

Ancient History

General Certificate of Secondary Education

Unit **A031**: The Greeks at war

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotation	Meaning
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B.
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B.
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B.
BOD	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B.
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.

Option 1: The Greeks defend themselves 499–479 BC

Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>AO1: Two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> • Themistocles' deception of Xerxes • poor leadership on the Persian side • the nature of the location, which presented advantages for the Greek ships • the choice of Salamis did not allow the Persians to utilise their superior numbers • Greeks fighting for freedom against pressed men • poor motivation amongst the Persian forces, including Ionian Greeks. 	5	<p>Outline <u>two</u> reasons why the Persians lost the battle of Salamis.</p> <p>The focus should be on reasons for the Persian defeat, at least one of these needs some development.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
2	(a)	<p>AO1: Key elements understood and identified.</p> <p>The Persians thought the Greeks escalated the sequence of abductions to an armed expedition. The Persians suggest that the response from Asia had been limited, but the Greeks had overreacted.</p>	4	<p>What does Passage 1A tell us about the attitude of the Persians to the abduction of women?</p> <p>The focus should be on details from the passage.</p> <p>Credit candidates who assert that the women had in each case left voluntarily.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO2: Understanding Answers should show understanding of how Herodotus explains what happens by looking at individuals or peoples. He sets out in the passage a series of steps that lead over time to the conflict with Persia. Herodotus is here explaining the origin of the conflict between East and West, starting from the actions of individuals and moving beyond that to a clash of states.</p>	4	<p>Explain how Herodotus uses the stories in Passage 1A to show why war with the Persians started.</p> <p>Candidates should explain what can be learned from this passage about the significance of these events and the importance of the escalation by the Greeks.</p>	<p>AO2 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1</p>
	(c)	<p>AO3: Interpretation and Evaluation Evaluation of the passage: what were Herodotus' sources for this? To what extent is this account of the origins of conflict open to proof? References to the passage may include:</p> <ul style="list-style-type: none"> • women-snatching as a theme • Persian and Greek attitudes • the destruction of Priam's empire (drawing on Homer or archaeology as support) 	5	<p>In your opinion, how accurate is Herodotus' account of the events described in Passage 1A?</p> <p>Candidates should give reasons for the accuracy (or otherwise) of Herodotus' account. Credit discussion of the outline explanation (the first trouble between East and West began at an individual level and moved onto a larger scale), as well as alternative hypotheses (eg economic explanations for conflict). To secure full marks there must be reference to the content of the passage.</p> <p>Candidates may show knowledge of the <i>Iliad</i> of Homer, and the importance of this work for the Greeks.</p> <p>Credit discussion of the accuracy of the motives suggested by Herodotus.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>AO1: Relevant factual knowledge Selection of relevant information from the passage: the disposition of the forces of both sides, and the strategy employed by the Greeks (but not a detailed account of the movements before battle was joined, which do not feature in this passage, but some candidates may include): the stronger Athenian (and Plataean) wing, the weaker centre, in contrast to the depth of the Persian centre. The singling out of named individuals (two military leaders and Cynegeirus) gives a sense of the commitment of the Greeks, as well as reflecting Herodotus' general approach to the explanation of events.</p> <p>AO2: Understanding Answers should show some understanding of the effectiveness of the Athenian strategy, which explains why the battle turned out as it did, and the significance of the attacks on the Persian ships and the deaths of individuals.</p> <p>AO3: Evaluation and interpretation of the source Answers should consider how well Herodotus explains what happened in the battle, and the reasons for the Athenian success. There should also be consideration of Herodotus' reliability here: although he was not present, he</p>	14	<p>In what ways does Passage 1B help us to understand what happened during the battle of Marathon?</p> <p>Credit discussion of the limited focus of Herodotus' account.</p> <p>Credit discussion of the reliability of Herodotus' account of military matters. His focus on the details of individuals could be taken as a strength or a weakness of his approach.</p> <p>Evaluation should be focused on details in the passage for higher bands.</p>	<p>AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1</p> <p>AO2 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO3 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			would have had access to Athenian accounts while he was writing. Candidates may also comment on Herodotus' preference for focusing on individuals, and his relative lack of interest in the larger picture of how the battle was won. Reward interpretation of detail from the passage.			

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO1: Factual Details Details of what happened at Marathon can be used to demonstrate the qualities of the Greek fighting forces and their commitment to the cause of freedom from foreign control; in addition, the details that Herodotus gives us to enable us to judge Persian military strengths and weaknesses can also be used. There should be some detail taken from this passage and from at least one other part of Herodotus' narrative studied. Candidates may discuss:</p> <ul style="list-style-type: none"> the preparations in Athens for the arrival of the Persians the debate between the generals the manoeuvres before the battle the casualties suggest a significant victory (192 Athenians, 6400 Persians Herodotus 6. 117). <p>AO2: Understanding Answers should show understanding of the reasons for Greek success. Candidates may choose to focus on:</p> <ul style="list-style-type: none"> unity of the Greek forces the determination shown by the leadership and by the men in the battle itself, fighting for their country's survival good leadership by Miltiades and Callimachus, but also by the other generals 	18	<p>In your opinion, how far does Herodotus help us to understand why the Greeks were able to defeat the Persians at Marathon?</p> <p>Credit discussion of Herodotus' overall understanding of the reasons for the failure of the expedition.</p>	<p>AO1 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO2 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO3 = 8 Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • poor Persian leadership • failure to deploy Persian cavalry. <p>AO3: Interpretation, Evaluation and Response Reward interpretation of details from Herodotus' account which show an understanding of the Athenian victory. Evaluation of Herodotus' account both in this passage and in the other passages discussed by the candidate;</p> <ul style="list-style-type: none"> • does Herodotus rely too heavily on individual informants, and can this make him unreliable? • to what extent does Herodotus' bias towards the Greeks make his account problematic? • does Herodotus' lack of interest in military matters significantly restrict our understanding? • does Herodotus' account enable us to understand the Persian perspective? 		Credit more general evaluation of sources here in line with the broader nature of the (b) question.	

Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>AO1: Factual details about Thermopylae and what was achieved by the battle:</p> <ul style="list-style-type: none"> an outline of the battle and the decisions made by Leonidas, including his decision to send away the majority of Greeks (except the Thespians and the Thebans) the significance of the loss of Greek lives in the battle (almost 300 Spartans, some Thebans, the Thespian force) the reasons for Leonidas' decisions the aftermath of the battle and its impact on Greek morale the strategic importance of Athens and the Athenian navy, hence the importance of engaging in central Greece. <p>AO2: Understanding of the significance of events at Thermopylae and their impact on Greek resistance. Reward understanding of the implication of 'wasted' in the quotation. Discussion may cover:</p> <ul style="list-style-type: none"> the significance of the support for states beyond the Peloponnese 	30	<p>'Leonidas wasted Greek lives.' Using Herodotus' account, explain how far you agree with this view of the battle of Thermopylae.</p> <p>Credit discussion of the problems caused by the need to offer some support to Hellenic League members beyond the Peloponnese, and the importance of Athens for the combined strategy necessary to counter the combined Persian offensive. Credit also discussion of the impact on Sparta's reputation for leadership.</p>	<p>AO1 = 10 Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO2 = 10 Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO3 = 10 Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> the impact of the loss of 300 Spartan lives the value of the delay in allowing the evacuation of Athens. <p>AO3: Interpretation, Evaluation and Response to Herodotus' account Credit interpretation of Herodotus to support conclusions.</p> <p>The best answers will question and evaluate Herodotus' account and consider whether it is accurate and how well he understood the situation at Thermopylae, Leonidas' decisions and the significance of the battle. Evaluation of Herodotus' judgments at different points in the war.</p>		<p>Credit also discussion of the importance the strategy of delaying the Persians by a combined resistance at Thermopylae and Artemisium</p> <p>Credit discussion of the possible bias of Herodotus' sources after the eventual victory.</p>	
			<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
5			<p>AO1: Factual details of at least two individuals and at least two battles discussed by Herodotus Details of individuals such as: Themistocles before Salamis, Leonidas at Thermopylae, Xerxes, Miltiades etc. Candidates should focus on the interest in character and may include minor figures (such as Artemisia at Salamis or Pythius (as Xerxes marched towards Greece)). Details of battles such as: Marathon, Thermopylae, Salamis, Plataea. Some discussion of the clarity of Herodotus' account of the selected battles, and his use of personal anecdote in his account of battles. Credit discussion of what Herodotus says about his aims in writing history (e.g. 1. 5).</p> <p>AO2: Understanding of Herodotus' approach to writing history Candidates should place their discussions of individuals and battles in the context of Herodotus' approach to writing history, with his particular interests in anecdotes that illuminate the human background and his lack of clarity in his discussions of the battles themselves.</p>	30	<p>'Herodotus is much more interested in individuals than in the detail of battles.' To what extent do you agree with this view?</p> <p>Credit an attempt to provide a balanced answer to the question considering both aspects of the question with some supporting examples.</p>	<p>AO1 = 10 Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO2 = 10 Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO3 = 10 Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will develop a clear analysis of Herodotus' priorities in writing history based on the evidence of his text. Credit appropriate evaluation of Herodotus.</p>		The discussion should be related closely to the particular examples chosen by the candidate.	
			<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>

Option 2: Alexander the Great, 356–323 BC

Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p>AO1: Two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> • preserving the memory of Alexander's name; • self-promotion (compare Alexandroupolis); • strategic importance of Alexandrias for regional control; • settling of troops/garrisoning; • the spreading of Greek influence and culture (Hellenization). 	5	<p>Outline <u>two</u> reasons for the foundation of cities called Alexandria.</p> <p>The focus should be on details; at least one of these needs some development.</p> <p>Credit discussion of particular examples such as Alexandria in Egypt.</p> <p>Credit rather general responses that catch appropriate elements of Alexander's policy.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
7	(a)	<p>AO1: Key elements understood and identified.</p> <p>Any two elements with evidence for each:</p> <ul style="list-style-type: none"> • religious – performing his customary sacrifices • his courage in the face of uncertainty • different interpretations of the significance of his comment about not stealing a victory • his self-confidence and ability to determine what the situation demanded • his perceptive understanding of his opponent, Darius. 	4	<p>Outline <u>two</u> aspects of Alexander's character shown in Passage 2A.</p> <p>The details must be drawn from the passage.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO2: Understanding Understanding of:</p> <ul style="list-style-type: none"> the importance of a convincing open battle by day (not at night) to convince Darius of the impossibility of resistance the importance of removing all hope from Darius and completely undermining his confidence the problems posed by the limitless resources of the Persian empire. 	4	<p>Using Passage 2A, explain what Alexander thought he should do to defeat Darius.</p> <p>Candidates should explain what can be learned from this passage about Alexander's understanding of how to defeat Darius.</p> <p>Credit discussion of the significance of detail (e.g. sacrifice as an important element in Alexander's preparations for battle).</p>	<p>AO2 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1</p>
	(c)	<p>AO3: Interpretation and Evaluation Evaluation of the passage: Plutarch's focus on Alexander's response and the interpretation of what this showed about his character: Plutarch presents different interpretations of Alexander's remark, and justifies his own interpretation.</p> <p>Credit discussion of how Plutarch could have known about Alexander's intentions.</p>	5	<p>In your opinion, how accurate is Plutarch's account of the events described in Passage 2A?</p> <p>Credit discussion of Plutarch's approach to his subject as a biographer rather than an historian.</p> <p>To secure full marks there must be reference to the content of the passage. Credit comparison with Arrian 3.10.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	(a)	<p>AO1: Relevant factual knowledge Selection of relevant information from the passage:</p> <ul style="list-style-type: none"> his refusal to look after himself after the death of Hephaestion his preparations for Hephaestion's funeral, including public mourning the response of some of his other companions (who were not as close to him as Hephaestion had been) Eumenes' behaviour shows he was afraid of having offended Alexander the role of companions as leaders of sections of the army the distinctive position/role of Hephaestion. <p>AO2: Understanding Should include discussion of the important role of the companions in leading sections of Alexander's army (here Hephaestion as commander of the companion cavalry). Candidates should also be aware that Alexander's relationship with Hephaestion was different, though Hephaestion also performed the role expected of a companion.</p> <p>AO3: Evaluation and interpretation of the source</p>	14	<p>In what ways does Passage 2B help us to understand Alexander's relationship with his companions?</p> <p>There should be a range of examples chosen from the passage (and also elsewhere if appropriate), with appropriate detail.</p> <p>Credit discussion of the role of the leader of the companion cavalry.</p> <p>Reward discussion of the way this passage helps us understand Alexander's relationships with the companions (and Hephaestion in particular).</p> <p>Comparison with other sources may also be credited.</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1</p> <p>AO2 = 5</p> <p>Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO3 = 5</p> <p>Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Discussion of how Arrian has described this event and any sources he used. Credit appropriate comparison with Plutarch's account.		Evaluation should be focused on details in the passage for higher bands.	
	(b)	<p>AO1: Factual Details Candidates should show knowledge of the details of the relationship between a Macedonian king and the members of his court: e.g.</p> <ul style="list-style-type: none"> the role of the members of the court in the army (eg the companions acting as generals and leaders of particular groups) the traditionally relaxed relationship between the king and his companions, allowing considerable freedom of speech, particularly in private. <p>This relationship was challenged by Alexander's individual success, and the transformation of his role from Macedonian king to Oriental monarch, and its implications for the members of his court, and their reaction, including conspiracies (real and imagined). Credit discussion of the significance of the introduction of Persian customs (such as Persian dress and obeisance), and the issue of deification, towards the end of Alexander's life. Candidates may choose a variety of</p>	18	<p>How far do the ancient sources help us to understand the change in Alexander's relationship with members of his court? Explain your opinion.</p> <p>Credit discussion of the reasons for the different ways Alexander presented himself as king and the extent to which his own conception of his role changed over time, and the impact this had on members of his court.</p> <p>There should be coverage of both Arrian and Plutarch.</p>	<p>AO1 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO2 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO3 = 8 Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2</p>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>examples: these may include Parmenio, Cleitus, Hephaestion and Antipater, and some candidates may introduce other examples.</p> <p>AO2: Understanding Answers should show understanding of the changes that took place within the court during the expedition as Alexander presented himself more in the manner of an oriental king; the roles played by the members of his court within the army and in counselling Alexander. Credit discussion of the difficulties Alexander faced in taking over a very large area ruled by a very different sort of monarch, and the challenges that this posed for his court, used to a very different sort of relationship with their king.</p> <p>AO3: Interpretation, Evaluation and Response Credit conclusions based on the interpretation of the evidence of the sources, including the passage. Evaluation of sources and their approaches to the writing of history/biography, together with some assessment of their sources, especially the Court Journals. Credit reference to the first sentence of the passage.</p>		<p>Answers should show understanding that there is room for a variety of interpretations of Alexander's adoption of Persian customs (such as Persian dress and obeisance), and the impact of this on the companions.</p> <p>Credit more general evaluation of sources here in line with the broader nature of the (b) question.</p>	

Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>AO1: The contribution of Olympias to Alexander's childhood, the impact on Alexander of his relationship with others, such as his companions, Aristotle and his father Philip; Olympias' continuing influence on Alexander; Alexander's desire to emulate and outdo his father:</p> <ul style="list-style-type: none"> • the stories relating to Alexander's birth • the influence of Olympias in Macedonia • Aristotle's role as tutor • the events surrounding Philip's marriage to Cleopatra and his death • the influences that continued to affect his conduct during the expedition • Alexander's interest in his divine status. <p>There should be a balanced range of relevant details.</p> <p>AO2: Understanding Alexander's relationship with both his mother and others. Understanding of Alexander's interest in his divine background and his understanding of the role of the Macedonian king (and the extent to which this changed during the</p>	30	<p>'Alexander's mother, Olympias, had the greatest influence on him.' Using Arrian and Plutarch, explain how far you agree with this view.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of his relationship with his father, and his desire to emulate him and surpass his achievements.</p> <p>Candidates should assess the influence of his mother and other figures and present a balanced case.</p>	<p>AO1 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO3 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>expedition), together with an assessment of his relationship with the Macedonian army and his father's contribution to his development as a general and tactician. Credit also discussion of Alexander's desire to outdo his father, and the continuing problems caused by his mother while he was in Persia.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts. The best answers will 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. Credit discussion of the presentation of Olympias in the sources, given her unusual relationship with Philip.</p>		<p>Better responses will show an understanding of the polarised views of Alexander (and his parents) which lie behind the accounts of Arrian and Plutarch.</p> <p>Reward appropriately candidates' understanding of the problematic situation Olympias was in during much of her life.</p>	
			<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>AO1: Factual details that lie behind the description of Alexander as ‘great’. Candidates may select from:</p> <ul style="list-style-type: none"> the extraordinary aspects of his childhood his emulation of his father (and also heroes like Achilles) his achievements as a military commander (such as the battles he won on the expedition (Granicus, Issus, Gaugamela) his wider ambitions as a ruler over an empire, including his attempts to bring Macedonians and Persians closer together his ambitions at the time of his death for further conquest the significance of the aftermath of Alexander’s death. <p>Examiners should bear in mind the time constraints and that candidates may select what they consider the important aspects to emphasise.</p> <p>AO2: Understanding the ‘greatness’ of Alexander. Understanding the different interpretations possible of Alexander’s ‘greatness’, most obviously in a military context, but also as an empire builder. Candidates may also examine issues relating to deification. Candidates may argue for or against ‘greatness’, and</p>	30	<p>How far do Arrian and Plutarch help us understand why Alexander is called ‘the Great’?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates may take a variety of approaches here, so examiners should reward suitably those who adopt an individual approach to the question.</p> <p>Candidates who approach the question from a modern perspective (why we still call him ‘the Great’) should be appropriately rewarded.</p> <p>Credit discussion of the continuation of the expedition after the death of Darius and Alexander’s ambitious plans both to the East and to the West.</p> <p>Credit understanding that Alexander’s military successes were important for many writers, as was his charismatic leadership and the sheer extent of the</p>	<p>AO1 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>AO3 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>credit should be given for a clearly defined case. The question is focused on why he was called 'the Great', either by his contemporaries, later writers in the classical world or more recent authors.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts. Credit use of sources to draw conclusions relevant to the question. The best answers will question the nature of the sources and consider how accurate they are likely to be, given their reliance on contemporaries no longer surviving and the partiality towards Alexander shown at times.</p>		<p>area he controlled at the time of his death.</p> <p>Credit appropriately candidates who discuss Alexander's aspirations to divinity.</p> <p>Credit interpretation and evaluation of the passages of the sources which discuss interpretations of Alexander's greatness (especially Arrian 7. 29-30).</p>	
			<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>

APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	<p style="text-align: center;">4 5</p> <p>Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.</p>	<p style="text-align: center;">4 5</p> <p>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.</p>	<p style="text-align: center;">5 7–8</p> <p>Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.</p>
Level 4 Sound	<p style="text-align: center;">3 3–4</p> <p>Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound, relevant and organised.</p>	<p style="text-align: center;">3 3–4</p> <p>Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.</p>	<p style="text-align: center;">3–4 5–6</p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.</p>
Level 3 Some	<p style="text-align: center;">2</p> <p>Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information.</p>	<p style="text-align: center;">2</p> <p>Answers show some understanding of issues, events, and sources relevant to some of the question.</p>	<p style="text-align: center;">2 3–4</p> <p>Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.</p>
Level 1/2 Limited/None	<p style="text-align: center;">0–1</p> <p>Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.</p>	<p style="text-align: center;">0–1</p> <p>Answers show limited or no understanding of events or sources.</p>	<p style="text-align: center;">0–1 0–2</p> <p>Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.</p>

GCSE Ancient History: Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	<p>8–10</p> <p>Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p>8–10</p> <p>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.</p>	<p>8–10</p> <p>Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.</p>
Level 4 Sound	<p>6–7</p> <p>Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>6–7</p> <p>Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.</p>	<p>6–7</p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.</p>
Level 3 Some/Partial	<p>4–5</p> <p>Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p>4–5</p> <p>Answers show some understanding of issues, events, and sources relevant to some of the question.</p>	<p>4–5</p> <p>Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.</p>

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 2 Limited	<p style="text-align: center;">2–3</p> <p>Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;">2–3</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">2–3</p> <p>Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.</p>
Level 1 Minimal/None	<p style="text-align: center;">0–1</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0–1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0–1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 5–6 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 3–4 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1–2 marks</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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