

## AS Level Ancient History

### H007/01: Relations between Greek states and between Greek and non-Greek states, 492–404 BC

Sample Question Paper

Version 4.1

## Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



**You must have:**

- the OCR 12-page Answer Booklet  
(OCR12 sent with general stationery)

**Other materials required:**

- None



### INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **all** the questions in **Section A** and **one** question in **Section B**.
- Write the number of each question clearly in the margin.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**Section A**

Answer **all** the questions in this section.

- 1 How far did Sparta contribute to the Greeks' success against the Persians in 480–479 BC? **[10]**
- 2 Read the following passages.

The Thasians, defeated in battle and under siege, appealed to the Spartans and asked them to aid them by invading Attica. Unknown to the Athenians, the Spartans promised to do so, and would have done so, but were prevented by the earthquake which had taken place, during which the helots and the *perioikoi* from Thouria and Aithaia revolted and occupied Ithome.

5

Thucydides 1.101.1–2

The Spartans, as their war against those at Ithome grew longer, summoned various allies, including the Athenians, who came in a considerable force under the command of Kimon. They particularly summoned the Athenians because of their perceived capacity for siege warfare and the Spartans' own weakness at this, revealed by the long-continued siege; otherwise they would have taken the place by storm. It was from this campaign first that an open quarrel broke out between the Spartans and the Athenians. For when the place was not taken by force, the Spartans grew frightened at the bold and revolutionary character of the Athenians and also because they thought of them as an alien race.

5

Thucydides 1.102.1–3

“And it is you who are responsible for all this. It was you who in the first place allowed the Athenians to fortify their city and build the Long Walls after the Persian War. Since then and up to the present day you have withheld freedom not only from those who have been enslaved by Athens but even from their own allies.”

Thucydides 1. 69

On the basis of these passages, and other sources you have studied, how far were the Spartans inconsistent in their relations with the Athenians between the Persian War and the outbreak of war in 431 BC? **[20]**

**Section B**

Answer **one** question from this section.

- 3\*** 'Fighting was the only way for states to solve conflicts.' To what extent do the sources support this view of the relationships between Greek states and between Greek and non-Greek states in this period?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[30]**

- 4\*** How far did the changes in relations between Greek and non-Greek states depend upon the strengths and abilities of the leaders of the states during this period?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[30]**

## Summary of updates

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Date	Version	Details
May 2022	4.1	Updated copyright acknowledgements.

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...day June 20XX – Morning/Afternoon

**AS Level Ancient History**

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

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK            60**

**SPECIMEN**

**This document consists of 20 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

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

11. Please note: 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. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning



### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

#### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.

Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
4. Please note: 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.

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<b>Question 1</b>		How far did Sparta contribute to the Greek's success against the Persians in 480–479 BC?	<b>[10 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	9–10	<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>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements about the historical issue in the question. (AO2)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information on the Spartan actions and strategies which supported the Greek efforts to defeat the Persians:</p> <ul style="list-style-type: none"> <li>the role as leaders of the Greek forces on land and sea; the importance of their actions in raising morale and unifying the Greek resistance.</li> <li>Spartan military contribution in terms of strategy, tactics, resources and contributions to events and military actions.</li> <li>the role of individual Spartans in events: Leonidas, Eurybiades, Pausanias and others.</li> </ul> <p>Candidates may discuss the following information on the Spartan actions and strategies which potentially or in reality hindered or threatened the</p>
Level 4	7–8	<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>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</li> </ul>	
Level 3	5–6	<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>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</li> </ul>	

Level 2	3–4	<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>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</li> </ul>	<p>Greek successes against the Persians:</p> <ul style="list-style-type: none"> <li>• the policy of defending the Isthmus of Corinth and delays in responding to the threats to northern and central Greece.</li> <li>• the limitations in Spartan leadership at Artemisium and Salamis.</li> <li>• the limited contribution to the land and sea forces in the events.</li> </ul>
Level 1	1–2	<ul style="list-style-type: none"> <li>• The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</li> <li>• The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 2</b>		On the basis of these passages, and other sources you have studied, how far were the Spartans inconsistent in their relations with the Athenians between the Persian War and the outbreak of war in 431 BC? <b>[20 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>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</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>	<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>Information from passages provided on the question paper showing Sparta being consistent / inconsistent:</p>
Level 4	13–16	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</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>	<ul style="list-style-type: none"> <li>Sparta agrees to invade Athens and interfere in Athenian control of the Delian League; this suggests an aggressive / expansionist policy, taking advantage of an Athenian difficulty; acting in secret; they did not act only because their own problems intervened suggesting they remained anti-Athenian.</li> <li>Sparta asks Athens for help, apparently using the earlier alliance and appearing to be on</li> </ul>

<p>Level 3</p>	<p>9–12</p>	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</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>good terms unlike the attempt to invade three years earlier; passage 3 suggests that the Spartans were not hostile to Athens’ activities between the wars and did not wish to intervene.</p> <ul style="list-style-type: none"> <li>• Sparta’s ideology opposes that of Athens and suggests that relations might be consistently hostile despite appearances.</li> </ul> <p>Details from other sources showing Sparta being consistent / inconsistent:</p> <ul style="list-style-type: none"> <li>• Diodorus 11.50 debate in Sparta suggesting an anti-Athenian policy in Sparta; debate in Sparta Thucydides <i>Peloponnesian War</i> 1.79–88.</li> <li>• Sparta’s aggressive approach: Thucydides <i>Peloponnesian War</i> 1.40; 1.58.1; 1.102.4; 1.107.4–108.1; 1.118; 1.139–140</li> <li>• Sparta friendly to Athens: Thucydides <i>Peloponnesian War</i> 1.95.7; 1.114; 1.112.1; Plutarch <i>Aristeides</i> 23.7; <i>Perikles</i> 23 1–2.</li> </ul>
<p>Level 2</p>	<p>5–8</p>	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</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>	
<p>Level 1</p>	<p>1–4</p>	<ul style="list-style-type: none"> <li>• Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</li> <li>• The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</li> </ul>	
<p>0</p>	<p>0</p>	<p>No response or no response worthy of credit</p>	

<b>*Question 3</b>		'Fighting was the only way for states to solve conflicts.' To what extent do the sources support this view of the relationships between Greek states and between Greek and non-Greek states in this period? <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 descriptor</b>	<b>Indicative content</b>
Level 5	25–30	<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><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should question the idea of 'the only way', and look at the extent to which the sources support the view suggested. They may well consider that conflicts dominated the history of the period, but they will also be expected to explore other ways of solving conflicts other than fighting. Candidates will be expected to cover the time period, looking at continuity and change, and similarities and differences in how states solved conflicts. Some candidates may differentiate between how states reacted to conflict and how they attempted to prevent the likelihood, or reduce the impact of conflict.</p>
Level 4	19–24	<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</li> </ul>	



		<p>historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <ul style="list-style-type: none"> <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><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>specific examples of Greek states which medised when sent demands for earth and water and those that did not.</li> <li>the Hellenic League.</li> <li>details of the internal conflicts (and co-operation) from this period: the on-running conflict between Athens and her allies and Sparta and her allies.</li> <li>the various peace treaties made during this period: the Peace of Callias?, the 30 Years' Peace, Peace of Nicias and the 50 Year Peace between Sparta and Argos.</li> <li>Candidates may also include details of the political developments during the period, including a consideration of the development of the Athenian Empire.</li> <li>Candidates may also include the use of <i>proxenoi</i> and cleruchies during this period; the use of tribune.</li> </ul>
Level 3	13–18	<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><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 2	7–12	<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><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Herodotus on the conflict with Persia and the different approaches states took to the Persian invasions: 6.42-49, 6.94-117, 7.131-133, 7.138, 7.151-2, 7.174-175, 7.207, 8.143-144, 9.2</li> <li>Thucydides: 1.33, 1.35, 1.40-1, 1.44, 1.55-56, 1.89-118, 1.139-140, 2.8, 4.19-20, 4.117, 5.13-5, 5.25-26, 7.18, 7.27-28, 8.6, 8.17-18, 8.29, 8.37, 8.52, 8.81</li> <li>Diodoros 12.2.1-2, 12.4.4-6, Harpokration s.v. <i>Attikois grammasin</i></li> <li>Xenophon 1.4, 1.5, 1.6, 2.1</li> <li>Plutarch: <i>Aristeides</i> 24, <i>Cimon</i> 11-13, <i>Pericles</i> 23, 28</li> </ul>

Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</li> <li>• The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</li> <li>• The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</li> </ul> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• assessment of the Persian / Spartan developments due to limited Persian / Spartan sources and the agendas and contexts of Greek sources.</li> <li>• limitations of evidence in Thucydides for 479-431 BC; limitations of Herodotus and Thucydides and reliance on later authors for the period; the differences in their information and viewpoints.</li> <li>• the lack of information after 411 BC compared with earlier.</li> </ul>
	0	No response or no response worthy of credit	

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<b>*Question 4</b>		How far did the changes in relations between Greek and non-Greek states depend upon the strengths and abilities of the leaders of the states during this period? <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 descriptor</b>	<b>Indicative content</b>
Level 5	25–30	<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><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at the role of individuals and their actions in affecting changes in relations; they may consider the extent of change and continuity in the relations over part or all of the period and the causes for this; they may look at the nature of the evidence which emphasises the role of individuals.</p>
Level 4	19–24	<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</li> </ul>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>leaders during the Persian wars: Hippias, Miltiades, Themistokles, Leonidas, Pausanias, Aristides, Darius, Xerxes, Mardonius, Artabanus and their roles in events which affected relations.</li> <li>leaders in Greece post 479: Kimon, Perikles, Spartan kings and Ephors (Pausanias, Pleistoanax, Archidamus, Sthenelaidas) and</li> </ul>

		<p>and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>their roles in the changing relations between Sparta and Athens, and Persia, and the allies of each state.</p> <ul style="list-style-type: none"> <li>the outbreak of wars between Athens and her allies and Sparta and her allies in 461 BC and 431 BC; the roles of individuals in these: Cimon, Perikles, Archidamus, Sthenelaidas.</li> <li>the changing relations during these wars; the leaders and the influence upon them: e.g. Perikles, Kleon, Nicias, Brasidas, Alkibiades, Agis, Lysander, Gylippus, Theramenes, Kleophon.</li> </ul>
Level 3	13–18	<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><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Herodotus: Darius and Xerxes: 6.42–49, 94-6, 7.1, 5–10h; 8.100–103; Greeks: 6. 107, 109, 7.143–5.</li> <li>Thucydides 1.86–118; 122; 139–140; 2.11; 2.63, 2.65; 4.80–81, 108, 117; 5.13-17; 5.43; 6.90–91; 7.18, 27–28; 8.6, 8.52.</li> <li>Xenophon 1.4–6; 2.1.</li> <li>Plutarch <i>Pericles</i> 28; 30–31; <i>Cimon</i> 11–12; <i>Aristeides</i> 23.</li> <li>Aristophanes <i>Peace</i> 61–71, 619–622, 639–48; <i>Akharnians</i> 524–39.</li> <li>Diodorus 11.46–47, 50; 12.38.2.</li> <li>Persian inscriptions: Xerxes' inscription.</li> </ul>
Level 2	7–12	<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><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></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 limitation of the evidence for Persian kings and their aims, strengths and abilities mostly from a Greek viewpoint.</li> <li>the limitations of the evidence for the events and issues of the period in Herodotus and Thucydides and reliance on later authors which</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</li> </ul>	

		<ul style="list-style-type: none"> <li>• The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</li> <li>• The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</li> </ul> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> <li>• emphasise individuals and their abilities.</li> <li>• problems of evidence for internal Spartan politics and individuals, and the lack of Spartan material.</li> </ul>
	0	No response or no response worthy of credit	

## Assessment Objective Grid

	Distribution of marks for each Assessment Objective		
Section A	AO1	AO2	AO3
Question 1	5	5	–
Question 2	5	–	15
Section B	AO1	AO2	AO3
*Questions 3 & 4	5	10	15
<b>TOTAL</b>	<b>15 (25%)</b>	<b>15 (25%)</b>	<b>30 (50%)</b>

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