GCE

Ancient History

H407/13: Macedon and the Greek world

A Level

Mark Scheme for June 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

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.

8. 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.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

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

11. **Annotations**

Annotation	Meaning
BP	Blank Page
λ	Omission
SEEN	Noted
AO1	AO1
AO2	AO2
AO3	AO3
AO4	AO4
IR	Irrelevant
✔	Correct point
KU	Knowledge and understanding
EVAL	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.

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.

8. 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.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
     a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
     b. **To determine the mark within the level**, consider the following

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

11. **Annotations**

Annotation	Meaning
BP	Blank Page
λ	Omission
SEEN	Noted
AO1	AO1
AO2	AO2
AO3	AO3
✔	Ao4
EVAL	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	**AO3** = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO2** = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of	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. 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. Answers are likely to include:

Level	Marks	Level descriptors	Indicative content
		relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	• Sparta's request for peace during the Pylos campaign in 425BC, and how the subsequent prisoners affected her policies • Brasidas' actions in Thrace • Spartan reasons for agreeing to Peace of Nicias; significance of expiry of truce with Argos • Terms of Peace of Nicias (allies not consulted) • Refusal of Sparta's allies to accept Peace • Spartan alliance with Athens • The battle of Mantinea in 418 • Spartan response to Syracuse's request for assistance • Spartan occupation of Decelea • Spartan negotiations for Persian support and terms of alliance(s), and treatment of Athens' allies • Terms of Athens' surrender
Level 4	19–24	• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) 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.	Supporting source details may include: • Thucydides 4.19-20, 50, 108, 117; 5.13-18, 25-26; 6.89-91; 7.18; 8.6, 9, 18, 37, 52 • Xenophon *Hellenica* 1.4.1-3; 1.5.1-3; 1.6.6-11; 2.1.7-14; 2.1.20-32 Answers should address: • The various motives of Sparta and of individual Spartans • The extent to which these motives were in their own interests or those of other states • The extent to which the sources attribute motivation to the Spartans • The effect of the Spartans' actions on their relationship with their allies
Level 3	13–18	• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly analyses and appraises historical events and periods in order to	

Level	Marks	Level descriptors	Indicative content
		reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	Although not expected, candidates may include non-prescribed material which should be credited. Analysis of the sources might focus on: • The general methodology, agendas and contexts of the sources and how these affect the value of the information • The lack of Spartan sources and problems of evidence for internal Spartan politics • 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 • The lack of discussion in Xenophon's *Hellenica* • The issue of extent in the question
Level 2	7–12	• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) 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.	

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	
	0	No response or no response worthy of credit	

Question 2*	'It was the unity which the Greeks showed against the Persians between 492 and 479 BC which was the key factor in their victory.' To what extent do you agree with this view? [30 marks]
Assessment Objectives	**AO3** = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO2** = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)	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. 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 …?'

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.	Answers are likely to include: • Reaction of the different Greek states to Darius' messengers in 491
Level 4	19–24	• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) 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.	• Sparta does commit to helping Athens in 490, but arrives late, but do then inspect Persian arms and armour • More than 30 states do ally to form the Hellenic League and many make contributions of men and ships • Decisions taken at first Hellenic League meeting (failure to attract support from the wider Greek world) • Athenian decision to allow Spartan admiral (Eurybiades) to command fleet • Athenian reaction to Xerxes' offer of terms through Alexander Discussion of examples of disunity may include: • Only Plataea aids Athens at Marathon; Late arrival of the Spartans at Marathon • Evidence of medizing – Miltiades' speech and shield signal story in 490, list of Medizers in 481, behaviour of Thebes in 480-79 • Failure of Thessaly to join alliance leading to retreat from Tempe
Level 3	13–18	• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)	• Possible lack of support in Sparta for Thermopylae, and evidence of possible lack of unity on final day • Disagreement about where to defend after Thermopylae and bitter exchange between Adeimantus and Themistocles at Salamis • Building of Isthmus wall and failure of Sparta to defend Attica and prevent a second Persian occupation of Athens

Level	Marks	Level descriptors	Indicative content
		• 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) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	Discussion of other factors which contributed to the Greek victory might include: • Superior Greek equipment and soldiers – especially of Spartans at Plataea • Athenian naval supremacy • Superior Greek tactics and strategy – Miltiades at Marathon, Themistocles in 483/2 and at Salamis, victories at Plataea and Mycale • Herodotus' assessment of contribution of Athenian navy • Persian army largely conscripts, not fighting for a cause • Problems of supply for Persians and geography of Greece • Luck – storms reducing size of Persian fleet to a size which Greeks could counter
Level 2	7–12	• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) 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.	Supporting source details may include: • 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 • Thucydides 1.102 • Serpent column Although not expected, candidates may include non-prescribed material which should be credited.

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	Analysis of the sources might focus on: • The general methodology, agendas and contexts of the sources and how these affect the value of the information • The lack of Persian sources and problems of evidence for our knowledge of internal Persian politics and motives • The extent to which we have to rely on Herodotus for most of our information and his biases • The issue of the extent of the sources' support for the view expressed in the question
	0	No response or no response worthy of credit	

Question 3	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]
Assessment Objectives	**AO4** = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. **AO1** = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
Additional guidance	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.

Level	Marks	Level descriptors	Indicative content
Level 5	17–20	• Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)	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. 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.

Level	Marks	Level descriptors	Indicative content
Level 4	13–16	- 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) - 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)	In locating the interpretation within the wider historical debate, candidates might pick out the following points from the interpretation: - That the Spartans were at fault - That it was the Corinthians in particular who pushed them into war (they had a 'bitter hatred' of Athens – Thuc. 1.103) - Discussion of the cited passage from Thucydides - The threat of future Athenian growth of power and wealth in relation to recent examples - 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 In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information and sources: - 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. *Ach.* 524-539), specifically: - Epidamnus and Corcyra (Thuc. 1.33) - Potidaea (Thuc 1.56-8) - The Megarian Decree and the political motivations of Pericles (Plut *Per.* 30-31, Thuc. 1.67, 1.139) In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information and ancient sources: - Thucydides makes it clear that Sparta declared war and thus broke the truce and later felt themselves to be to blame (1.23,
Level 3	9–12	- Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) - The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)	
Level 2	5–8	- Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) - The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)	

Level	Marks	Level descriptors	Indicative content
Level 1	1–4	- Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) - The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)	1.118, 7.18) – 'does not excuse them from breaking the ...' in the interpretation - 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) - 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)
	0	No response or no response worthy of credit	- 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 - 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

Section B: The Rise of Macedon, c. 359–323 BC

Question 4	How useful are these passages for our understanding of the nature of Alexander's leadership? [12 marks]
Assessment Objectives	**AO1** = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **AO3** = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.
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 6	11–12	• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) • Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors. Candidates may discuss the following information in relation to contents of the source: • Planning and organisation: scouts had been sent to reconnoitre the area. Alexander was not as reckless as sometimes portrayed. • Considers advice: Parmenio is allowed to offer counter advice and does so confidently. • Refusal to listen to wise advice: Parmenio's logical suggestion is dismissed. • Alexander's tendency to see himself as central to everything: 'I had no difficulty whatever in crossing the Hellespont.'
Level 5	9–10	• The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) • Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach	

Level	Marks	Level descriptors	Indicative content
		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)	• Foresight: Alexander considers the consequences of different actions on the Persian psyche. • Alexander tries to win respect by showing respect when he commemorates the fallen and rewards their families. The usefulness of this passage in comparison/contrast to other sources:
Level 4	7–8	• 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) • 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)	Candidates should evaluate the utility of Arrian's evidence given the context: • As a Roman governor, Arrian may have visited the battle site. • Arrian admired Alexander and admits to writing his account to make Alexander as famous as he deserved to be. There is a suspicion that Arrian may exaggerate Alexander's qualities so that he too, the author, will achieve renown amongst his enthusiastic Roman audience.
Level 3	5–6	• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) • Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	• Arrian ignored the work of Cleitarchus, who tended to overly dramatize events. However, Cleitarchus was informed by soldiers who would have been present at the battle. • Arrian used contemporary sources such as Ptolemy. Ptolemy was present at the battle and thus offered an eye-witness testimony. However, he may have had a tendency to exaggerate Alexander's inspirational qualities, as well as his own role, given his ambitions in Egypt when the account was written. Ptolemy wished to present himself as a chief lieutenant of an inspirational and brave leader.

Level	Marks	Level descriptors	Indicative content
Level 2	3–4	• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) • Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	• Candidates should cross reference with information from elshwhere to discuss utility. For example, comment could be made about how Alexander manipulated his men at places such as Gordium; cared for and challenged his men at Granicus and Opis respectively; allowed his men free reign at Tyre and Persepolis; and inspired fear in many, espeically towards the end. • Candidates may introduce the accounts of Gaugamela to either support or undermine the usefulness of the passage. • Some candidates may know that Diodorus gives a very different account of the battle. This is not a set source, but relevant knowledge used effectively should be rewarded.
Level 1	1–2	• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) • Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)	
	0	No response or no response worthy of credit	

Question 5*	**'Philip always sought conflict rather than peace.' How far do you agree with this view?** [36 marks]
Assessment Objectives	**AO3** = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO2** = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements **AO1** = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)	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. Candidates should analyse and evaluate the ancient sources to reach substantiated judgments on whether Philip ever genuinely sought peace, or whether his peaceful overtures were merely moves to outwit opponents and reduce resistance as he pursued a grander strategy intent on expansion and power grabs. Candidates should analyse the nature of Philip's diplomatic and peaceful overtures, as well as the response of other states.

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.	Candidates should also note the conflicts Philip engaged in, the context of the places Philip sought to take, and the motives behind these engagements. Answers may include information on:
Level 5	25–30	• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.	• Philip's militarism including the recruitment, reorganisation, training and arming of his forces. The development of the sarissa, shields, formations, war engines and cavalry. • The makeup of Philip's court and his marriage diplomacy. • Philip's financial diplomacy with the Thracians and Paeonians followed by invasions and the reasons for them. • Athenian relations with Philip at crucial moments: the attempt to install Argaeus and Philip's gestures regarding Amphipolis; opportunism during the Social War and the reconquest of Amphipolis and capture of Pydna; Philip's diplomacy and action to conclude the Third Sacred War, including the Peace of Philocrates; Athenian reaction to the Peace of Philocrates and the Amphictyonic Peace; activity in the Chersonese; the lead up to the Battle of Chaeronea. • The nature of the Amphictyonic Peace and the wider reaction to it. Philip's desire for a common peace?
Level 4	19–24	• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)	

Level	Marks	Level descriptors	Indicative content
		• 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) There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.	• Philip's actions in Thessaly: his initial incursions and the motives for them. • Relationship with the Chalcidians and particularly Olynthus: diplomacy over Amphipolis and Potidaea; and the conquest of Olynthus and the context of this venture.
Level 3	13–18	• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	• The motives for Philip's involvement in the Third Sacred War and the nature of his participation in it. • Relationship with Thebes and the causes of the Battle of Chaeronea. The request of the Amphictyonic Council, Thebes' resentment of Philip, and Philip's actions. • Perinthus and Byzantium: alliance followed by invasion. The reasons for the latter. • Philip's relationship with Persia: before and after the attack on Perinthus and Byzantium, and once appointed Hegemon. Persian aid to Byzantium. • Candidates should focus on evaluating Philip's motives in war and peace in each individual context. Candidates may discuss whether Philip often sought war as a means of defence, and, if so, when? Candidates may also discuss whether Philip held genuinely peaceful ambitions that were inhibited by the actions of other states?
Level 2	7–12	• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)	

Level	Marks	Level descriptors	Indicative content
		• 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) 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.	• Candidates may evaluate whether Philip's motives for conducting war changed over time as he and Macedon became stronger. • Candidates should evaluate whether Philip ever sought general peace given his long-term ambitions, and, if so, with whom and when? Other candidates may highlight how Philip used specific peace deals to prevent himself facing alliances.
Level 1	1–6	• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	• Candidates may evaluate whether there were continuities in Philip's peaceful overtures, and whether those overtures ever amounted to anything concrete and trustworthy. Supporting source details may include: Diodorus: 1–4, 8, 22.3, 35, 52.3, 53–54, 59–60, 71, 74–77.2, 84–85 Demosthenes: 2.6–8, 2.15–16, 5.24–25, 8.5–7, 9.8–11, 9.32, 19.39–41 Justin: 8.1–4, 9.5 **Although not expected, candidates may include non-prescribed material which should be credited.** Analysis of the sources might focus on:
	0	No response or no response worthy of credit	• The context, background, aims and nature of the different ancient written sources with the intention of analysing and evaluating their utility with reference to the issues inherent to the question. Particular attention may be given to Demosthenes and his aims within the Athenian political context; the limitations of

Level	Marks	Level descriptors	Indicative content
			Justin due to the nature of his work; and the general scarcity of detail in specific places.

Question 6*	How far do the sources support the view that the victory at the Issus was the most significant event of Alexander's campaigns? [36 marks]
Assessment Objectives	**AO3** = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. **AO2** = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements **AO1** = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. **Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.**
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	• 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	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

Level	Marks	Level descriptors	Indicative content
		context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	has addressed the issue of extent. Responses should be marked in-line with the level descriptors. Candidates should analyse and evaluate the ancient sources to reach substantiated judgments on which event was the most significant of Alexander's campaigns, in direct comparison with the significance of Issus. Candidates should evaluate why selected events were significant and for whom. It should be noted that this is a 'how far do the sources suggest…' question and thus the impression given by the sources should be discussed. Evaluation of the context in which the sources were produced should be used to inform the analysis and evaluation of the issue of significance. The significance of Issus should be directly analysed in comparison to the significance of a selection of other events. Answers may include information on:
Level 5	25–30	• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.	• Alexander would have viewed his visit to Troy as very significant due to his beliefs about himself and its timing at the outset of the campaign. Arrian certainly believed it to have been a significant event as he halted his account to offer wider perspective at this juncture. • Some candidates may view Gordium as a significant turning point in Alexander's ambitions. Others will analyse previous events to play down the significance of Alexander's actions here.

Level	Marks	Level descriptors	Indicative content
Level 4	19–24	• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.	• Issus represented the first defeat of Darius' main army, the consequence of which was the capture of family members, the capture of vast wealth, the loss of men and resources, and the damage to Persian confidence and reputation. Coming after Alexander had been ill, and won in such an emphatic fashion, the victory and its aftermath were a major boost to Alexander and his forces. Alexander now appeared a 'winner', a useful image when he later needed naval powers to come over to his side when facing Tyre. • Alexander's visit to Siwa may have changed his perspective on his own divinity, perhaps leading to significant problems later in the campaign — including the issues with Cleitus and Callisthenes.
Level 3	13–18	• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	• The victory at Gaugamela was obviously of profound significance for Darius, Persia and Alexander. • The capture of Persepolis may be discussed as a significant event for Alexander and Persians alike. The status of the Greek units was certainly changed around this time. Other students might note, however, that Darius remained alive, and even once dead, Bessus continued the struggle, not all Persians accepting Alexander's rule. • The campaigns in Bactria/Sogdiana and/or the Indus Valley may be highlighted as sapping the morale of the army. The deaths of Cleitus and Callisthenes, or the battle with Porus followed by the mutiny on the Beas (Hyphasis), may be used as events to evidence a decrease in support for Alexander.
Level 2	7–12	• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach	

Level	Marks	Level descriptors	Indicative content
		judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) 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.	• Some candidates may locate a deterioration in Alexander's outlook to the time of the Philotas Conspiracy and murder of Parmenio. • The crossing of the Gedrosian Desert was of great significance to the Army and Alexander alike. • Some candidates may discuss the issue of 'for whom' in greater detail and use this as a structural frame for their essay. • Some candidates may categorise significances and make judgments within those categories. (e.g. success and failure) Supporting source details may include: Arrian: 1.11–12, 1.29, 2.6–7, 2.12, 3.15–16, 3.18–21, 3.30, 4.7–14, 5.25–29, 6.27, 7.4, 7.6, 7.8–12, 7.14 Plutarch: 18, 27–28, 48–51, 53–55, 62 Alexander Sarcophagus Porus Medallion
Level 1	1–6	• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	**Although not expected, candidates may include non-prescribed material which should be credited.** Analysis of the sources might focus on: • The context, background, aims, limitations and nature of Arrian and Plutarch with the intention of analysing and evaluating their utility with reference to the issue inherent to the question. Arrian's aims and sources, and how they affect his work, offers

Level	Marks	Level descriptors	Indicative content
	0	No response or no response worthy of credit	much scope for development, as does the nature of Plutarch's biographical writing. • The Porus Medallion is material evidence that perhaps shows the importance that contemporaries attached to the Indus Valley victory against Porus. • The sarcophagus may be discussed in relation to the marriages at Susa or other moments Alexander adopted Persian custom.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

ocr.org.uk/qualifications/resource-finder

ocr.org.uk

Twitter/ocrexams

/ocrexams

/company/ocr

/ocrexams