

**General Certificate in Secondary Education**  
**Ancient History**  
**The Greeks at war**  
**Specimen Paper**

**A031**

Time: 1 hour 15 minutes

**Additional materials:** Answer Booklet 8 pages

### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Write your answers in black ink only.
- This paper has **two** options:  
Option 1: The Greeks defend themselves, 499–479 BC  
Option 2: Alexander the Great, 356–323 BC
- Answer questions from **either** Option 1 **or** Option 2.
- Answer questions 1, 2 and 3 in Section A and **either** question 4 **or** question 5 in Section B.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- Marks are awarded in Section B for the quality of written communication of your answer.

This document consists of **6** printed pages and **2** blank pages.

Answer questions from **either** Option 1 **or** Option 2.

**Option 1: The Greeks defend themselves, 499–479 BC**

**Section A**

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

**1** Briefly outline **two** causes of Xerxes' expedition against Greece. **[5]**

**2** Read the following passage from Herodotus, and answer the questions which follow.

The Persian army was now close to the pass, and the Greeks, suddenly doubting their power to resist, held a conference to consider the advisability of retreat. It was proposed by the Peloponnesians generally that the army should fall back upon the Peloponnese and hold the Isthmus; but when the Phocians and Locrians expressed their indignation at this suggestion, Leonidas gave his vote for staying where they were and sending, at the same time, an appeal for reinforcements to the various states of the confederacy, as their numbers were inadequate to cope with the Persians.

Herodotus, *The Histories* 7.207

**(a)** Outline and explain what is happening at this point. **[8]**

**(b)** How far do you think that this is an accurate account of what happened? **[5]**

**3** Read the following passage from Herodotus, and answer the questions which follow.

Of all the Spartans and Thespians who fought so valiantly the most signal proof of courage was given by the Spartan Dieneces. It is said that before the battle he was told by a native of Trachis that, when the Persians shot their arrows, there were so many of them that they hid the sun. Dieneces, however, quite unmoved by the thought of the strength of the Persian army, merely re-marked: 'This is pleasant news that the stranger from Trachis brings us: if the Persians hide the sun, we shall have our battle in the shade.' He is said to have left on record other sayings, too, of a similar kind, by which he will be remembered.

Herodotus, *The Histories* 7.226

**(a)** How far are the attitudes shown in this passage typical of how Spartans felt about fighting? You must refer to both this passage and other examples. **[14]**

**(b)** To what extent does Herodotus help us to understand why the Greeks were able to hold out at Thermopylae as long as they did? You should refer both to this passage and other passages in Herodotus. **[18]**

**Section B**Answer **either** Question 4 **or** Question 5

**4** 'Without Miltiades the Athenians would have lost at Marathon.' Using Herodotus' account, explain how far you agree with this view.

In your answer you should:

- give an account of the battle of Marathon and Miltiades' part in it;
- compare the part Miltiades played with other factors which led to victory;
- use relevant sections of Herodotus to support your answer;
- consider how reliable you think Herodotus is.

**[30]**

**5** How far does Herodotus give us a clear explanation of why the Greeks defeated Xerxes' invasion of Greece?

In your answer you should:

- give a brief account of battles fought by the Greeks against Xerxes;
- explain why you think the Greeks won these battles;
- show knowledge of relevant sections of Herodotus;
- consider how reliable you think Herodotus is.

**[30]****[Turn over**

Do **not** answer questions from this option if you have already answered questions from Option 1.

**Option 2: Alexander the Great, 356–323 BC**

**Section A**

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

**1** Briefly outline **two** reasons for Alexander's expedition against the Persians. **[5]**

**2** Read the following passage from Arrian, and answer the questions which follow.

In early spring, Alexander marched to the Hellespont, having entrusted Macedonian and Greek affairs to Antipater, while he himself led the infantry, which with the light-armed troops and archers numbered not much more than thirty thousand, with more than five thousand horsemen. His route passed alongside Lake Cercinitis in the direction of Amphipolis and the outlets of the river Strymon. After crossing the Strymon, he passed Mount Pangaeum on his way to Abdera and Maroneia, Greek cities settled on the coast.

Arrian, *Anabasis of Alexander* 1.11

**(a)** Outline and explain what this passage tells us about Alexander as a leader. **[8]**

**(b)** How typical is the description in this passage of what the sources tell us of Alexander's leadership? **[5]**

**3** Read the following passage from Arrian, and answer the questions which follow.

When Alexander reached Gordium, a desire seized him to ascend to the citadel, the site of the palace of Gordias and of his son Midas, and to see Gordias' wagon and the knot of the wagon's yoke. A popular local legend had sprung up about that wagon... The legend included a prophecy: the man who untied the knot of the wagon's yoke was destined to rule over Asia. The knot was made from cornel bark, and its end and beginning were nowhere visible. At a loss to untie the knot, Alexander was unwilling to let it remain intact lest this create public interest. Some say that on striking the knot he cut through it and then claimed that it had been untied. Aristoboulus, however, says that after removing the peg from the pole – for the peg that held the knot together had been driven right through the pole – he separated the yoke from the pole. How Alexander managed to undo the knot I cannot say with certainty.

Arrian, *Anabasis of Alexander* 2.3

**(a)** How typical is this portrayal of Alexander's character? You must refer both to this passage and other examples. **[14]**

**(b)** Alexander was determined to be a ruler in Asia. How do Arrian and Plutarch help us to understand why? You must refer both to this passage and other examples from Arrian and Plutarch. **[18]**

**Section B**

Answer **either** Question 4 **or** Question 5

- 4** 'The Persians did not have a hope against Alexander.' Explain how far you think Arrian and Plutarch support this view.

In your answer you should:

- give a brief account of battles Alexander fought against the Persians;
- explain why you think Alexander won these battles;
- show knowledge of relevant sections of Arrian and Plutarch;
- consider how reliable you think Arrian and Plutarch are.

**[30]**

- 5** How convincing are the sources' accounts of the death of Alexander? Explain your answer.

In your answer you should:

- give an account of what Arrian and Plutarch say about Alexander's death;
- explain the differences in what they say;
- use relevant sections of Arrian and Plutarch to support your answer;
- consider how convincing you think Arrian and Plutarch are.

**[30]**

BLANK PAGE

SPECIMEN

SPECIMEN

*Copyright Acknowledgements:*

*Sources:*

*Herodotus, The Histories*, translated by Aubrey De Sélincourt, rev. John M. Marincola. Penguin 2003, lines 7.207. Reproduced by permission of Penguin Books Ltd.

*Herodotus* *ibid.* 7.226

From *Alexander The Great*, translated by Pamel Mensch and James Romm, ed. James Romm. Hackett Publishing Company, Inc. Indianapolis/Cambridge, © 2005. All rights reserved

Arrian, Book III, *ibid.* 1.11

Arrian, Book III, *ibid.* 2.3

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



SPECIMEN

## GCSE Ancient History: Assessment Grids for Section A

|                                   | AO1 (Recall, Select, Organise)   |            | AO2 (Understand)   |            | AO3 (Interpret, Evaluate, Respond)  |            |
|-----------------------------------|--|------------|--|------------|---|------------|
| <b>Level 5<br/>Thorough</b>       | <b>4</b><br>Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question.<br>Information is detailed, <b>thoroughly</b> relevant, well selected and organised. | <b>5</b>   | <b>4</b><br>Answers demonstrate a <b>thorough</b> understanding of issues, events and sources relevant to the question.      | <b>5</b>   | <b>5</b><br>Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions.<br>They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material. | <b>7-8</b> |
| <b>Level 4<br/>Sound</b>          | <b>3</b><br>Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question.<br>Information is <b>sound</b> , relevant and organised.                        | <b>3-4</b> | <b>3</b><br>Answers demonstrate a <b>sound</b> understanding of issues, events and sources relevant to most of the question. | <b>3-4</b> | <b>3-4</b><br>Answers interpret, analyse and evaluate evidence and draw relevant conclusions.<br>They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.   | <b>5-6</b> |
| <b>Level 3<br/>Some</b>           | <b>2</b><br>Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question.<br>There is <b>some</b> evidence of selection and organisation of information.   |            | <b>2</b><br>Answers show <b>some</b> understanding of issues, events and sources relevant to <b>some</b> of the question.    |            | <b>2</b><br>Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions.<br>They offer a personal response based on <b>some</b> of the source material.  | <b>3-4</b> |
| <b>Level 1/2<br/>Limited/None</b> | <b>0-1</b><br>Answers contain <b>limited or no</b> knowledge of events, sources and issues.<br>Information that has been included is disorganised and has <b>limited or no</b> relevance.              |            | <b>0-1</b><br>Answers show <b>limited or no</b> understanding of events or sources.  |            | <b>0-1</b><br>Answers offer <b>limited or no</b> evaluation.<br>They offer a personal response based on <b>limited or no</b> evidence, or <b>no</b> response.   | <b>0-2</b> |

## GCSE Ancient History: Assessment Grids for Section B

|                                 | AO1 (Recall, Select, Organise)   | AO2 (Understand)  | AO3 (Interpret, Evaluate, Respond)  |
|---------------------------------|--|---|---|
| <b>Level 5<br/>Thorough</b>     | <p><b>8-10</b></p> <p>Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question.</p> <p>Information is detailed, <b>thoroughly</b> relevant, well selected and organised.</p> <p>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>                                       | <p><b>8-10</b></p> <p>Answers demonstrate a <b>thorough</b> understanding of issues, events and sources relevant to the question.</p>     | <p><b>8-10</b></p> <p>Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions.</p> <p>They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material.</p> |
| <b>Level 4<br/>Sound</b>        | <p><b>6-7</b></p> <p>Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question.</p> <p>Information is <b>sound</b>, relevant and organised.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>   | <p><b>6-7</b></p> <p>Answers demonstrate a <b>sound</b> understanding of issues, events and sources relevant to most of the question.</p> | <p><b>6-7</b></p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions.</p> <p>They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.</p>  |
| <b>Level 3<br/>Some/Partial</b> | <p><b>4-5</b></p> <p>Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question</p> <p>There is <b>some</b> evidence of selection and organisation of information.</p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p> | <p><b>4-5</b></p> <p>Answers show <b>some</b> understanding of issues, events and sources relevant to <b>some</b> of the question.</p>    | <p><b>4-5</b></p> <p>Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions.</p> <p>They offer a personal response based on <b>some</b> of the source material.</p>   |

|                                 | <b>AO1 (Recall, Select, Organise)</b>   | <b>AO2 (Understand)</b>  | <b>AO3 (Interpret, Evaluate, Respond)</b>  |
|---------------------------------|---|--|--|
| <b>Level 2<br/>Limited</b>      | <p style="text-align: center;"><b>2-3</b></p> <p>Answers contain <b>limited</b> knowledge of the events, sources and issues relevant to parts of the question.</p> <p>There is <b>limited</b> evidence of selection or organisation of information.</p> <p>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> | <p style="text-align: center;"><b>2-3</b></p> <p>Answers show <b>limited</b> understanding of events and sources.</p>      | <p style="text-align: center;"><b>2-3</b></p> <p>Answers draw <b>limited</b> conclusions based on the evidence they have included.</p> <p>Answers offer a personal response at a <b>limited</b> level.</p> |
| <b>Level 1<br/>Minimal/None</b> | <p style="text-align: center;"><b>0-1</b></p> <p>Answers contain <b>minimal or no</b> knowledge of events, sources and issues.</p> <p>Information that has been included is disorganised and has <b>minimal or no</b> relevance.</p> <p>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>                                  | <p style="text-align: center;"><b>0-1</b></p> <p>Answers show <b>minimal or no</b> understanding of events or sources.</p> | <p style="text-align: center;"><b>0-1</b></p> <p>Answers offer a <b>minimal</b> personal response, without reference to evidence, or <b>no</b> response.</p>   |

| Section A: Option 1: The Greeks defend themselves, 499–479 BC |   |                                       |
|---|---|---------------------------------------|
| Question Number   | Answer  | Max Mark                              |
| 1   | <p>The Section A marking grids should be used to mark questions 1-3. The information suggested below is indicative only, and any accurate points should be credited in line with the Section A marking grids.</p> <p><b>Briefly outline <u>two</u> causes of Xerxes' expedition against Greece.</b></p> <p>Answers should include two causes:</p> <ul style="list-style-type: none"> <li>• Before he died Darius had been going to mount an expedition against Greece and so Xerxes was continuing this plan;</li> <li>• Mardonius: initially Xerxes did not want to but Mardonius persuaded him because (Herodotus says) Mardonius wanted to be governor of Greece and had a taste for perilous enterprises;</li> <li>• To take vengeance against the Athenians who had defeated his father and set fire to the sacred groves and temples;</li> <li>• To add Greece, a pleasant land with resources, to the Persian empire.</li> </ul> | <p>[5]</p> <p>AO1:5</p>               |
| 2   | <p><b>Read the following passage from Herodotus, and answer the questions which follow.</b></p> <p><i>The Persian army was now close to the pass, and the Greeks, suddenly doubting their power to resist, held a conference to consider the advisability of retreat. It was proposed by the Peloponnesians generally that the army should fall back upon the Peloponnese and hold the Isthmus; but when the Phocians and Locrians expressed their indignation at this suggestion, Leonidas gave his vote for staying where they were and sending, at the same time, an appeal for reinforcements to the various states of the confederacy, as their numbers were inadequate to cope with the Persians.</i></p> <p style="text-align: right;"><b>Herodotus, <i>The Histories</i> 7.207</b></p>  |                                       |
| 2(a)  | <p><b>Outline and explain what is happening at this point.</b></p> <p>What is happening includes:</p> <ul style="list-style-type: none"> <li>• Persians have come near to the pass at Thermopylae;</li> <li>• Greeks alarmed and considering retreat;</li> <li>• possibility of mounting a defence elsewhere;</li> <li>• Spartan Leonidas determined they should stay and defend the pass and send for reinforcements.</li> </ul> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• answers should show understanding of the passage and the significance of the event in Herodotus' narrative.</li> </ul>   | <p>[8]</p> <p>AO1:4</p> <p>AO2: 4</p> |

| Section A: Option 1: The Greeks Defend Themselves |  |                                       |
|---|--|---------------------------------------|
| Question Number                                   | Answer   | Max Mark                              |
| 2(b)  | <p><b>How far do you think that Herodotus' account of this event is accurate?</b></p> <p>Evaluation of the passage should include:</p> <ul style="list-style-type: none"> <li>• consideration of Herodotus' sources for this event;</li> <li>• how he could have known the details of what happened;</li> <li>• whether it is just included as a good story.</li> </ul> <p>Better responses may distinguish between the kernel of the event, which we might accept as reasonably reliable, and Herodotus' description and details, which we might have more reason to question.</p> <p>Any reasonable explanation and evaluation of the passage should be rewarded.</p>  | <p>[5]</p> <p>AO3:5</p>               |
| 3   | <p><b>Read the following passage from Herodotus, and answer the questions which follow.</b></p> <p><i>Of all the Spartans and Thespians who fought so valiantly the most signal proof of courage was given by the Spartan Dieneces. It is said that before the battle he was told by a native of Trachis that, when the Persians shot their arrows, there were so many of them that they hid the sun. Dieneces, however, quite unmoved by the thought of the strength of the Persian army, merely re-marked: 'This is pleasant news that the stranger from Trachis brings us: if the Persians hide the sun, we shall have our battle in the shade.' He is said to have left on record other sayings, too, of a similar kind, by which he will be remembered.</i></p> <p style="text-align: right;"><b>Herodotus, <i>The Histories</i> 7.226</b></p>  |                                       |
| 3(a)  | <p><b>How far are the attitudes shown in this passage typical of how Spartans felt about fighting? You must refer to both this passage and other examples.</b></p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>• the Spartan Dieneces' refusal to show fear in the face of a much greater (in numbers) enemy;</li> <li>• making light of danger with comrades;</li> <li>• Spartans fought to victory or death, they did not surrender.</li> </ul> <p>Answers should refer to specific examples from the passage and elsewhere in Herodotus, rather than just talking about Spartan valour in a general way.</p> <p>Explanation should include:</p> <ul style="list-style-type: none"> <li>• discussion of the Spartans' attitudes to fighting;</li> <li>• how this links with Spartan military and social values;</li> <li>• the idea of gaining reputation through valour in battle.</li> </ul> <p>Reference to the rest of the account of Thermopylae could be used to further demonstrate understanding of the issues involved.</p> | <p>[14]</p> <p>AO1:4</p> <p>AO2:5</p> |

| <b>Section A: Option 1: The Greeks Defend Themselves</b> |   |   |
|--|---|---|
| <b>Question Number</b>                                   | <b>Answer</b>   | <b>Max Mark</b>                                     |
| <b>3(a)<br/>cont'd</b>                                   | <p>Evaluation and interpretation:</p> <ul style="list-style-type: none"> <li>• of what Herodotus' source for this incident might be;</li> <li>• whether he is likely to have been able to know accurately what happened;</li> <li>• how far this type of anecdote is typical of Herodotus;</li> <li>• conclusion on how far attitudes shown in the passage are typical; most answers will probably argue that they are, although some may consider the difficulties Spartans faced when fighting away from home.</li> </ul>   | AO3:5   |
| <b>3(b)</b>  | <p><b>To what extent does Herodotus help us to understand why the Greeks were able to hold out at Thermopylae as long as they did? You should refer both to this passage and other passages in Herodotus.</b></p> <p>Answers should include details of what happened during the battle.</p> <p>Answers should show an understanding of the factors which allowed the Greek forces to hold out:</p> <ul style="list-style-type: none"> <li>• Spartan fighting ability;</li> <li>• Spartan military values and education system geared to producing soldiers willing to sacrifice themselves for the Spartan state;</li> <li>• geographical advantage of the pass as a defensive position, which to some extent mitigated the vastly superior Persian numbers;</li> <li>• that it was not just the Spartans who remained.</li> </ul> <p>Evaluation and interpretation might include:</p> <ul style="list-style-type: none"> <li>• a detailed evaluation of Herodotus' account;</li> <li>• with questions raised about his interest in the motivations and actions of individuals;</li> <li>• and his fondness for anecdotes and picturesque details;</li> <li>• questioning of Herodotus' sources;</li> <li>• extent to which the 'myth' of Thermopylae would already have been established by the time Herodotus was writing;</li> <li>• conclusions about Herodotus' use in helping to understand why the Greeks were able to hold the pass as long as they did.</li> </ul> | <p>[18]</p> <p>AO1: 5</p> <p>AO2:5</p> <p>AO3:8</p> |
| <b>Section A: Total: 50</b>                              |   |   |

| Section B: Option 1: The Greeks Defend Themselves |   |   |
|---|---|---|
| Question Number                                   | Answer  | Max Mark  |
|   | <p>The Section B marking grids should be used to mark questions 4 and 5.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the Section B marking grids.</p>  |   |
| 4   | <p><b>‘Without Miltiades the Athenians would have lost at Marathon.’ Using Herodotus’ account, explain how far you agree with this view. In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an account of the battle of Marathon and Miltiades’ part in it;</b></li> <li>• <b>compare the part Miltiades played with other factors which led to victory;</b></li> <li>• <b>use relevant sections of Herodotus to support your answer;</b></li> <li>• <b>consider how reliable you think Herodotus is.</b></li> </ul> <p>Answers should include factual details about the battle and Miltiades’ contribution to it:</p> <ul style="list-style-type: none"> <li>• Miltiades’ contribution to the decision-making;</li> <li>• the role of Hippias;</li> <li>• the role of Callimachus;</li> <li>• tactics used;</li> <li>• the ‘running’ advance of the Athenians;</li> <li>• the nature and extent of the Athenian victory;</li> <li>• the treachery after the battle.</li> </ul> <p>Description should be supported with information from Herodotus.</p> <p>Answers should show understanding of the importance of Miltiades’ role, but also consider the importance of other factors that led to victory:</p> <ul style="list-style-type: none"> <li>• the geography;</li> <li>• differences in weaponry;</li> <li>• the emergence of democracy.</li> </ul> <p>Answers should be supported with explanation of relevant sections of Herodotus.</p> <p>Answers should evaluate the extent to which they agree that without Miltiades the Athenians would have lost at Marathon.</p> <p>In doing this answers should question and evaluate Herodotus’ account and consider whether it is accurate and how he could have known the details about the decision making and strategy in each battle.</p> | <p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p> |



| <b>Section B: Option 1: The Greeks Defend Themselves</b> |  |  |
|--|--|--|
| <b>Question Number</b>                                   | <b>Answer</b>  | <b>Max Mark</b>  |
| <b>5</b>   | <p><b>How far does Herodotus give us a clear explanation of why the Greeks defeated Xerxes' invasion of Greece?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give a brief account of battles fought by the Greeks against Xerxes;</b></li> <li>• <b>explain why you think the Greeks won these battles;</b></li> <li>• <b>show knowledge of relevant sections of Herodotus;</b></li> <li>• <b>consider how reliable you think Herodotus is.</b></li> </ul> <p>Answers should include details of the battles fought between the Greeks and Xerxes' troops, including:</p> <ul style="list-style-type: none"> <li>• Thermopylae, Salamis, Plataea and Mycale;</li> <li>• the Greek peoples fighting and the names of the commanders;</li> <li>• details of what Xerxes' forces did in the battles;</li> <li>• how the Greeks responded.</li> </ul> <p>Answers might also include knowledge of the Hellenic League.</p> <p>Answers should be supported by knowledge of relevant sections of Herodotus' account.</p> <p>Answers should show understanding of the reasons the Greeks won:</p> <ul style="list-style-type: none"> <li>• explanation of the strategies used by the Persians;</li> <li>• explanation of the strategies used by the Greeks;</li> <li>• why the Greeks proved more successful.</li> </ul> <p>Different factors should be considered:</p> <ul style="list-style-type: none"> <li>• treachery at Thermopylae;</li> <li>• deception at Salamis;</li> <li>• intelligent planning at Plataea.</li> </ul> <p>Answers should evaluate how far Herodotus does give us a clear explanation of why the Greeks defeated Xerxes invasion of Greece.</p> <p>Answers may question and evaluate Herodotus' account and consider whether it is accurate and how he could have known the details about the decision making and strategy in each battle.</p> | <p><b>[30]</b></p> <p>A01:10</p> <p>A02:10</p> <p>A03:10</p> |
| <b>Section B: Total: 30</b>                              |  |  |

| Section A: Option 2: Alexander the Great, 356–323 BC |   |                                      |
|--|---|--------------------------------------|
| Question Number                                      | Answer  | Max Mark                             |
|  | <p>The Section A marking grids should be used to mark questions 1-3. The information suggested below is indicative only, and any accurate points should be credited in line with the Section A marking grids.</p>   |                                      |
| 1  | <p><b>Briefly outline two reasons for Alexander’s expedition against the Persians.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• desire to avenge the Persian wars;</li> <li>• desire to prove himself to be a Greek;</li> <li>• Macedonian expansion/imperialism;</li> <li>• Alexander’s desire to emulate his heroes.</li> </ul>   | <p>[5]</p> <p>AO1:5</p>              |
| 2  | <p><b>Read the following passage from Arrian, and answer the questions which follow.</b></p> <p><i>In early spring, Alexander marched to the Hellespont, having entrusted Macedonian and Greek affairs to Antipater, while he himself led the infantry, which with the light-armed troops and archers numbered not much more than thirty thousand, with more than five thousand horsemen. His route passed alongside Lake Cercinitis in the direction of Amphipolis and the outlets of the river Strymon. After crossing the Strymon, he passed Mount Pangaeum on his way to Abdera and Maroneia, Greek cities settled on the coast.</i></p> <p style="text-align: right;"><b>Arrian, <i>Anabasis of Alexander</i> 1.11</b></p> <p><b>(a) Outline and explain what this passage tells us about Alexander as a leader.</b></p> <p>Key elements from the passage include:</p> <ul style="list-style-type: none"> <li>• courageous expedition over the Hellespont;</li> <li>• with a long journey;</li> <li>• organised;</li> <li>• Alexander takes the lead through action.</li> </ul> <p>Explanation:</p> <p>Answers should show understanding of the significance of each point they mention, and explain what they show about Alexander as a leader:</p> <ul style="list-style-type: none"> <li>• marching to Hellespont – determination to undertake long expedition;</li> <li>• entrusting affairs to Antipater – well organised;</li> <li>• Alexander’s trust of his commanders;</li> <li>• he himself led the men – leads by example and action;</li> <li>• size of forces shows his ambition;</li> <li>• details of the route again reflect his determination and the size of his ideas.</li> </ul> | <p>[8]</p> <p>AO1:4</p> <p>AO2:4</p> |



| Section A: Option B Alexander the Great, 356–323 BC |   |   |
|---|---|---|
| Question Number                                     | Answer  | Max Mark                                    |
| 3(a)<br>cont'd                                      | <p>This may be developed in relation to the aspects of Alexander's character that it shows:</p> <ul style="list-style-type: none"> <li>determination;</li> <li>ingenuity;</li> <li>swift decision-making.</li> </ul> <p>Evaluation and interpretation:</p> <ul style="list-style-type: none"> <li>evaluation of Arrian as a source;</li> <li>evaluation of whether this is in accordance with other sources, such as Plutarch, on Alexander's character;</li> <li>whether it really reflects him as he truly was or whether Arrian is painting a brighter picture.</li> </ul>   | AO2:5<br><br>AO3:5                          |
| 3(b)  | <p><b>Alexander was determined to be a ruler in Asia. How do Arrian and Plutarch help us to understand why? You must refer both to this passage and other examples from Arrian and Plutarch.</b></p> <p>Answers should include factual details of what Arrian and Plutarch say about Alexander's aims:</p> <ul style="list-style-type: none"> <li>conquest;</li> <li>expansion of Macedonian/Greek territory;</li> <li>revenge for the Persian wars;</li> <li>Alexander's personal ambitions.</li> </ul> <p>Details might also be included of his later campaigns which show what his real aims were, as opposed to his stated aims: questions might be raised as to why he continued to India, and what his aims were after he had defeated Darius.</p> <p>Answers should show understanding of:</p> <ul style="list-style-type: none"> <li>Alexander's motivations;</li> <li>other factors which might have led him to march against Persia;</li> <li>Alexander's personal ambitions in the context of wider Macedonian action.</li> </ul> <p>Evaluation and interpretation should include:</p> <ul style="list-style-type: none"> <li>detailed evaluation of Arrian and Plutarch as historical sources;</li> <li>both are biographers and focused on the individual situation, rather than wider political questions;</li> <li>some conclusion as to how far these sources help us to understand Alexander's determination to be ruler in Asia.</li> </ul> | [18]<br><br>AO1:5<br><br>AO2:5<br><br>AO3:8 |
| <b>Section A: Total: 50</b>                         |   |   |

| Section B: Option 2: Alexander the Great, 356–323 BC |   |   |
|--|---|---|
| Question Number                                      | Answer  | Max Mark  |
|  | <p>The Section B assessment grids should be used to mark questions 4 and 5.</p> <p>The information suggested below is indicative only and any accurate points should be credited in line with the Section B assessment grids</p>  |   |
| 4  | <p><b>‘The Persians did not have a hope against Alexander.’ Explain how far you think Arrian and Plutarch support this view.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give a brief account of battles Alexander fought against the Persians;</li> <li>• explain why you think Alexander won these battles;</li> <li>• show knowledge of relevant sections of Arrian and Plutarch;</li> <li>• consider how reliable you think Arrian and Plutarch are.</li> </ul> <p>Answers should include factual details about:</p> <ul style="list-style-type: none"> <li>• the battles at Granicus, Issus and Gaugamela;</li> <li>• the course of the battles;</li> <li>• the strategies adopted by Alexander;</li> <li>• the Persian response.</li> </ul> <p>Answers should show understanding of the reasons for the defeat:</p> <ul style="list-style-type: none"> <li>• why Alexander’s strategies were successful;</li> <li>• how the Persian response to Alexander’s strategies failed;</li> <li>• problems with Persian leadership;</li> <li>• the nature of the armies;</li> <li>• Alexander’s strengths as a tactician;</li> <li>• local factors in the battles.</li> </ul> <p>Interpretation and evaluation should include:</p> <ul style="list-style-type: none"> <li>• clear interpretation and evaluation of Arrian and Plutarch;</li> <li>• awareness that while these sources can provide useful factual detail, they have limitations because they are later and biographers;</li> <li>• consideration of the implications of this;</li> <li>• a conclusion as to how far Arrian and Plutarch do support the view that the Persians did not stand a chance against Alexander.</li> </ul> | <p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p> |
| 5  | <p><b>How convincing are the sources’ accounts of the death of Alexander? Explain your answer.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give an account of what Arrian and Plutarch say about Alexander’s death;</li> <li>• explain the differences in what they say;</li> <li>• use relevant sections of Arrian and Plutarch to support your answer;</li> <li>• consider how convincing you think Arrian and Plutarch are.</li> </ul> <p>Answers should include factual details of:</p> <ul style="list-style-type: none"> <li>• the accounts of Alexander’s death;</li> <li>• the events leading up to it.</li> </ul>  | <p>[30]</p> <p>AO1:10</p>                             |

| <b>Section B: Option 2: Alexander the Great, 356–323 BC</b> |   |                             |
|---|---|-----------------------------|
| <b>Question Number</b>                                      | <b>Answer</b>   | <b>Max Mark</b>             |
| <b>5 cont'd</b>   | <p>Answers should show understanding of:</p> <ul style="list-style-type: none"> <li>the uncertainty of the accounts;</li> <li>the reasons the exact meaning of the accounts is difficult to pin down.</li> </ul> <p>Answers might include discussion of the difference between the facts and the interpretation put on them.</p> <p>Interpretation and evaluation should:</p> <ul style="list-style-type: none"> <li>focus on 'how convincing';</li> <li>interpret and evaluate the sources to look at how convincing the accounts might be taken as a whole;</li> <li>consider what they can show of the motivation of each party;</li> <li>whether it is possible to gain a definitive picture of what happened.</li> </ul> | <p>AO2:10</p> <p>AO3:10</p> |
| <b>Section B: Total: 30</b>                                 |   |                             |

**Assessment Objectives Grid (includes QWC)  
Option 1 and Option 2**

| <b>Question</b> | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>Total</b> |
|-----------------|------------|------------|------------|--------------|
| <b>1</b>        | 5          |            |            | <b>5</b>     |
| <b>2(a)</b>     | 4          | 4          |            | <b>8</b>     |
| <b>2(b)</b>     |            |            | 5          | <b>5</b>     |
| <b>3(a)</b>     | 4          | 5          | 5          | <b>14</b>    |
| <b>3(b)</b>     | 5          | 5          | 8          | <b>18</b>    |
| <b>4</b>        | 10         | 10         | 10         | <b>30</b>    |
| <b>5</b>        | 10         | 10         | 10         | <b>30</b>    |
| <b>Totals</b>   | <b>28</b>  | <b>24</b>  | <b>28</b>  | <b>80</b>    |

SPECIMEN