



Oxford Cambridge and RSA

**GCE**

**Ancient History**

**H407/11: Sparta and the Greek world**

A Level

**Mark Scheme for June 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

**MARKING**

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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
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 a tick 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.

- The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
- For answers marked by levels of response:
  - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

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

## 11. Annotations

Annotation	Meaning
	Blank Page
	Omission
	Noted
	AO1
	AO2
	AO3
	Ao4
	Evaluation

**12. Subject Specific Marking Instructions**

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*	To what extent do the sources support the view that the Spartans always acted only in their own interests in the period 425-404 BC? [30 marks]
Assessment Objectives	<p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></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 descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of</li> </ul>	<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 the way in which the Spartans acted through the given period, to what extent it was in their own interests, and the extent to which the sources support this.</p> <p>Answers are likely to include:</p>



Level	Marks	Level descriptors	Indicative content
		<p>relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<ul style="list-style-type: none"> <li>• Sparta's request for peace during the Pylos campaign in 425BC, and how the subsequent prisoners affected her policies</li> <li>• Brasidas' actions in Thrace</li> <li>• Spartan reasons for agreeing to Peace of Nicias; significance of expiry of truce with Argos</li> <li>• Terms of Peace of Nicias (allies not consulted)</li> <li>• Refusal of Sparta's allies to accept Peace</li> <li>• Spartan alliance with Athens</li> <li>• The battle of Mantinea in 418</li> <li>• Spartan response to Syracuse's request for assistance</li> <li>• Spartan occupation of Decelea</li> <li>• Spartan negotiations for Persian support and terms of alliance(s), and treatment of Athens' allies</li> <li>• Terms of Athens' surrender</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>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.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Thucydides 4.19-20, 50, 108, 117; 5.13-18, 25-26; 6.89-91; 7.18; 8.6, 9, 18, 37, 52</li> <li>• Xenophon <i>Hellenica</i> 1.4.1-3; 1.5.1-3; 1.6.6-11; 2.1.7-14; 2.1.20-32</li> </ul> <p>Answers should address:</p> <ul style="list-style-type: none"> <li>• The various motives of Sparta and of individual Spartans</li> <li>• The extent to which these motives were in their own interests or those of other states</li> <li>• The extent to which the sources attribute motivation to the Spartans</li> <li>• The effect of the Spartans' actions on their relationship with their allies</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to</li> </ul>	

Level	Marks	Level descriptors	Indicative content
		<p>reach supported judgements, though these are not consistently developed. (AO2)</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The general methodology, agendas and contexts of the sources and how these affect the value of the information</li> <li>The lack of Spartan sources and problems of evidence for internal Spartan politics</li> <li>The extent to which we have to rely on Thucydides for most of this period and lack of information after 411 and his potential bias, especially when he ascribes motivation</li> <li>The lack of discussion in Xenophon's <i>Hellenica</i></li> <li>The issue of extent in the question</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p>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.</p>	

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

Question 2*	<b>'It was the unity which the Greeks showed against the Persians between 492 and 479 BC which was the key factor in their victory.'</b> To what extent do you agree with this view? [30 marks]
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul>	<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 unity amongst the Greeks and how far this contributed to their eventual victory. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider examples of unity amongst the Greeks. They may also discuss examples of lack of unity and also other factors which contributed to the Greek victory; some may argue that the sources would support a contrary view. There should be some balancing of these various factors and discussion of their contribution in order to arrive at an answer to 'To what extent do you agree ...?'</p>

Level	Marks	Level descriptors	Indicative content
		There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	
Level 4	19–24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p>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.</p>	<p>Answers are likely to include:</p> <ul style="list-style-type: none"> <li>Reaction of the different Greek states to Darius' messengers in 491</li> <li>Sparta does commit to helping Athens in 490, but arrives late, but do then inspect Persian arms and armour</li> <li>More than 30 states do ally to form the Hellenic League and many make contributions of men and ships</li> <li>Decisions taken at first Hellenic League meeting (failure to attract support from the wider Greek world)</li> <li>Athenian decision to allow Spartan admiral (Eurybiades) to command fleet</li> <li>Athenian reaction to Xerxes' offer of terms through Alexander</li> </ul> <p>Discussion of examples of disunity may include:</p> <ul style="list-style-type: none"> <li>Only Plataea aids Athens at Marathon; Late arrival of the Spartans at Marathon</li> <li>Evidence of medizing – Miltiades' speech and shield signal story in 490, list of Medizers in 481, behaviour of Thebes in 480-79</li> <li>Failure of Thessaly to join alliance leading to retreat from Tempe</li> <li>Possible lack of support in Sparta for Thermopylae, and evidence of possible lack of unity on final day</li> <li>Disagreement about where to defend after Thermopylae and bitter exchange between Adeimantus and Themistocles at Salamis</li> <li>Building of Isthmus wall and failure of Sparta to defend Attica and prevent a second Persian occupation of Athens</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
		<ul style="list-style-type: none"> <li>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)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Discussion of other factors which contributed to the Greek victory might include:</p> <ul style="list-style-type: none"> <li>Superior Greek equipment and soldiers – especially of Spartans at Plataea</li> <li>Athenian naval supremacy</li> <li>Superior Greek tactics and strategy – Miltiades at Marathon, Themistocles in 483/2 and at Salamis, victories at Plataea and Mycale</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>Herodotus' assessment of contribution of Athenian navy</li> <li>Persian army largely conscripts, not fighting for a cause</li> <li>Problems of supply for Persians and geography of Greece</li> <li>Luck – storms reducing size of Persian fleet to a size which Greeks could counter</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Herodotus 6.109, 112, 120, 121-124; 7.49, 132, 133, 139, 145, 174-175, 207, 219-222; 8.1-3, 49-50, 56-63, 74, 143-144; 9.6-8, 16, 40, 62-64, 71, 106</li> <li>Thucydides 1.102</li> <li>Serpent column</li> </ul> <p>Although not expected, candidates may include non-prescribed material which should be credited.</p>

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• The general methodology, agendas and contexts of the sources and how these affect the value of the information</li> <li>• The lack of Persian sources and problems of evidence for our knowledge of internal Persian politics and motives</li> <li>• The extent to which we have to rely on Herodotus for most of our information and his biases</li> <li>• The issue of the extent of the sources' support for the view expressed in the question</li> </ul>
	0	No response or no response worthy of credit	

<b>Question 3</b>	<b>How convincing do you find G.E.M. de Ste. Croix's interpretation of who was responsible for the outbreak of war in 431 BC? [20 marks]</b>
<b>Assessment Objectives</b>	<b>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.</b>
<b>Additional guidance</b>	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. 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. 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.

<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>	<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 'how convincing'. 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	Marks	Level descriptors	Indicative content
Level 4	13–16	<ul style="list-style-type: none"> <li>Response has a thorough and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4)</li> <li>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)</li> </ul>	<p>In locating the interpretation within the wider historical debate, candidates might pick out the following points from the interpretation:</p> <ul style="list-style-type: none"> <li>That the Spartans were at fault</li> <li>That it was the Corinthians in particular who pushed them into war (they had a ‘bitter hatred’ of Athens – Thuc. 1.103)</li> <li>Discussion of the cited passage from Thucydides</li> <li>The threat of future Athenian growth of power and wealth in relation to recent examples</li> <li>Whether the Spartans broke the Thirty Years Peace, and if so in what respect - failure to agree to arbitration (Thuc. 1.140, 7.18), however impractical that might have been</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>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)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information and sources:</p> <ul style="list-style-type: none"> <li>Thucydides’ view (1.23, 88) that it was Spartan fear of Athenian expansion and aggression which led to war, in which case the Athenians’ actions can be seen as a major cause (Arist. <i>Ach.</i> 524-539), specifically:</li> <li>Epidamnus and Corcyra (Thuc. 1.33)</li> <li>Potidaea (Thuc 1.56-8)</li> <li>The Megarian Decree and the political motivations of Pericles (Plut <i>Per.</i> 30-31, Thuc. 1.67, 1.139)</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information and ancient sources:</p> <ul style="list-style-type: none"> <li>Thucydides makes it clear that Sparta declared war and thus broke the truce and later felt themselves to be to blame (1.23,</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 1	1–4	<ul style="list-style-type: none"> <li>• 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)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<p>1.118, 7.18) – ‘does not excuse them from breaking the ...’ in the interpretation</p> <ul style="list-style-type: none"> <li>• The influence of Corinth on events of 435-432 – fighting at Corcyra (Thuc. 1.55), interference with Potidaea (Thuc. 1.55-58, 60-61), take the lead in assemblies at Sparta (Thuc. 1.66-69)</li> <li>• Historically Sparta had always shown herself ready to break peace treaties if it suited her, so why should her actions now be interpreted any differently – offers to help Thasos when Athens still technically an ally (465) (Thuc. 1.101) and Samos in contravention of Thirty years Peace (440) (Thuc. 1.40)</li> <li>• Athens had not broken the Thirty Years Peace, whatever else she might be accused of (Thuc. 1.35, 1.44), and Sparta had by declaring war, claiming Athens had, without arbitration</li> <li>• The final ultimatum from the Spartans was in effect a demand for Athens to give up her Empire (Thuc. 1.139), the right to which was effectively acknowledged by the Thirty Years Peace (Thuc . 1.140) and thus designed to precipitate war</li> </ul>
	0	No response or no response worthy of credit	

## Section B: The Society and Politics of Sparta, 478–404 BC

<b>Question 4</b>	<b>How useful is this passage for our understanding of the relationship between Sparta and Corinth?</b>	<b>[12 marks]</b>
<b>Assessment Objectives</b>	<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO3</b> = 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.	
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	

Level	Marks	Level descriptors	Indicative content
Level 6	11–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<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 'How useful'. 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:</p> <ul style="list-style-type: none"> <li><b>your inactivity:</b> Corinth blames Sparta for letting Athens get too powerful when it left Athens in charge of the Delian League</li> <li><b>Potidaea:</b> originally a Corinthian colony, but now an (unhappy) member of the Delian League who Corinth wants Sparta to defend</li> <li><b>treaty of alliance:</b> The nature of the Peloponnesian League referring to the series of</li> </ul>
Level 5	9–10	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
Level 4	7–8	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>individual treaties made with various states in the Peloponnese</p> <ul style="list-style-type: none"> <li><b>we will stand by you:</b> Corinth had stood with Sparta against her enemies and her helot population – here she suggests she will stand with her again; nevertheless Corinth is the instigator of war on this occasion, so it is a foregone conclusion</li> <li><b>the help you promised:</b> Sparta’s allies were obliged to contribute troops to Spartan campaigns, initially without having a say in the decisions – Corinth here suggests the relationship was somehow reciprocal</li> <li><b>from your fathers:</b> the Peloponnesian League had been in existence since the early sixth century. Sparta had won a costly victory against Argos c. 544 BC, encouraging Corinth and Sicyon to make alliances with her that had lasted ever since.</li> <li><b>other allies...close bonds:</b> Corinth suggests here that it may join with Sparta’s main foe in the Peloponnese, Argos, despite the successful long-term alliance. It reads like a veiled threat.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>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)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>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)</li> </ul>	<p>The usefulness of this passage in comparison/contrast to other sources which make reference to Sparta's relationship with Corinth e.g.:</p> <ul style="list-style-type: none"> <li>Thuc, 1.103: Corinth's continuing animosity with Athens</li> <li>Thuc 1.79-87: Despite a long speech from Archidamus, the Spartans decide to vote for war; Thucydides seems to suggest they made the allies vote after this so they could be seen as 'following Sparta's lead';</li> <li>Thuc, 2.92: Members of the Peloponnesian League and their resources bribes</li> <li>Thuc, 5.17: Corinth votes against the Peace of Nicias [421 BC]</li> <li>Thuc, 5.64: Corinth unable to march to Mantinea</li> <li>Plt. Lyk. 13: Guest-friendship between Leotychidas and Corinthian host</li> <li>Hdt. Hist. 5. 75: Corinthian contingent withdraw from battle against Athens</li> <li>Hdt. Hist. 9.28: Corinth's importance in the Persian Wars; 5,000 men at Plataea</li> </ul> <p>Although not expected, candidates may include non-prescribed material which should be credited:</p> <ul style="list-style-type: none"> <li>Thuc, 2.10: First invasion of Attica – Corinth sends two-thirds of its total military force</li> <li>Serpent Column</li> <li>Thuc, 1.40: Corinth convinces Sparta not to attack Athens over Samos</li> </ul>
	0	No response or no response worthy of credit	

Level	Marks	Level descriptors	Indicative content
			<ul style="list-style-type: none"><li>• Thuc, 1.114: Possibility of Sparta and Athens invading Attica in defence of Megara</li><li>• Thuc, 5.60: Corinthians against Argos</li><li>• Thuc, 8.3: Corinth ordered to contribute ships</li></ul>

Question 5*	<p><b>‘The helot population restricted the Spartans both at home and abroad.’ How far do the sources support this view?</b></p> <p style="text-align: right;"><b>[36 marks]</b></p>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	<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>

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</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 ‘How far’.</p> <p>Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the impact of the use of the helots in Sparta, and the effect they had on her ability to lead the Peloponnesian League and involve itself in issues further afield. They should consider whether the helots were, overall, a help or a hinderance, especially with the belief that Spartan culture shouldn’t move too far away from ‘Lykourgos’ original arrangements - with the helots a key factor in sustaining <i>syssita</i> and aspects of the ‘Spartan mirage’.</p>

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>They should also consider the different views by the sources both contemporary and non-contemporary and their perspectives on Spartan relations with the helots. An overall judgement should be made and supported with evidence and analysis.</p> <p>Candidates should look to evaluate the sources to include an assessment of the impact of the context in which they were produced.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>• <b>importance of helots:</b> the importance of the agricultural work of the helots; the importance of the domestic labour of the helots; the positive contribution made by some helots in battle; the importance of syssitia in Spartan culture; the decline in Spartan manpower and the military use of the helots</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> <li>• <b>Population size:</b> Number of helots compared to Spartiates and changes over time</li> <li>• <b>Control of helots:</b> actions taken by Sparta to keep helots in line [e.g. krypteia] – possibly after helot revolt [464 BC]; generally not freed, but some freed as population became an issue</li> <li>• <b>Military achievements:</b> First Peloponnesian War: Tanagra; Peloponnesian War: Amphipolis, Mantinea;</li> <li>• <b>Resistances:</b> the perception that Sparta was slow to go to war; the revolt of 464 BC and the impact of revolts on Spartan activity outside the Peloponnese [Thasos; Samos]; yearly war against the helots on ephors election</li> </ul>



Level	Marks	Level descriptors	Indicative content
Level 3	13–18	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> <li>• <b>Fear of foreigners:</b> Sparta's general fear of outside influences and the development of a broader outlook in foreign policy towards the end of the Peloponnesian War with Persian help</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Tyrtaeus 6: helots; 10–12: importance of Spartiates fighting for the state;</li> <li>• Hdt. Hist, 9.28: seven helots for every Spartiate at Plataea; 6.58-9: helots allowed to gather together</li> <li>• Plut. <i>Lyk</i>, 28: treatment of helots, yearly war, and krypteia;</li> <li>• Aristotle, <i>Politics</i>, 2.9: importance of treating helots well;</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>• Kritias, 81B37; Myron of Priene, FGrH 106; Spartans permanently watchful against helots; made to wear animal skins; Diodorus, 11.63: helot revolt; 'School of Aristotle' Spartan Constitution: Krypteia as killing exercise;</li> <li>• Thuc, 1.101-3; 1.28; earthquake and helot revolt; 4.80: Helot massacre; 1.79-85: Speech of Archidamus (no mention of helots); 1.86: Sthenelaidas' speech; 2.25; 4.80-81; 5.34: Brasidas; Methone important enough to save; Amphipolis – helot troops; 5.66-68: freed helots fight at Mantinea</li> <li>• Thuc, 4.15; 4.23; 4.26: Sphacteria - truces offered to Athens; helots promised freedom; 4.38 Number of non-Spartans fighting</li> <li>• Xen, <i>Lak. Pol</i>, XII: Slaves not trusted on campaign; VI;</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> <li>• Xen, Lak. Pol XIV: Spartan constitution discourages foreign relations, contact with non-Spartans which may have broken down during the period</li> <li>• Strabo, Geog 8.5.4: Helots not allowed to be sold, live in separate settlements</li> <li>• Thuc, 4.117; Sparta seeks peace after Pylos (as she does also after Cyzicus in 410 / Arginusae 406)</li> </ul> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• the problems posed by the lack of evidence from Sparta itself, and the lack of many contemporary sources which focus on helots;</li> <li>• the limited view we have of the social structure, including population numbers;</li> <li>• the limited direct evidence for the size of different groups within the Spartiates;</li> <li>• other factors which restricted Sparta at home and abroad.</li> </ul>
	0	No response or no response worthy of credit	<p>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</p> <ul style="list-style-type: none"> <li>• Plut. Lyk. 2; 24: helots worked land and gave over produce; Thuc, Pel. War, 5.14: concern about helots deserting was one of the factors in Sparta negotiating the Peace of Nicias in 421.</li> </ul>

<b>Question 6*</b>	<b>To what extent do you agree with Xenophon that the Spartans failed to live up to the values set by Lycurgus? [36 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>	<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 what Xenophon says in Xen. Const. Lac. 14 about the decline of the values and beliefs of the Spartans.</p> <p>Candidates should look for concrete examples where Spartiates did or did not follow what was expected of them, and the reasons for this. They should also consider the different views by the sources both contemporary and non-contemporary and their perspectives on Sparta and their</p>

Level	Marks	Level descriptors	Indicative content
		There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	values. An overall judgement should be made and supported with evidence and analysis.
Level 5	25–30	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>Candidates should look to evaluate the utility and nature of the sources and include an assessment of the impact of the context in which they were produced.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>• <b>Lykourgos</b> and the <b>rhetra</b>: attempts to keep ‘foreign’ ways out of Sparta</li> <li>• <b>Agoge</b> and <b>promotion of ‘virtues’</b>: expectations of young males at certain ages: <i>paides</i>, <i>paidikoi</i>, <i>eirens</i>; respect of older males: <i>erastes</i>, <i>paidonomos</i>, <i>hebontes</i>, <i>eirens</i> in charge of <i>agele</i>, shared community responsibility for childcare and education; fighting on front line; obedience; cunning / stealing; harshness of punishments; health and fitness; contest of Artemis Orthia; boy with fox-cub; fight to death (Tyrtaeus); hymns and songs; ‘Laconic speech’</li> <li>• <b>Role of women and girls</b>: Poke fun and hurl abuse to encourage competitiveness and marriage</li> <li>• <b>Syssitia</b>: <i>homoioi</i> and wealth equality; land distribution; nutritional and alcohol moderation; time spent away from home;</li> <li>• <b>On campaign</b>: Army organised in a similar way to agoge and syssita – they follow orders and fight to death; chain of command: kings, <i>lochagoi</i>, <i>pentekonteres</i>, <i>enomotarchai</i> etc – ‘never miss any military detail’ (Xen. 12); hymns and songs; Thermopylae; Mantinea; Brasidas’ gallantry</li> <li>• <b>Punishment</b>: Pausanias; Cowards and ‘tremblers’</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical</li> </ul>	

Level	Marks	Level descriptors	Indicative content
		<p>features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> <li>• <b>Kings:</b> not educated through agoge as expected to lead; fined for not attending the mess</li> <li>• <b>Rewards</b> <i>gerontes</i> and ephors rewarded for behaviour and virtue; gravestones on death on campaign</li> <li>• <b>Exceptions:</b> kings – often fined / punished; Pausanias; Sthenelaidas overruled Archidamus due to ‘non-Laconic speech’; Agesilaos goes through agoge; Pylos – Spartans surrender; Brasidas – regarded with envy by others; Lysander feared and later wished to be king; corruption by end of period</li> </ul> <p>Supporting source details may include:</p> <p><b>Agoge:</b> Plt. <i>Lyk.</i> 14,16-18; Xen 2-4  <b>Messes:</b> Xen. 5; Plt. <i>Lyk.</i> 10,12; Kritias fr. 6; c.f. Aristotle  <b>Campaigns:</b> Plt. <i>Lyk.</i> 30; Xen 11; Thuc 4.81; 5.66-69; Arist. <i>Lys.</i> 1241–1321  <b>Wealth:</b> Xen. 7 c.f. Arist, Pol 1270a15-29; Plt. <i>Lys.</i> 17  <b>Punishment:</b> Xen 9; Plt. <i>Lyk.</i> 21; Thuc.1.130-4; Plt. Aristeides 23; Thuc.5.23; Tyrtaios 10-11  <b>Obedience to laws:</b> Hdt. 7.104.4, 228;  <b>Changes:</b> Arist, Pol, 1271a37-41; Xen 14; Plt. <i>Lyk.</i> 30; Plt. <i>Lys.</i> 17;  <b>Values:</b> Thuc.1.84 [Archidamus – cautious, not arrogant, quell-ordered life, brave in war/wise in council, obedience to law]; Tyrtaios 10-12 [courage, loyalty]; Plut. <i>Lys.</i> 7 un-Spartan character</p> <p>Analysis of the sources might focus on:</p>
Level 3	13–18	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	
Level 2	7–12	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics,</li> </ul>	

Level	Marks	Level descriptors	Indicative content
		<p>though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• The nature of the sources: history, biography, epigraphic etc.; the limitations in the evidence: we have limited Spartan sources; Spartan education system mentioned by Xenophon and Plutarch, but ‘agoge’ does not appear in sources until c 240 BC; principals of education system would have changed over time;</li> <li>• Contexts and preconceptions of the authors and the effect on the presentation of material and its value as historical evidence especially contemporary against non-contemporary sources;</li> <li>• Individual examples where Spartans do not live up to the values set by Lycurgus: Pleistoanax and Gylippus bribed, influence of Alcibiades as an ‘outsider’ in the second half of the Pel War, relationship between Lysander and Cyrus and undermining of Callicratidas</li> <li>• The similarities and differences in the ways events, issues and personalities are portrayed; how this affects our understanding of these events and issues</li> </ul> <p>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</p> <ul style="list-style-type: none"> <li>• Relevant information from non-prescribed parts of: <ul style="list-style-type: none"> <li>• Aristophanes, <i>Lysistrata</i></li> <li>• Herodotus, <i>Histories</i></li> <li>• Thucydides, <i>The History of the Peloponnesian War</i></li> </ul> </li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

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