

OCR

Oxford Cambridge and RSA

Practice Paper

A Level Ancient History

H407/12 Athens and the Greek World

MARK SCHEME

Duration: 2 hours 30 minutes

MAXIMUM MARK 98

This document consists of 24 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 **number of required** standardisation responses.

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

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

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

Short Answer Questions (requiring a more developed response, worth two or more marks)

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

Longer Answer Questions (requiring a developed response)

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

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 an annotation to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:

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

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
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)
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)
On the borderline of this level and the one below	At bottom 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. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

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

*Question 1	‘The Persians brought both a threat and an opportunity to Greek states during this period.’ To what extent do the sources support this view? [30 marks]		
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider both ‘threat’ and ‘opportunity’, and look at the extent to which the sources support the view suggested. They may well consider that Persia presented more of a threat, but will need to consider the perspective of a variety of states. Candidates will be expected to cover the time period, looking at continuity and change, and similarities and differences in how states interacted</p>

		<i>substantiated.</i>	with Persia.
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> specific examples of Greek states which medised when sent demands for earth and water and those that did not. the formation of the Hellenic League as a response to the Persian threat. The formation of the Delian League as an attempt to take revenge on Persia and gain recompense; but there was also the threat of a Persian return. Persian resurgence leading to the Battle of Eurymedon. Athenian activity in Egypt in the 450s, leading to the final defeat there and the transfer of the treasury of the Delian league to Athens. Cimon's activity after his return from ostracism. The 'Peace of Callias'. Persian interaction with Athenian allies such as Samos. Attempted negotiations with the Persians during the 420s. Persian negotiations with Sparta after the Sicilian disaster, including the competition between the satraps Tissaphernes and Pharnabazus. The role of Alcibiades in negotiations with Tissaphernes. The relationship between Cyrus and Lysander. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Herodotus on the conflict with Persia and the different approaches states took to the Persian invasions: 6.42-49, 6.94-117, 7.131-133, 7.138, 7.151-2, 7.174-175, 7.207, 8.143-144, 9.2
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. 	

		<p>(AO3)</p> <ul style="list-style-type: none"> The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> Thucydides: various, but especially Book 8: 8.6, 8.17-18, 8.29, 8.37, 8.52 Aristophanes <i>Akharnians</i> 61-71 Andokides 3.29 Diodoros 11.46-7, 12.2.1-2, 12.4.4-6, Harpokration s.v. <i>Attikois grammasin</i> Xenophon 1.4, 1.5, 1.6, 2.1 Plutarch: <i>Aristeides</i> 24, <i>Cimon</i> 11-13, <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> assessment of the Persian / Spartan developments due to limited Persian / Spartan sources and the agendas and contexts of Greek sources. limitations of evidence in Thucydides for 479-431 BC; limitations of Herodotus and Thucydides and reliance on later authors for the period; the differences in their information and viewpoints. the lack of information after 411 BC compared with earlier.
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

*Question 2		To what extent were the Spartans consistently reliable allies during this period?		[30 marks]
Assessment Objectives		<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content	
Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at a range of examples, such as Sparta's relations with Athens and Persia, and of course member of the Peloponnesian League; they may consider the extent of change and continuity in the relations over part or all of the period and the causes for this; they may look at the nature of the evidence which is largely drawn from Athenian sources.</p>	

Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> • Sparta's role at Marathon and the reasons for her late arrival. • Sparta's selection as leader of the Hellenic League is partly related to her prowess on the battlefield, but also on her readiness to turn out when needed. • After the Persian invasion, Sparta's withdrawal from active leadership abroad may reflect the unpopularity of Pausanias. • The relationship with Athens needs close consideration, though the earthquake in the 460s can be seen as significant (Sparta's failure to help Thasos), especially as it led to the fallout with Athens over the Cimon-led expedition to help Sparta recover from the helot revolt. • The First Peloponnesian War, leading to the rather abrupt Thirty Years Peace. • The lead-up to the outbreak of war, including the revolt of Samos and then the incidents involving Corcyra, Potidaea and Megara. The relationship with Corinth in this period is important, especially as shown in Thucydides Book 1. • The Archidamian War, where the impact of the events at Pylos led to Sparta seeking peace with Athens; the Peace of Nicias was determined by Sparta without reference to her allies. • The revolt of Sparta's allies leading to the Battle of Mantinea. In contrast, the help given to Syracuse (in the form of Gylippus). • After the Sicilian expedition, the attempt to establish a working relationship with Persia, only really achieved when Lysander was working closely with Cyrus.
Level 3	13–18	<ul style="list-style-type: none"> • Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 2	7–12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. 	

		<p>(AO3)</p> <ul style="list-style-type: none"> The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> Sparta's treatment of Athens and other cities after the end of the war; her relationship with Persia. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Herodotus <i>Histories</i> 7.102; 139; 174-5; 207; 219-22; 228; 8.1-3; 49-50; 56-63; 100-103; 143-4; 9.6-8; 71; 98-9; Thucydides <i>The Peloponnesian War</i> Book 1 for Pentekontaetea and the outbreak of the war; Book 4 Pylos; Book 5 Peace of Nicias and Mantinea; Relations with Persia in Book 8. Xenophon <i>Hellenica</i> Plutarch <i>Aristeides</i> 23. Aristophanes <i>Akharnians</i> 524-539. Diodorus 11.46-7, 50. <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> the methodology, agendas and contexts of the Greek and Persian sources and how these affect the value of the information. the limitation of the evidence for Persian kings and their aims, strengths and abilities mostly from a Greek viewpoint. the limitations of the evidence for the events and issues of the period in Herodotus and Thucydides and reliance on later authors which emphasise individuals and their abilities. problems of evidence for internal Spartan politics and individuals, and the lack of Spartan material.
Level 1	1-6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

Question 3		How convincing do you find LJ Samons' interpretation of the Athenian attitude towards war with Sparta in 432/1? [20 marks]	
Assessment Objectives		AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.	
Additional guidance		<p>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.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>	
Level	Marks	Level descriptor	Indicative content
Level 5	17–20	<ul style="list-style-type: none"> Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p>
Level 4	13–16	<ul style="list-style-type: none"> Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<p>In locating the interpretation within the wider historical debate, candidates might:</p> <ul style="list-style-type: none"> consider the difficulty of assessing Athenian attitudes to war given our reliance on Thucydides' work and limited access to views expressed in the 430s. assess the problems we have in understanding the decisions taken even where we have Thucydides, especially given his

Level 3	9–12	<ul style="list-style-type: none"> • Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) 	<p>presentation of Pericles' views without a contrasting speech to give an differing view.</p> <ul style="list-style-type: none"> • consider the emphasis on the role of Pericles on the Athenian side in Thucydides and Plutarch. <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> • the lack of direct moves against Sparta during this period by the Athenians. • the role of Corinth over the revolt of Samos in 440 (Thuc. 1.115-7, 1.40). • the role of Spartan allies such as Corinth in fomenting problems in Delian League members such as Potidaea in the late 430s (Thuc. 1.56-65). • the great care taken by Athens over her defensive alliance with Corcyra in the 430s (Thuc. 1.24-55).
Level 2	5–8	<ul style="list-style-type: none"> • Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> • the nature of the democracy in Athens, where decisions were taken by the Assembly, guided by speakers such as Pericles (for Pericles' leadership, see Thuc. 2.65). • the development of Athenian imperialism during the Pentakontaetia; the increasing domination of Athenian allies up to the events in 446 and the Thirty Years' Peace (Thuc. 1.96-115).
Level 1	1–4	<ul style="list-style-type: none"> • Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> • the nature of the democracy in Athens, where decisions were taken by the Assembly, guided by speakers such as Pericles (for Pericles' leadership, see Thuc. 2.65). • the development of Athenian imperialism during the Pentakontaetia; the increasing domination of Athenian allies up to the events in 446 and the Thirty Years' Peace (Thuc. 1.96-115).

	0	No response or no response worthy of credit	<ul style="list-style-type: none">• Athenian activity in the period after 446, including the revolt of Samos and events leading up to the outbreak of war in 431 (Thuc. 1.115-7, Plutarch <i>Pericles</i> 24-33).• the reaction of Sparta's allies at the Allied Congress (Thuc. 1.118-125) and the Debate at Sparta (Thuc. 1.66-71).• Pericles' determination not to give way to the Spartans (Thuc. 1.139-145) and his confidence in the strength of Athens as a result of their imperial power (Thuc. 2.13).• Pericles' dominant position in Athens during the period 446-431 and the lack of significant opposition after Thucydides, son of Melesias.• the ambition shown by the Acropolis building programme, started in the 440s and continued during the 430s.• the Athenian speech at the debate at Sparta (Thuc. 1.72-78).
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Section B: The Culture and Politics of Athens, c.460–c.399 BC

Question 4		How useful are these passages for understanding the position of women in Athens?	[12 marks]
Assessment Objectives		<p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 6	11–12	<ul style="list-style-type: none"> The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source and their own knowledge:</p> <ul style="list-style-type: none"> The role of Athenian women within the household. The public roles of women in Athenian religion. The problematic nature of the comic presentation of women in <i>Thesmophoriazusae</i> (credit also other plays by Aristophanes). Pericles' brief remark perhaps focuses on the public sphere where women were not usually seen.
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	

		<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources. make judgements on the value of the examples as historical evidence.
Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3) 	
	0	No response or no response worthy of credit	

*Question 5	To what extent do the sources enable us to assess whether the democratic system in Athens enabled the population of Attica to participate in decision-making? [36 marks]		
Assessment Objectives	<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> • Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at a range of aspects of the democratic system (assembly, <i>boule</i>, courts) and the judgment in the answer should be focused on the issues raised by the question 'to what extent' and the specific issue of participation in the democratic system..</p> <p>Answers are likely to include some information on:</p>

Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> • The opportunities for popular participation in the Athenian democratic system, including the assembly, <i>boule</i>, courts and magistracies. • The restrictions on citizen participation such as distance, military service. • The lack of opportunity for some groups, such as women, metics and slaves. <p>Supporting source details may include material from:</p> <ul style="list-style-type: none"> • Aristophanes, <i>Wasps</i>, <i>Knights</i> • Plato, <i>Apology</i>, <i>Gorgias</i> • Xenophon, <i>Memorabilia</i> • Thucydides (various, including the <i>Funeral Speech</i> and the Mytilene debate)
Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • Answers should consider the nature of the sources which reflect the views of an educated elite, some of whom espoused anti-democratic views. • The evidence of Aristophanes should be used by way of contrast, with due consideration of context and his particular political bias, and candidates should then consider carefully ‘to what extent’ we are in fact able to assess the issues raised by the question.
Level 3	13–18	<ul style="list-style-type: none"> • Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has an explanation that convincingly analyses and appraises 	

		<p>historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places 	

		inaccurate. The question is only partially addressed. (AO1) <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i>	
	0	No response or no response worthy of credit	

*Question 6		How far does Athenian art and architecture help us to understand changing ideas about the relationship between men and the divine? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Answers should focus on the idea of the building programme as a religious and political statement, and whether there are other motives which might be relevant. Answers might also consider what is meant by a political motive – to appeal to citizens within Athens, to glorify Pericles or to make Athens look like a 'capital' of Hellas – and whether this is incompatible with a more religious view of the programme. Candidates could also evaluate the stories depicted</p>

Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>on the Parthenon (and the other buildings on the Acropolis) and consider what these stories tell us about the political motives in the developments at this time. Relations between the Athenians and their allied states might also be considered in this context.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> • developments in Athens during this period, to include the developments on the Acropolis and more widely within Athens as well as the developments such as those at Sounion. • specific factual knowledge and evidence about the building programme in Athens and the use of sculptural motifs on the buildings, such as details of the sculpture on the Parthenon, Athena Nike and Erechtheion could be used • what is known of Pericles' motives in developing Athens (especially in Thucydides' Funeral Oration and Plutarch's Life of Pericles) • Athens' role in the Delian League and the use of treasury funds
Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • sculpture on the Parthenon, Athena Nike and Erechtheion • Relevant sections from Plutarch, <i>Pericles</i> • Thucydides' <i>Funeral Oration</i> • Pausanias 1.24.5, 7; 1.28.2
Level 3	13–18	<ul style="list-style-type: none"> • Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) 	<p>Analysis of the sources might focus on:</p>

		<ul style="list-style-type: none"> The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> should also consider Thucydides' reliability in his treatment of Pericles, and could note his silence on the building programme. how much we really know about what the sculpture was intended to say, and how this might relate to what Pericles is reported to have said about Athens. Our ability to interpret and understand archaeological remains and the motives of those who built/designed these buildings.
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not 	

		<p>made explicit. (AO2)</p> <ul style="list-style-type: none">• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	