

GCE

Ancient History

H407/13: Macedon and the Greek world

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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
	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

Question 1*		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? [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 descriptors	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>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"> Artaphernes' and Mardonius' measures concerning the cities of Ionia

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>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"> 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 Darius’ motivations for the 490 expedition, including the role of Hippias and his supporters The effect of the result on the Greeks’ perception of the Persians The debate at the Persian court and Xerxes’ motivations Greek preparations during the 480s, including Themistocles The influence of exiled Greeks on the Persians The fear caused by Xerxes’ preparations; Greek medizers <p>Some candidates may also discuss some of the following later events:</p> <ul style="list-style-type: none"> 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
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>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"> Herodotus 6.42-3 Herodotus 6.44, 48-9, 7.133 The Naqs-e Rostam inscriptions; Herodotus 6.94, 107; 7.1 Herodotus 6.112 Herodotus 7.8-10 Herodotus 7.144-5 Herodotus 7.6, 102 Herodotus 7.131-133, 138 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 <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"> • 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>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"> • The methodology, agendas and contexts of the Greek and Persian sources and how these affect the value of the information • The limitations of the evidence for Persian kings and their aims, strengths and abilities which are mostly from a Greek viewpoint • Herodotus' reliability and that of his sources of information • 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) • The 'Greek' nature of the Persian court debate • The limitations of the evidence for the events and issues of the period in Herodotus and Thucydides
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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

Question 2*		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]	
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 descriptors	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>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"> Pericles' advice Maintaining the Empire and dealing with revolts (e.g. in the Chalcidice and at Mytilene) Pylos The expedition to central Greece and battle at Delium Activities in the Peloponnese after the Peace of Nicias (421-418) The Sicilian Expedition – including Nicias' reasons for opposing it
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 	

		<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"> • 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>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"> • Thucydides 2.13, 2.65 • Thucydides 4.19-20, 40-41 • Thucydides 5.25-6, 43 • Thucydides Books 6 (especially 6.12-13) & 7; 8.2 <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"> • The methodology, agendas and contexts of the Greek sources and how these affect the value of the information • Thucydides' reliability and that of his sources of information • The limitations of the evidence for the events and issues of the period in Thucydides
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>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"> • 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) 	

		<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. The question is generally addressed, but the response loses focus in places. (AO1) <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"> 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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

Question 3		How convincing do you find T. Buckley's interpretation of the reasons why Athens lost the Peloponnesian War?		[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 descriptors	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) 	<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"> Lysander had realised that the Spartans could only win the war by starving the Athenians into submission this could only be achieved by cutting off their grain supply from the Black Sea. The inexperience of the Athenian generals and the skill of Lysander brought about the total defeat of the Athenian navy at Aegospotamoi, After that it was only a matter of time before the Athenians, surrendered 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. 	
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) 		

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) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) 	<p>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"> • Thucydides (7.27) gives the occupation of Decelea as one of the chief reasons for the decline of Athenian power • He also specifically mentions the Sicilian expedition as a mistake (2.65) • The year after the defeat in Sicily saw everyone ‘turn against Athens’ (Thucydides 8.2); this meant loss of tribute • The Athenians made other mistakes including banishing Alcibiades and condemning to death all her generals after the battle of Arginusae • 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
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) 	<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"> • 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) • Athens rapidly surrendered after the final defeat of her navy at Aegospotamoi (Xenophon <i>Hellenica</i> 2.1.20-32) • Xenophon’s account supports the idea that this defeat was due to Lysander’s skill and the inexperience of the Athenian commanders • Cyrus recognised the importance of Lysander and refused to support the Spartans without him (Xen. <i>Hell.</i> 1.6.6) • 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 • Candidates might mention that Buckley says it was the ‘decisive’ factor, not the only one, and construct their discussion around that.
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	

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

Question 4		How useful is this passage for our understanding of Alexander’s character?		[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 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"> 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) 	<ul style="list-style-type: none"> Alexander’s prosecution of genocide will garner most attention. The contexts of this genocide are also likely to be analysed and discussed (warm welcome, ethnic ties, unharmed citizens, olive-branches and the fact the crimes were committed by ancestors) Alexander’s vindictiveness with the concept of inter-generational reciprocity. The claim that Alexander was content to take the lead in this massacre. Alexander’s willingness to let others in his force voice their opinion. Alexander’s persuasiveness in that he convinced his men to take part. Alexander’s ability to organise his men as shown by the way they surrounded the city and acted on the signal. 	
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) 	<ul style="list-style-type: none"> The acts of sacrilege committed in Alexander’s name. Alexander’s interest in history. <p>The usefulness of this passage in comparison/contrast to other sources:</p> <ul style="list-style-type: none"> Candidates may evaluate the veracity of Curtius Rufus’ evidence. It is only in his account that this event is detailed. Candidates may evaluate the evidence with reference to the context in which the passage was produced, including the author’s likely sources. Candidates may compare the evidence offered in the passage with accounts of other events found in Plutarch, Arrian and elsewhere in Curtius.
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*		To what extent can Philip's successes be attributed to his use of diplomacy?		[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>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 analyse the ancient sources to identify the factors contributing to Philip's successes and evaluate their relative significance in comparison to his skill at diplomacy. An overall judgement should be made and supported with evidence and analysis. Candidates should look to evaluate the utility of the ancient sources to include an assessment of the impact of the context in which they were produced.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> Philip's rise to power (first as Regent). Attempts to use diplomacy to gain power as regent (by removing his soldiers from Amphipolis) but ultimately had to fight Argaeus. Philip did buy the neutrality of the Thracians and Paeonians during this succession struggle, and he did calm relations with Athens by declaring that he no longer laid claim to Amphipolis. 	
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>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>	<ul style="list-style-type: none"> The defeat of the Illyrians: shock cavalry tactics won out followed by a failed diplomatic attempt to prolong peace in the form of his marriage to Audata. Conquest of Amphipolis: Philip took advantage of Athens' participation in the Social War and the divisions between the Athenians and Chalcidians. Diplomacy was required to maintain these divisions. A violent assault was needed to take the city and lenient settlement made with its inhabitants to hold it. The Chalcidians were eventually bought off with control of Potidaea.
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>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> The takeover of Crenides through diplomacy. Some fruitful discussion may be had on how, overall, he managed to secure Macedon's borders. The conquest of Olynthus. Philip betrayed his Chalcidian allies when using bribery and a traitor to take Olynthus. Philip's development of the military. In this context the following may be discussed: Alexander II's introduction of hoplites and the development of the Macedonian phalanx formation. Philip's military education in Thebes. Philip's military reforms, including the development of the sarissa, rigorous phalanx training, the development of the Companion Cavalry, the use of specialist troops and the use of war engines. Ending the Third Sacred War – Peace of Philocrates and defeating Phocis: Alliances with Byzantium and Perinthus helped created the context in which Athens was prepared to negotiate an end to the war. However, these were achieved after a military campaign in Thrace and the forceful conquest of Olynthus. Divisions among the Phocians also meant it doubtful that Thermopylae could be held. As Athens signed the Peace of Philocrates, Phocis was isolated, and Thermopylae was given up when Philip arrived unexpectedly.
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>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> Chaeronea: Philip proposed a peaceful settlement, but Demosthenes convinced the assemblies of Athens and Thebes to fight. Philip would have to attain victory in battle. However, he attempted to sure up his victory with a range of measures, some diplomatic. Tough measures were taken against Thebes; a treaty of 'friendship and alliance' was concluded with Athens. The formation of the League of Corinth.

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>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>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Diodorus 16: 1–4, 8, 34.3–5, 53–54, 59, 84–86, 89 • Demosthenes: 2.6–8, 8.11–13, 9.7–12, 19.39–41 • Justin: 8.1, 8.3–5, 9.4–5 • Gold coin of Philip <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The extent to which they suggest that diplomacy contributed to Philip’s major successes. • The roles of other factors in Philip’s major successes. • The utility of the evidence including a recognition of the potential impact of the context in which it was produced. An evaluation of Demosthenes’ evidence in conjunction with the issue under discussion might prove valuable
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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

Question 6*		‘Alexander used religion as a tool for maintaining authority and manipulating others.’ 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>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 look at issues such as Alexander’s beliefs about religion and his own divinity, the factors that motivated him, his use of omens and ceremonies, the extent he used religion and the gods to incentivise or manipulate others, the extent religion and the gods influenced him, and how far the evidence enables us to understand his attitude towards religion, religious issues and his own divinity. Candidates should make judgements on the utility of the ancient evidence to reach substantiated conclusions. Candidates may also address the issue of change and continuity in Alexander’s beliefs and actions</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 to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) 	<p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> Alexander’s actions at Thebes and their impact. Alexander’s actions at Delphi. Alexander’s actions at Troy. Alexander’s actions before battles. 	

		<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>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>	<ul style="list-style-type: none"> Events at the Oracle of Zeus-Ammon Alexander's remarks as recorded by Plutarch. Alexander's actions in the lead up to the death of Cleitus. Motivation behind the adoption of obeisance and the objections of Callisthenes. Alexander's actions at the River Hyphasis Alexander's behaviour regarding the death of Hephaestion. Alexander's behaviour at Babylon on his return from India. Alexander's attitude towards the Greek Gods and Heroes. Alexander's attitude towards his own divinity. His treatment of those whose ancestors had desecrated temples. Those who came to worship him near the end of his life. Alexander's role as an avenger.
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>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"> Plutarch 1, 11, 13–16, 27–28, 50 Arrian 1.11–12, 3.16, 3.18–19, 4.8–9, 4.11, 5.29, 7.14, 7.22–23 Curtius Rufus 7.5.28-35 Silver tetradrachm of Ptolemy I Silver tetradrachm of Lysimachus
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>Analysis and evaluation of the sources might focus on:</p> <ul style="list-style-type: none"> An analysis and evaluation of the evidence regarding Alexander's use of religion and beliefs about it. An assessment of Alexander's attitude towards the gods and religion at different points of his life. The extent to which Alexander's deeds were motivated by religious concerns. The extent to which it is possible to assess Alexander's attitude towards religion at different times.

		<p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> • The extent to which Alexander took his role as an avenger seriously. • The contexts in which the sources were produced and the potential impact these have on the judgments made about Alexander.
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>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"> • 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>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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