the obvious difference in the treatment: Alexander had a close and possibly physical relationship with Hephaestion whereas Alexander murdered Cleitus in a drunken rage. Candidates may mention the similarity of Alexander and Hephaestion relationship and that of Achilles and Patroclus especially when in Troy. Cleitus was, however, probably invited to Troy as well.
• Candidates may mention that both Cleitus and Hephaestion both fought bravely on behalf of Alexander. Alexander relied on them; Cleitus saved Alexander’s life at the Granicus.
• Plutarch’s story of the death of Cleitus begins with Alexander wanting to share ripe fruits with Cleitus suggesting that he was viewed favourably. Candidates may argue that in this instance Cleitus is treated well by Alexander. Some candidates may question the veracity of this claim about the fruits.
• Both Plutarch and Arrian say that Alexander tried to kill himself immediately after killing Cleitus. Candidates may argue that this shows that Alexander deeply regretted his actions and that such actions were out of</td></tr>
<tr><td>Level 4</td><td>7–8</td><td>• 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)</td></tr>
<tr><td>Level 3</td><td>5–6</td><td>• 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)</td></tr>
</table>

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)	character for Alexander. Some candidates might mention that Alexander's actions after the death of Cleitus are not entirely clear. • According to Arrian, after both Cleitus and Hephaestion died, Alexander refrained from drinking and eating, failing to look after himself. However Alexander's actions after Hephaestion's death show differences - Alexander never appointed a successor to Hephaestion as commander of the companion cavalry so that Hephaestion's name could live on; he ordered a huge funeral pyre at Babylon and announced that there should be public mourning throughout all of the barbarian lands. • At the mass marriages at Susa Hephaestion married Drypetis, a daughter of Darius. Arrian claims that Alexander did this to ensure that Hephaestion's children would be cousins to his own, thus showing Alexander's very close relationship with Hephaestion.
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)	
	0	No response or no response worthy of credit	

<table>
<tr><td colspan="2">*Question 20</td><td colspan="2">‘Alexander’s successes depended entirely on his Macedonian army.’ How far do you agree with this view? [20 marks]</td></tr>
<tr><td colspan="2">Assessment Objectives</td><td colspan="2">AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:
• historical events and historical periods studied
• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.
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.</td></tr>
<tr><td colspan="2">Additional guidance</td><td colspan="2">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.</td></tr>
<tr><td>Level</td><td>Marks</td><td>Level descriptors</td><td>Indicative content</td></tr>
<tr><td>Level 5</td><td>17–20</td><td>• 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)
There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</td><td rowspan="2">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.

Grounds for agreeing include:
• the strengths of Macedonian army as shown in the main battles of the campaign against Darius
• Alexander’s skill as a leader and tactician
• the role of other generals such as Parmenio.

Grounds for disagreeing include:
• the role of other troops, both Greek and Persian, in Alexander’s army</td></tr>
<tr><td>Level 4</td><td>13–16</td><td>• 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)
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</table>

		There is a well-developed line of reasoning which is clear, relevant and logically structured.	• Alexander's attempts to control conquered territory using local rulers • Attempts to adopt Persian customs and the mass marriages at Susa • The army revolt at the Hyphasis prevented Alexander from advancing further. Likely source information to be included: • Arrian, 3.9-15, 3.18, 4.28-30, 7.4 • Plutarch, 31-33 • Coins of Alexander in showing Alexander adopting Persian customs. The source analysis is likely to question the nature of the sources and consider how accurate they are likely to be, looking in some detail at the accounts of the incidents chosen and the danger of excessive concentration on the character of Alexander.
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.*	
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	

Assessment Objective (AO) grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 (a) – (c)	4	–	–
2	6	–	–
3	5	–	5
4	5	5	5
5	10	10	–
6 (a)–(e) 11 (a)–(c) 16 (a)–(c)	5	–	–
7 12 17	–	–	5
8 13 18	–	–	5
9 14 19	5	5	–
10 15 20	5	5	10
Total	45	25	30

Summary of updates

Date	Version	Change
July 2019	2.1	Minor typographical amends for clarification: - Mark scheme (pages 13, 14, 15, 19, 23, 27, 31, 35 and 39)