

**GCE**

**Ancient History**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Blank Page
	Omission
	Noted
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	Knowledge and understanding
	Evaluation

**Subject specific guidance**

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

<b>Question 1*</b>		<b>To what extent do you agree that the Athenian victory in the Battle of Marathon (490 BC) changed the relationships between the Greek city-states and Persia?</b> <b>[30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the relationship between the Greek states and Persia before the Battle of Marathon (some may include the Ionian Revolt, but full discussion of this should not be expected); what happened at Marathon; examples of relationships between Greek states and the Persians after the battle. Some candidates may concentrate on the events which led up to the second invasion in 480 BC, but full credit should be given to all examples from the period of study.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> <li>Artaphernes' and Mardonius' measures concerning the cities of Ionia</li> </ul>

Level 4	19–24	<ul style="list-style-type: none"> <li>• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>• Athens and Eretria being the targets of the 492 expedition, but also the underlying aim of greater conquest – demand for earth and water and the various cities’ responses</li> <li>• Darius’ motivations for the 490 expedition, including the role of Hippias and his supporters</li> <li>• The effect of the result on the Greeks’ perception of the Persians</li> <li>• The debate at the Persian court and Xerxes’ motivations</li> <li>• Greek preparations during the 480s, including Themistocles</li> <li>• The influence of exiled Greeks on the Persians</li> <li>• The fear caused by Xerxes’ preparations; Greek medizers</li> </ul> <p>Some candidates may also discuss some of the following later events:</p> <ul style="list-style-type: none"> <li>• The aftermath of the Greek victory in 479; formation of the Delian League; the Egyptian Expedition; the Peace of Kallias; communication between Greek cities and Persia in the 420s; Persian involvement in the Ionian War</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Herodotus 6.42-3</li> <li>• Herodotus 6.44, 48-9, 7.133</li> <li>• The Naqs-e Rostam inscriptions; Herodotus 6.94, 107; 7.1</li> <li>• Herodotus 6.112</li> <li>• Herodotus 7.8-10</li> <li>• Herodotus 7.144-5</li> <li>• Herodotus 7.6, 102</li> <li>• Herodotus 7.131-133, 138</li> <li>• Thucydides 1.96; Diodorus 11.46-7, 12.2.1-2, 12.4.4-6, 12.38.2; Thucydides 1.104, 109-110; Plutarch <i>Cimon</i> 13.4-5; Harpokration s.v. <i>Attikois grammasin</i>; Herodotus 7.151; Andokides 3.29; Aristophanes <i>Acharnians</i> 61-71; Thucydides 8.6, 18, Xenophon <i>Hellenica</i> 1.4.1-7</li> </ul> <p>Answers should address the idea of change and to what extent, if at all, the result of the Battle of Marathon was responsible for any change of policy on either side, or whether other events had a greater influence.</p>

Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<p>Some may decide that the Greek victories in 480-79 were more influential and that nothing really changed during the 480s, or even that nothing much changed at all, but certain events meant the advantage swung back and forth throughout the fifth century.</p> <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• The methodology, agendas and contexts of the Greek and Persian sources and how these affect the value of the information</li> <li>• The limitations of the evidence for Persian kings and their aims, strengths and abilities which are mostly from a Greek viewpoint</li> <li>• Herodotus' reliability and that of his sources of information</li> <li>• Herodotus' tendency to ascribe motivation to individuals – e.g. Mardonius persuading Xerxes to attack Greece when initially he had no intention of doing so (7.5)</li> <li>• The 'Greek' nature of the Persian court debate</li> <li>• The limitations of the evidence for the events and issues of the period in Herodotus and Thucydides</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

<b>Question 2*</b>		<b>Between 431 BC and 411 BC, how far did the Athenians follow the strategy suggested by Pericles at the beginning of the Peloponnesian War? [30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the strategy Pericles outlines at the start of the War, give examples of the strategy the Athenians actually followed, and assess to what extent these accorded with Pericles' advice. They may consider Thucydides' judgement on the course of the War in 2.65.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> <li>Pericles' advice</li> <li>Maintaining the Empire and dealing with revolts (e.g. in the Chalcidice and at Mytilene)</li> <li>Pylos</li> <li>The expedition to central Greece and battle at Delium</li> <li>Activities in the Peloponnese after the Peace of Nicias (421-418)</li> <li>The Sicilian Expedition – including Nicias' reasons for opposing it</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically</li> </ul>	

		<p>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> <ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Thucydides 2.13, 2.65</li> <li>Thucydides 4.19-20, 40-41</li> <li>Thucydides 5.25-6, 43</li> <li>Thucydides Books 6 (especially 6.12-13) &amp; 7; 8.2</li> </ul> <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The methodology, agendas and contexts of the Greek sources and how these affect the value of the information</li> <li>Thucydides' reliability and that of his sources of information</li> <li>The limitations of the evidence for the events and issues of the period in Thucydides</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	
Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> </ul>	



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

<b>Question 3</b>		<b>How convincing do you find T. Buckley's interpretation of the reasons why Athens lost the Peloponnesian War?</b>		<b>[20 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>		
<b>Additional guidance</b>		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <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>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 5	17–20	<ul style="list-style-type: none"> <li>Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of 'how convincing'. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> <p>In locating the interpretation within the wider historical debate, candidates might pick out the following points from the interpretation:</p> <ul style="list-style-type: none"> <li>Lysander had realised that the Spartans could only win the war by starving the Athenians into submission</li> <li>this could only be achieved by cutting off their grain supply from the Black Sea.</li> <li>The inexperience of the Athenian generals and the skill of Lysander brought about the total defeat of the Athenian navy at Aegospotamoi,</li> <li>After that it was only a matter of time before the Athenians, surrendered</li> <li>Cyrus' wholehearted support of the Spartans, especially in the supply of Persian gold, proved to be the decisive factor in helping the Spartans to defeat the Athenians in the Ionian War.</li> </ul>	
Level 4	13–16	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>		

Level 3	9–12	<ul style="list-style-type: none"> <li>• Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>• Thucydides (7.27) gives the occupation of Decelea as one of the chief reasons for the decline of Athenian power</li> <li>• He also specifically mentions the Sicilian expedition as a mistake (2.65)</li> <li>• The year after the defeat in Sicily saw everyone ‘turn against Athens’ (Thucydides 8.2); this meant loss of tribute</li> <li>• The Athenians made other mistakes including banishing Alcibiades and condemning to death all her generals after the battle of Arginusae</li> <li>• Thucydides (2.65) implies that it was poor decisions on the part of the democracy, led by self-seeking politicians, which ultimately led to their defeat</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>• Despite the Sicilian disaster, Athens had still held on for eight years, despite the occupation of Decelea, based on her naval control of the Aegean (Thucydides 2.65)</li> <li>• Athens rapidly surrendered after the final defeat of her navy at Aegospotamoi (Xenophon <i>Hellenica</i> 2.1.20-32)</li> <li>• Xenophon’s account supports the idea that this defeat was due to Lysander’s skill and the inexperience of the Athenian commanders</li> <li>• Cyrus recognised the importance of Lysander and refused to support the Spartans without him (Xen. <i>Hell.</i> 1.6.6)</li> <li>• The same year that Lysander was appointed (407) he secured funding from Cyrus (Xen. <i>Hell.</i> 1.5.1-3) and won a victory at Notion (leading to the banishment of Alcibiades) and the year he returned and Cyrus resumed payments (405) the Athenians were defeated</li> <li>• Candidates might mention that Buckley says it was the ‘decisive’ factor, not the only one, and construct their discussion around that.</li> </ul>
Level 1	1–4	<ul style="list-style-type: none"> <li>• Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	
	0	No response or no response worthy of credit	

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

<b>Question 4</b>		<b>How useful are these passages for our understanding of the Spartans' reputation in battle?</b>		<b>[12 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</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 descriptors</b>	<b>Indicative content</b>	
Level 6	11–12	<ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of how useful the passage is. 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"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p><u>Tyrtaeus 12.13-26</u></p> <ul style="list-style-type: none"> <li>From the 7<sup>th</sup> Century</li> <li>One of very few actual Spartan written sources</li> <li>Illustrates ideals for which Sparta was famous</li> <li>A key source in the idea of the Spartan Mirage – Spartans do not run from battle, but are willing to give up their lives for the common good</li> <li>The whole of Tyrtaeus 12 is about the importance of being willing to die in battle as the 'finest prize'</li> <li>Tyrtaeus <b>tells</b> lists the positives for 'a young man' to prove himself, 'the city' 'its people' the young man's 'father'</li> <li>The source seems to take delight in the graphic detail of death on the battlefield</li> <li>Suggests that, whilst the focus is on the Spartans as a group, the individual has the power to 'rout...the enemy'</li> </ul>	
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>		

Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>Suggests defeating the enemy is a goal, but dying in pursuit of that goal brings more glory</li> <li>Issues regarding 'shameful flight'</li> <li>Reaction of the whole city to the death of a brave man in battle 'young and old alike... distressed by a grievous sense of loss'.</li> <li>Is this source a reflection of Spartan reality, or of compliance engendered from above?</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p><u>Aristophanes, Lysistrata, 1257-61</u></p> <ul style="list-style-type: none"> <li>Late 5<sup>th</sup> century Athenian sources</li> <li>Comes from a comedic drama</li> <li>Parody of Spartan songs like Tyrtaios, showing well-known outside Sparta</li> <li>Unexpectedly respectful and demonstrates Spartan bravery in battle against the unbeatable odds: 'grains of sand' = Persians at Thermopylae</li> <li>Comparison with wild boars – deemed to be dangerous and vicious animals</li> <li>Wild boar metaphor – 'foaming', 'sharpening tusks'.</li> <li>Accept discussion of the two passages in terms of poetry and imagery</li> <li>Expect discussion of the context of each passage</li> </ul>
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul>	<p>The usefulness of this passage in comparison/contrast to other sources which make reference to Spartans in battle and the Spartan mirage e.g.:</p>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li>Sayings of the Spartan women</li> <li>Herodotus on Thermopylae and Plataea [480/79 BC]</li> <li>Thucydides on Pylos and Sphacteria [425 BC]</li> <li>Thucydides on Matineia [418 BC]</li> </ul>

<b>Question 5*</b>		<b>'The Spartans went to war only as a last resort.' How far do you agree with this assessment of Sparta throughout this period?</b> <b>[36 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the ways in which Sparta attempted to avoid war with her allies, Argos and Athens, and of course the Messenian population throughout the period.</p> <p>Candidates will likely bring in some evidence regarding the Persian Wars; this should be credited but be aware of issues with 'range' if candidates do not move much passed the 470s.</p> <p>Candidates may also focus on the internal focus of preparation for warfare in Spartan education, but it is expected that candidates should look at how Sparta dealt with poleis outside of Lacedaemonia.</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>Military strengths and weaknesses: Numbers, lack of wealth, inability to move quickly, lack of navy</li> <li>Internal looking: need to quell helot revolts, oliganthropia</li> <li>Pressure to prove yourself in warfare, Spartan Mirage</li> <li>Pressure from Peloponnesian War: Corinthian complaint; show strength against Argos</li> <li>Attempts at conferences and arbitration: Help sought from DL members; Megaria; run up to Peloponnesian War.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Discussions over war and reluctance to fight against Athens: Diodorus Siculus, 11.50 [Hetoemaridas], Thuc., <i>Pel. War</i>, [Archidamus &amp; Sthenelaidas. 1.79-87]</li> <li>Military weaknesses: Thuc., <i>Pel. War</i>, 1.79-88</li> <li>General issues with manpower: Xenophon, I; Diodorus Siculus, 11.63</li> <li>Corinthian speech complaints Thuc. 1.68-9, 71 (inactivity)</li> <li>Attempts at conferences and arbitration: Peace of 446 BC; negotiations over Pylos Thuc. 4.16; Amphipolis 4. 117; Peace of Nicias 5. 16-17, 23</li> <li>Helots problems: Thuc.4.80</li> </ul> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>Majority of sources are Athenian</li> <li>Thucydides speeches are what individuals 'should or could have said'</li> <li>Diodorus - dating issues</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	

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



<b>Question 6*</b>		<b>'Only Spartan citizens were useful to the Spartan state.' How far do you agree with this assessment of Sparta throughout this period? [36 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the way at which both Spartan citizens and non-Spartan citizens helped Sparta both domestically and in its relationship to other city states.</p> <p>Candidates may focus on how Spartan children were encouraged to work for the common good and that the mess system was the main way male citizens served the state.</p> <p>Candidates may also focus on helots and Perioeci and how they allowed the rest of the Spartan system to work.</p> <p>Candidates looking to reach the higher levels should also consider how non-spartan citizens became more militarily important, especially in view of oliganthropia. Some candidates might consider the usefulness of Persian money in helping the Spartan state defeat Athens</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>The expectations of Spartan males [warriors] and females [begetting children], and wisdom of age</li> <li>Importance of Kings, Ephors, Gerousia</li> <li>The domestic expectations of helots and perioeci, and their scarcity of mentions in the written record</li> <li>Military careers of Brasidas, Alcibiades, Lysander, Gylippus</li> <li>The use of helots and mercenaries in battle (especially Plataea- Hdt. 9.28)</li> <li>Contributions of allies and non-Spartans to the Spartan State.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Birth, childhood, messes: Xenophon I-V; Plutarch, Lycurgus, 10,12;</li> <li>Role of Kings: Hdt 6.56ff ; Aristotle 1270b6-35, 1271a18-26</li> <li>Gerousia, Ephors: Aristotle 1270b6-35, 1270b35-a18</li> <li>Importance of perioeci and helots: Plut., Age., 26; Thuc., <i>Pel. War</i>, 5.67 [Skiritai]; Plut. Lyc. 24; Aristotle 1269a34-b12</li> <li>Military careers of generals: Aelian, 12.43; Thuc., <i>Pel. War</i>, 6.93 [Gylippus]; Plut, Lys., 3-11; Xenophon, <i>Hellenika</i>, 2</li> </ul> <p>Analysis and evaluation of the sources might focus on:</p> <ul style="list-style-type: none"> <li>Information given to Herodotus which he didn't question</li> <li>Xenophon first-hand experience of living and fighting with the Spartans</li> <li>Xenophon's criticism of Spartan within the pol. Lak</li> <li>Dating of Aristotle's writings.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul>	

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

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