



Oxford Cambridge and RSA

**GCE**

**Ancient History**

**H007/01: Relations between Greek states and between Greek and non-Greek states 492-404 BC**

AS 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.)*

**Contradictory Responses**

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

**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

<b>Descriptor</b>	<b>Award mark</b>
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
<b>BP</b>	Blank Page
	Highlight/factual error
<b>EVAL</b>	Evaluation
<b>KU</b>	Knowledge and Understanding
<b>λ</b>	Omission
<b>CONT</b>	Context
<b>SEEN</b>	Noted but no credit given/ irrelevant
<b>A1</b>	AO1
<b>A2</b>	AO2
<b>A3</b>	AO3

12. Subject Specific Marking Instructions

<b>Question 1</b>		How far did the Sicilian Expedition damage Athens' ability to win the Peloponnesian war? <span style="float: right;"><b>[10 marks]</b></span>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	9–10	<p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</p> <p>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 about the historical issue in the question. (AO2)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue how far. Responses should be marked in line with the level descriptors.</p> <p>Candidates may discuss the following with regard to the effect of the disaster in Sicily damaging Athens' ability to win the Peloponnesian war:</p> <ul style="list-style-type: none"> <li>• The emphasis Thucydides places on the Expedition (two whole books) and his statement at that it was a mistake.</li> <li>• The size of the loss and reaction in Athens – temporary overthrow of democracy – and revolt of allies, which reduced income from tribute and trade and used up resources in recovering them and preventing further revolts.</li> <li>• Sparta felt vindicated now in pursuing the war</li> <li>• Alcibiades' advice to the Spartans and the effect the fortification at Decelea had on the Athenians although not directly a result of the disaster itself; this should be credited – credit details: slaves deserting (Thucydides gives the figure of 20,000), supplies had to be delivered by sea round Sounium, being on constant guard so detaining troops in Attica, cavalry over-used</li> </ul>
Level 4	7–8	<p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</p>	



Level 3	5–6	<p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</p>	<p>Candidates may also argue points mitigating the effect of the disaster on the outcome of the war:</p> <ul style="list-style-type: none"> <li>• Athens recovered military strength relatively quickly with victories at Cynossema &amp; Abydos (411), Cyzicus (410) and Arginusae (406), amongst others.</li> <li>• It took another 9 years for Athens to be defeated, and this only after Sparta received Persian financial support</li> <li>• They may also discuss any of the other factors which contributed to the eventual Athenian defeat.</li> </ul>
Level 2	3–4	<p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p> <p>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 about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</p>	
Level 1	1–2	<p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p>	
	0	No response or no response worthy of credit	

<b>Question 2</b>		On the basis of these passages and other sources you have studied, to what extent was the individual ambition of the Persian Kings a factor in their decisions to attack Greece? <b>[20 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <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>	
<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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	17–20	<p>Response uses a good range of appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</p>	<p>For the top level, candidates need to use the source material to come to a judgement and conclusion regarding the factors which led the Persian kings to attack Greece.</p> <p>No set answer is expected. It is possible to reach the highest marks with a conclusion 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>Information from the passages provided on the question paper showing the personal ambitions of the Persian kings and/or their importance in their decisions to attack Greece:</p> <ul style="list-style-type: none"> <li>Darius claims that: the earth was bestowed on him; he subdued it; he ruled many countries; he has fought battles far from Persia. He is claiming divine authority for his conquests.</li> <li>Xerxes claims: to be king of lands, of the earth far and wide; specifically mentions his family credentials; that his monument is the Gate of all Lands (thus he rules all lands)</li> </ul>

Level 4	13-16	<p>Response uses a range of appropriate examples from set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</p>	<p>Other factors and information from other sources could include:</p> <ul style="list-style-type: none"> <li>• Darius had already sent an expedition into Thrace He wanted revenge for the Athenians' involvement in the Ionian Revolt, especially the burning of the temple at Sardis and had a slave remind him of this every day; Athens and Eretria were the primary aims of the 492 &amp; 490 BC expeditions, though the conquest of as much of the rest of Greece as possible was also an aim (Herodotus 6.44 &amp; 94)</li> <li>• Hippias was constantly nagging him to return him to Athens (6.94)</li> <li>• The treatment of his envoys demanding earth and water in 491 BC by Athens and Sparta (7.133) was an insult and contrary to normal ancient practice, even being described as a crime by Herodotus</li> <li>• Darius had demanded the submission of all Greek states signified by demanding earth and water (6.48)</li> <li>• After defeat at Marathon Darius immediately made plans for another, bigger invasion force (7.1)</li> <li>• Xerxes at first was not interested in attacking Greece (7.5), but was persuaded by the arguments of Mardonius: revenge; Europe was a beautiful and abundant place which no-one except the Persians should be allowed to enjoy</li> <li>• The Aleuadae in Thessaly and the Pisistratidae in Susa were encouraging him and he 'allowed himself to be persuaded' (7.6-7)</li> </ul> <p>Xerxes did not want to fall short of previous kings (7.8a), is now motivated by a desire for revenge of his father against the Athenians (7.8b) and eventually aims to conquer all Europe (7.50)</p> <ul style="list-style-type: none"> <li>• Candidates should discuss the nature of the source materials and evaluating them for reliability.</li> </ul>
Level 3	9-12	<p>Response uses some appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p>	
Level 2	5-8	<p>Response uses a limited selection of appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p>	

Level 1	1-4	<p>Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p>	
	0	No response or no response worthy of credit	

<b>*Question 3</b>		To what extent was the attitude of the Spartans towards the Athenians between 479-445 BC always one of aggression? <b>[30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <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>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 the 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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	25-30	<p>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)</p> <p>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)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p><b>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</b></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue of extent. Responses should be marked in line with the level descriptors.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> <li>Spartan opposition to Athens building walls</li> <li>Spartan initial readiness to allow Athens to take over command of the Greeks</li> <li>Spartan fear in the mid 470s and proposal to try to resume command of by sea from Athens according to Diodorus</li> <li>Problems for Sparta both internally (lack of leadership – due to death of Leonidas, disgrace of regent Pausanias and other king Leotychidas in early 470s; eventual kings in both lines probably not in place until early 460s) and within the Peloponnese in 470s and early 460s (Argos hostile, Elis &amp; Mantinea reluctant allies – 'late' for Plataea in 479, battles v Tegea, Argos and Arcadians recorded by Herodotus)</li> </ul>

Level 4	19-24	<p>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>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)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><b>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</b></p>	<ul style="list-style-type: none"> <li>• Spartan promise to help Thasos in 465</li> <li>• Spartan request for Athenian help against the <i>helots</i> and their subsequent dismissal of them (c465-3); impact of earthquake and the on-going revolt on Spartan foreign policy</li> <li>• Impact of the dispute between Corinth and Megara and Athens' actions against Peloponnesian allies (the 'First Peloponnesian War')</li> <li>• The build up to the battle of Tanagra (457)</li> <li>• The resurgent threat to Sparta of Argos</li> <li>• Five Year Truce of 451</li> <li>• Spartan invasion under Pleistoanax in 446; accusation of bribery, maybe reflecting different policies in Sparta</li> <li>• Thirty Years' Peace – a return to the concept of dual leadership?</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Diodorus, <i>Universal History</i>, 11.50</li> <li>• Plutarch <i>Pericles</i> 23.1-2</li> <li>• Thucydides, <i>The History of the Peloponnesian War</i> 1.90-92; 95-96; 101-103; 105-108; 111-112; 114-115; 5.16</li> </ul>
Level 3	13-18	<p>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)</p> <p>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)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p><b>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</b></p>	<p>Credit all relevant source material</p> <p>Analysis of sources might focus on:</p> <ul style="list-style-type: none"> <li>• The reliability of Diodorus and Plutarch</li> <li>• The selective nature of Thucydides' account</li> <li>• The difficulty in assessing Spartan attitudes, intentions and policy due to lack of Spartan sources</li> </ul>

Level 2	7-12	<p>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)</p> <p>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)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><b>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</b></p>	
Level 1	1-6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><b>The information is basic and communicated in an unstructured way. The information is supported</b></p>	
	0	No response or no response worthy of credit	

<b>*Question 4</b>		'The Archidamian War (431-421BC) with Sparta would have been concluded more quickly and successfully for the Athenians had Pericles not died of the Plague.' To what extent do you agree with this view? <b>[30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <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>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 the 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.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	25-30	<p>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)</p> <p>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)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p><b>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</b></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue of extent. Responses should be marked in line with the level descriptors.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> <li>Pericles' war strategy as outlined in Thucydides &amp; Thucydides' assessment of Pericles and of the Athenian leaders after his death</li> <li>Pericles' assessment of Athens financial position at the start of the war</li> <li>Archidamus' assessment of Athenian capabilities in his speech to the Spartans</li> <li>The long-term feasibility of Pericles' strategy, especially with it being unpopular and opposed by some in Athens; reduced income due to allied revolts and failure to pay tribute; its defensive nature</li> <li>The effect of the Plague</li> <li>The expeditions and campaigns in the period before and after his death: Corinthian Gulf ; Mytilene revolt, attacks on coast of Peloponnese</li> </ul>



Level 4	19-24	<p>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>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)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><b>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</b></p>	<ul style="list-style-type: none"> <li>• The campaign at Pylos and Sphacteria; Spartan request for peace; Cleon's opposition to this; the effects of the outcome on the war</li> <li>• Brasidas' campaign in Thrace</li> <li>• The Delium campaign</li> <li>• The Peace of Nicias and subsequent alliance between Athens and Sparta: how favourable were these to Athens?</li> <li>• Thucydides' later comment that most people thought Athens would only be able to last a few years</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Thucydides <i>History of the Peloponnesian War</i> 1.96; 2.11; 2.13; 2.65; 4.19-20; 4.40-41; 4.80-81; 4.108; 4.117; 5.13-18; 5.25; 7.28</li> <li>• Thoudippos Decree</li> </ul> <p>Credit all relevant source material</p> <p>Analysis of sources might focus on:</p> <ul style="list-style-type: none"> <li>• Thucydides reliability for the Archidamian War as a contemporary Athenian commander</li> <li>• The reliability of speeches in Thucydides</li> <li>• Thucydides' clear admiration for Pericles and antipathy towards Cleon</li> <li>• The difficulty in assessing Spartan attitudes, intentions and policy due to lack of Spartan sources</li> </ul>
Level 3	13-18	<p>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)</p> <p>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)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p><b>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</b></p>	<ul style="list-style-type: none"> <li>• Thucydides reliability for the Archidamian War as a contemporary Athenian commander</li> <li>• The reliability of speeches in Thucydides</li> <li>• Thucydides' clear admiration for Pericles and antipathy towards Cleon</li> <li>• The difficulty in assessing Spartan attitudes, intentions and policy due to lack of Spartan sources</li> </ul>

Level 2	7-12	<p>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)</p> <p>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)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><b>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</b></p>	
Level 1	1-6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><b>The information is basic and communicated in an unstructured way. The information is supported</b></p>	
	0	No response or no response worthy of credit	

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