



Oxford Cambridge and RSA

GCE

Ancient History

H407/11: Sparta and the Greek world

Advanced GCE

Mark Scheme for November 2020

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

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

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Annotations

Annotation	Meaning
	Blank Page
N/A	Highlight
	Omission
	Seen
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	Evaluation

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

Question 1*	‘The change in the relationship between Sparta and Corinth after 446 BC led to the Spartans declaring war on Athens in 432 BC.’ To what extent do the sources support this view? [30 marks]		
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content
Level 5	25-30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should discuss the change in the relationship between Sparta and Corinth after 446 BC and discuss the extent to which this led to Sparta declaring war on Athens in 432 BC. They should also consider other factors which may have led to war.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> • An outline of the Thirty Year Peace and Corinth’s reaction to Sparta’s proposal for Peloponnesian intervention in the revolt of Samos (440).

Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> • The Epidamnus and Corcyra affairs; Corinthian involvement and reaction to Athens becoming involved • Corinthian involvement in the revolt of Potidaea (432) • Possible Athenian interference in the Ambracian Gulf • The Corinthian speeches in Sparta and their role in persuading Sparta and the Peloponnesian allies to declare war • Other causes of complaint against Athens: the Megarian Decree, Aegina • Thucydides' assessment of the 'real reason for the war'; is this substantiated by other events, e.g.: <ul style="list-style-type: none"> • Athenian aggression in interfering in areas of Corinthian interest • War was inevitable • Aristophanes' version of the reasons for the war • Plutarch's discussion of the reasons in Pericles
Level 3	13–18	<ul style="list-style-type: none"> • Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Aristophanes Acharnians 524-39 • Plutarch Pericles 30-31 • Thucydides 1.23, 33, 35, 40-41, 44, 55-58, 60, 66-69, 86-88, 115-7, 118, 121-2, 139-40 <p>Credit all relevant source material</p>
Level 2	7–12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) 	

		<ul style="list-style-type: none"> The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

Question 2*	'After the Peace of Nicias (421 BC), Alcibiades could have won the war for Athens, but in the end caused her to lose it' To what extent do you agree with this view? [30 marks]	
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor
Level 5	25-30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>
		Indicative content
		<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><i>Candidates should discuss the extent to which Alcibiades was the key man in Athens after the Peace of Nicias (421 BC), both in terms of her potential to win the war and the reasons why ultimately she lost. They may offer alternative reasons why Athens lost the war.</i></p> <p>Answers are likely to include some information on-</p> <ul style="list-style-type: none"> • Alcibiades' involvement with Argos, Mantinea and Elis (420-418) • His promotion of the Sicilian Expedition

Level 4	19-24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<p>and its consequences</p> <ul style="list-style-type: none"> • His involvement in the mutilation of the Herms and sacrilege concerning the Eleusinian Mysteries • His escape and arrival in Sparta – advice to the Spartans, Gylippus, Decelea and to become involved in the Aegean • His return to Athens and influence with the Persians • The battle of Notium and final exile • Attempt to influence Athenian generals at Aegospotamoi <p>Candidates might also consider:</p> <ul style="list-style-type: none"> • Thucydides' view of the importance of the Sicilian disaster • Nicias' view of Alcibiades expressed in his speech • Other factors affecting the outcome, which might include decisions made in Athens not involving Alcibiades, the radical democracy, Persian financial help to Sparta, Lysander
Level 3	13-18	<ul style="list-style-type: none"> • Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) • The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Thucydides 5.43; 6.8, 13, 31, 89-91; 7.18, 27-8; 8.28.17-8, 52, 87 • Xenophon 1.5.1-3, 6.6-11; 2.1.20-32 <p>Credit all relevant source material</p>

Level 2	7-12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	
Level 1	1-6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	<ul style="list-style-type: none"> • No response or no response worthy of credit 	

Question 3		How convincing do you find R. Osborne's interpretation of the contribution of Greek unity to the victory over the Persians in 480-479 BC? [20 marks]	
Assessment Objectives		<p>AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>	
Additional guidance		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>	
Level	Marks	Level descriptor	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<i>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing with Osborne's interpretation, disagreeing with it, or anywhere between, providing the response has addressed the issue of how convincing. Responses should be marked in-line with the level descriptors.</i>
Level 4	13-16	<ul style="list-style-type: none"> Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	Candidates should question the idea of to what extent Greek unity contributed to the victory over the Persians in 480-479 BC, and look at the extent to which the sources support Osborne's interpretation. They should consider the unity of the Greeks. Candidates may also consider other factors which might have led to the Greeks' victory in order to address 'how convincing'.
Level 3	9-12	<ul style="list-style-type: none"> Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) 	
		<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding 	Candidates may discuss:

		of historical features and characteristics that are relevant to the question. (AO1)	<ul style="list-style-type: none"> • The discussions of the Greeks over strategy, Tempe, and the roles of Leonidas and Themistocles in deciding strategy and tactics at Thermopylae and Artemisium • Lack of agreement amongst the Greeks between Thermopylae and Salamis and Themistocles' role in managing to have the battle at Salamis; the tactics used by the Greeks at Salamis • Lack of agreement amongst the Greeks about what to do after Salamis • Reluctance of Peloponnesians to commit to defending Attica in 479 • Greek tactics at the battle of Plataea and the role of Pausanias • A comparison of Greek and Persian equipment, including triremes • The leadership of the Persians, including the role and character of Xerxes as portrayed by Herodotus • The importance of Greek geography • The unity, or otherwise, of the Greeks
Level 2	5-8	<ul style="list-style-type: none"> • Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	
Level 1	1-4	<ul style="list-style-type: none"> • Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	
	0	No response or no response worthy of credit	
			<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Herodotus: 6.48-9 (Persian preparations), 103-116 (Athenian preparations and the battle of Marathon); • Herodotus 7.1 (Darius' reaction), 7.49-50 (Artabanus' warning re the geography and size of the Persian force), 133, 139 (Herodotus' opinion about the importance of the Athenians), 141-5 (Themistocles & Delphic oracle and Greek conference), 175 (decision to defend Thermopylae), 207 (doubt amongst the Greeks at Thermopylae) • Herodotus 8.3 (discussions over leadership of Greek fleet), 49-50 (council of war before Salamis), 56-63 (threat to retreat to Isthmus)

			<p>of Corinth and Themistocles' role in securing the battle at Salamis)</p> <ul style="list-style-type: none">• Herodotus 9.6-8 (preference of Peloponnesians to defend Isthmus wall & Athenian request to defend Attica), 62 (comparison of Persian and Spartan troops), 71 (contribution of Spartans)• The Serpent column (the extent of the Greek alliance) <p>Credit all relevant source material</p>
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Section B: The Society and Politics of Sparta, 478–404 BC

Question 4		How useful is this passage for our understanding of the importance of the mess system in Sparta?		[12 marks]
Assessment Objectives		<p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content	
Level 6	11–12	<ul style="list-style-type: none"> The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p>	
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>Xenophon, Constitution of the Spartans 5.2-5.7 D61:</p> <ul style="list-style-type: none"> Tradition of 'open public messes' established by Lykourgos as part of 'codes of conduct' and an attempt at equality by mixing 'rich men' and presumably poorer spartiates. Mixed age groups eating and drinking together in <i>syssitia</i>. Rules for healthy living: 'no one over ate or starved', curb on physically debilitating and mentally damaging' drinking [c.f. Xen <i>Lac Pol</i> 5.7 – Spartans cannot become too drunk as will have trouble getting home] Different/opposite to other Greek states [Athens?] where males 'lived and dined at home' and similar ages 'socialise together'. Suggestion that male socialising [in Athens / Symposium] encourages vulgarity, excess drinking, and bad behaviour and lack of 'self-restraint'. Encouraged working towards the common good of the state, and young learning from elders 	
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 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) 		

Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>The usefulness of this passage in comparison/contrast to other sources which make reference to mess system e.g.:</p> <ul style="list-style-type: none"> Messes are defining feature of Sparta – ultimate aim of the education system, and probably formed the basic groupings within the army. Xen. [Pol Lac 5.7-8] also notes positives of <i>syssitia</i> in that they are being watched by others; they will be healthier; and the authority found in the <i>syssitia</i> extended to <i>gymnasium</i> [based on rations] – train harder to get more food? Kritias [fr. 6] concurs that <i>syssitia</i> promote equality and appropriate eating and drinking [in comparison to Athenian <i>symposia</i>] Plutarch [Lyc. 10] suggests mess system was to counter wealth in Sparta with many of the positives advanced by Xenophon. Plutarch [Lyc. 12] suggests Spartans see mess system as encouraging friendship and camaraderie and learning the ability to take a joke. Part of education system – to pass one had to be ‘voted’ in [<i>kaddichos</i>]. Details messes as groups of 15 that all must attend [King Agis was fined for not turning up after coming home from war as he wanted to visit his wife]. Aristotle [<i>Politics</i>, 1271a26-37] highlights failure of messes / <i>phiditia</i> – suggests all members have to contribute [poor and rich] and whilst this tries to be democratic some cannot afford the expense and must leave the system – this suggests a reason for <i>oligantropia</i> and a weakness in the system. [<i>Politics</i> 1270a29-1270b6] suggests <i>oligantropia</i> destroyed Sparta – too many children and not enough land. This would mean that Spartiates would not qualify for the mess system – even daughters could inherit land [<i>Politics</i> 1270a15-29]. <p>Credit given for analysing the context and highlighting Spartan society due to contemporary time-period.</p> <p>Credit all relevant source material</p>
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3) 	
	0	No response or no response worthy of credit	

Question 5*		'Spartan kings could only be trusted to act in their own interests not the interests of the Spartans.' To what extent do you agree with this statement? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the overall role of the kings in Sparta and highlight the actions of some specific individuals to consider the question. Candidates will likely highlight the enormous power they seem to have outside on campaign in comparison to domestic affairs where, especially towards the end of the period, the ephors seem to have a vital and more dominant role. Nevertheless, as Cartledge highlights, the kings are members of the Gerousia for life and therefore still have major political clout.</p> <p>Candidates may also consider parts of the period where regents/substitutes were used, and whether they could be any more trustworthy. Some candidates may also highlight the high number of kings put on trial throughout the period.</p>
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and 	<p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> 'Prerogatives' and political powers of kings in Sparta

		<p>to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> Abilities of Gerousia/Ephors to fine/put on trial Curbs - 2 ephors on campaign with 1 king – not allowed to speak to foreign embassies Self-sacrifice of Leonidas Archidamus / Pleistoanax both favour peace – Archidamus' speech in 432 BC - Pleistoanax exiled for taking bribes, later favours peace 421 BC Agis' reputation cemented at Mantinea [418] leading to permanent situ at Deceleia – Thuc [8.5.3] 'allies paid much more attention to him than to the government in Sparta'. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Hdt [Hist. 5.75] Hdt [Hist. 6.56-60] Xen [Pol. Lac 13] Xen [Pol. Lac 15] Aristotle [Pol. 1271a18-26] <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> the factual information in the sources and the potential for bias, given the background of our evidence on Sparta: the lateness of the sources for the earlier period; anti/pro bias in Thucydides and Xenophon; the myth of the Spartan mirage /Leonidas at Thermopylae as accepted by Herodotus limitations of what we know about the internal workings of Sparta including a lack of Spartan sources Aristotle's thought that Lycurgus 'mistrusts them' and thinks they should be judged 'on lifestyle' Reliability: eye-witness / contemporary nature of sources compared with later illustrations Some kings are mentioned relatively little in the sources, suggesting that they were content to carry out their duties without seeking to be at the centre of policy making and warfare. <p>Credit can be given for use of sources not included in the specification (with specifics) depending on relevance to question, such as:</p> <ul style="list-style-type: none"> Hdt. Hist. 6.82 – Kleomenes on trial Hdt. Hist. 7.202-239 – Leonidas at Thermopylae
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) 	

		<p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> • Kings outside the period
Level 2	7–12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

Question 6*		'The Spartans were never successful when acting in the interests of their allies'. To what extent is this an accurate assessment of the period 478-404 BC? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at</p> <ul style="list-style-type: none"> Sparta's role in the Persian Wars Sparta's role in the Peloponnesian League Who were considered Sparta's 'allies'? the attitude of important allies – Tegea, Corinth, Megara; the major land confrontations won by Sparta; her limited resources at sea; Sparta's limited interest outside the Peloponnese <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> The Spartan mirage / the impact of <i>oliganthropia</i> Whether Sparta was able to defend the interests of her allies Spartan withdrawal from the fight against Persia after the disgrace of Pausanias [478] the growth in power of the Athenians and the reaction of Sparta's allies;
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) 	

		<ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> Spartan failure to support her allies in 446 BC (Thirty Years Peace) and at the end of the Archidamian War (Peace of Nicias) and the reasons for this The dangers of Argos as a growing power <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Plutarch, Life of Lycurgus 24, 28 (Spartan training) Herodotus 5.39-51; 6.61-86 Thucydides 1. 79-87, (outbreak of Peloponnesian War) 101-103 (Thasos and Ithome); 1.118-125 (Allied congress); 4.26-38 (Pylos); 4.78-82 (Brasidas); 5.15-24 (Peace of Nicias); 5.67-81 (Battle of Mantinea). Xenophon Constitution of the Spartans 11-13 (preparedness for war), 14 (decline of Sparta); Tyrtaeus 10-12 (Spartan values); Diodorus 11.50 (Relations with Athens) <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> the factual information in the sources and the potential for bias, given the background of our evidence on Sparta: the lateness of the sources for the earlier period; anti/pro bias in Thucydides and Xenophon; the myth of the Spartan mirage /Leonidas at Thermopylae as accepted by Herodotus limitations of what we know about the internal workings of Sparta including a lack of Spartan sources Reliability: eye-witness / contemporary nature of sources compared with later illustrations
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) 	<p>Credit can be given for use of sources not included in the specification (with specifics) depending on relevance to question, such as:</p> <ul style="list-style-type: none"> Herodotus, Histories: Sparta's importance in the Persian Wars, her importance at Thermopylae [7. 202-239] and Plataea [Hdt 9.7-70]; – need for bribery from Themistocles, and Sparta's reluctance to bring out her army from behind the wall at Corinth

		<p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> • Reasons for Pausanias' disgrace [Diodorus Siculus, Plutarch, <i>Kimón</i> etc] • Failure to help/commit to Samos [440] / Potidaea [432] • Spartan negotiations with Persia during the Ionian War; • Spartan victory in the Peloponnesian War • Credit also discussion of Leuctra.
Level 2	7–12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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