

**GCSE**

**Ancient History**

Unit **A031**: The Greeks at war

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

**Subject specific - insert details in table making sure that the annotation matches the image that appears on scoris. Your Qualifications Manager or Qualifications Leader will be able to help.**

Annotation	Meaning
<b>A1</b>	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
<b>A2</b>	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
<b>A3</b>	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
<b>BOD</b>	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B
<b>SEEN</b>	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.

**Subject-specific Marking Instructions that apply across the whole question paper to be included here.**

#### **Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet**

a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## MARK SCHEME

Option 1: the Greeks defend themselves 499-479 BC  
Section A

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p>AO1: two problems with relevant factual detail.</p> <ul style="list-style-type: none"> <li>the scale of the invasion forces led by Xerxes and the size of the Persian Empire;</li> <li>the comparative weakness of the Greek forces by land and sea;</li> <li>the disagreement between Greek states in North and the South;</li> <li>the arguments over leadership by land and sea;</li> <li>the attitude of Greek states towards Athens as leader by sea;</li> <li>the attitude of Western Greeks towards the defence of Greece.</li> </ul>	[5]	<p>Briefly outline <b>two</b> difficulties the Greeks had when preparing for Xerxes' invasion of Greece. The focus should be on the problems faced by the Hellenic League in the preparation for the invasion.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
2a	<p>AO1: Key elements understood and identified.</p> <p>Xerxes sent heralds to Greece for earth and water; he did this because those who refused when Darius asked would now be afraid. He prepared to go to Abydos, and the Hellespont was bridged.</p>	[4]	<p>What does Passage 1A tell us about Xerxes' preparations for the invasion of Greece? The focus should be on details from the passage.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p>
2b	<p>AO2: understanding</p> <p>Answers should show understanding of why Herodotus focuses on this incident. The demand for 'earth and water' was an</p>	[4]	<p>Using Passage 1A, explain why Xerxes demanded earth and water from some states in Greece and not others. Candidates should explain what can be learned from this passage about the intentions of the Persians.</p>	<p><b>AO2 = 4</b></p> <p>Level 5 4 Level 4 3 Level 3 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	invitation to surrender to the Persian king, and was intended to make Greek states afraid. Athens and Sparta were not sent heralds because they were the leading Greek states.		Credit candidates who know (from Herodotus 7.133) that Athens had pushed the heralds into a pit and Sparta into a well in 491 BC.	Level 1/2 0-1
2c	AO3: Interpretation and Evaluation Evaluation of the passage: what were Herodotus' sources for this? The heralds would have been received in many states, so Herodotus could have confirmed this, though it not clear he would know why Xerxes acted as he did. The bridging of the Hellespont (Hdt. 7.33ff) was a significant event and Greek cities were close by.	[5]	Using details from Passage 1A, how accurate do you think Herodotus' account of these events is? Candidates should give reasons for the accuracy (or otherwise) of Herodotus' account. Credit discussion of the likely sources for Herodotus' account.	<b>AO3 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1
3a	AO1: relevant factual knowledge [4] Selection of relevant information from the passage: Kallimachos, the Polemarch, is here addressed by Miltiades, who is trying to persuade him to vote for battle; Miltiades compares him to Harmodios and Aristogeiton; Miltiades sets out to futures for Athens, either slavery under Hippias, or great power in Greece; Kallimachos' vote is pivotal as the generals are split about what to do; The future holds either surrender or victory, and everything depends on Kallimachos.	[14]	In what ways does Passage 1B help us to understand the importance of Kallimachos at the Battle of Marathon? You must use and evaluate details from Passage 1B. Credit discussion of the focus on the motive of an individual in Herodotus' account.  Credit understanding of the significance of Harmodios and Aristogeiton who slew Hipparchos, brother of the Athenian tyrant Hippias  Credit under AO3 discussion of the reliability of Herodotus' account of Miltiades elsewhere.	<b>AO1 = 4</b> Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding [5] Answers should show some understanding of the way Miltiades presents the choices clearly and starkly to Kallimachos and makes it seem as if everything depends on his decision. Candidates should also show understanding of Kallimachos' role as Polemarch.</p> <p>AO3: Evaluation and interpretation of the source [5] Answers should consider why Herodotus has chosen to present the speech by Miltiades at this point, and the persuasive way in which the choices are presented and pressure put on Kallimachos to make a decision. Credit also discussion of the reliability of speeches in Herodotus (and this speech in particular).</p>			<p><b>AO2 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p><b>AO3 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
3b	<p>AO1: Factual Details [5] The passage focuses on what Miltiades says to the Polemarch; Herodotus shows the general Miltiades as a man with a clear plan for survival and a clear understanding of the importance of the battle, and he has focused earlier on the preparations for resisting the Persians at Marathon, and the deadlock within the board of 10 generals. He presents the very different futures as depending on what the Athenians do: at this point the Athenians knew what had happened while the fleet was crossing the Aegean, and they had witnessed the capture</p>	[18]	<p>Marathon was a very important battle for the Athenians. How does Herodotus show us this importance and how accurate do you think his view is? You must use and evaluate details from <b>both</b> Passage 1B <b>and</b> other passages of Herodotus which you have studied.</p> <p>Credit under AO1 detail of other commanders.</p> <p>Credit knowledge of the story about the treachery of the Alcmaeonidae and the shield signal (Hdt. 6.121).</p> <p>Credit under AO2 discussions of the wider importance of Marathon for Athenian confidence against the Persians (and more widely for the belief among the Greeks that they could</p>	<p><b>AO1 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>of Eretria. The prospect of the city being surrendered was a real one (Hdt 6. 115) and explains the immediate return to Athens after the battle (Hdt. 6.115-6)</p> <p>AO2: Understanding [5] Answers should show understanding of Herodotus' presentation of the speech which emphasises the importance of the choice facing Kallimachos, and the uncertainty in the board of generals. Credit discussion of the immediate aftermath of the battle, when the Athenians rushed back to ensure there was no attack on the city.</p> <p>AO3: Interpretation, Evaluation and Response [8] Evaluation of the strengths and weaknesses of Herodotus' account both in this passage and in the other passages discussed by the candidate:</p> <ul style="list-style-type: none"> <li>• how reliable is Herodotus' account of a private conversation between Miltiades and Kallimachos?</li> <li>• To what extent does Herodotus recognise the likelihood of treachery, either by the Alcmaeonidae or any other Athenians?</li> <li>• to what extent does Herodotus' use of examples for which he can have had little evidence undermine his reliability?</li> <li>• does Herodotus' account enable us to understand the contributions made by</li> </ul>		<p>resist Xerxes in 480 BC).</p>	<p><b>AO2 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p><b>AO3 = 8</b> Level 5 7-8 Level 4 5-6 Level 3 3-4 Level 1/2 0-2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	leading figures such as Miltiades and Kallimachos?			

## Section B

Question	Answer	Marks	Guidance	
			Content	Levels of Response
4	<p>AO1: Factual details about Persian failures in 480-79 BC: [10] Candidates may select appropriate incidents:</p> <ul style="list-style-type: none"> <li>• the loss of the first bridge over the Hellespont;</li> <li>• the effects of terrain and weather;</li> <li>• the nature of the Persian army, made up from different contingents including Ionian Greeks;</li> <li>• the failure to quickly overrun the Greeks holding the pass at Thermopylae;</li> <li>• the loss of ships to storms during and after the Battle of Artemisium;</li> <li>• the battle of Salamis;</li> <li>• Xerxes' decision to return to Persia;</li> <li>• the failure to win over Athens after the sack of Athens;</li> <li>• the Battle of Plataea;</li> <li>• the Battle of Mykale.</li> </ul> <p>Candidates should focus on Herodotus' account in some detail for the areas they select.</p> <p>AO2: Understanding of the reasons for the failures and of Herodotus' value [10] Candidates should show understanding of some of the following:</p> <ul style="list-style-type: none"> <li>• Herodotus' presentation of the Persian armed forces by land and</li> </ul>	[30]	<p>Credit focus on the question: How far does Herodotus help us to understand the reasons for Persian failures in 480-79 BC?</p> <p>Candidates need only select two or three examples for discussion.</p> <p>Credit under AO3 discussion of the possible bias of Herodotus and his sources against the Persians.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p><b>AO2 = 10</b></p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>sea;</p> <ul style="list-style-type: none"> <li>• Herodotus' presentation of Persian leadership, both by Xerxes and his subordinates, such as Mardonius;</li> <li>• Herodotus' presentation of Greek leadership (e.g. Leonidas at Thermopylae, Themistocles at Salamis or Pausanias at Plataea);</li> <li>• Herodotus' emphasis on the Greek desire for freedom.</li> </ul> <p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account and consider whether we can rely on his account of Xerxes' actions at Thermopylae and Salamis, together with his account of Mardonius at Plataea. Candidates should consider potential bias, especially in his treatment of the Athenians, and also his focus on the role of individuals on both sides.</p>			<p><b>AO3 = 10</b></p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>
5	<p>AO1: Factual details of the contribution of the Spartan army especially at Thermopylae and Plataea; candidates may also want to consider the importance of Spartan leadership more generally, and the role of other states in the fighting, especially the Athenians and the significance of the</p>	[30]	<p>Credit focus on the question: 'In the end, it was the power of the Spartan army that proved decisive in winning freedom for the Greeks.' Do you agree with this view?</p> <p>Credit an attempt to provide a balanced answer to the question using appropriate detail from Herodotus'</p>	<p><b>AO1 = 10</b></p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Battle of Salamis. Candidates may also discuss the equipment and organisation of the two sides and the strategies adopted in the battles.</p> <p>AO2: Understanding of how we assess the contributory factors to the eventual Greek victory. Candidates should place their discussions of the might of the Spartan army in the context of Herodotus' account of the various battles and should demonstrate their understanding of the importance of Leonidas' contribution at Thermopylae in enabling an orderly retreat and time for the evacuation of Athens. Candidates may also wish to argue that the Athenian role at Salamis was even more important strategically. Candidates may discuss the effect of the Spartan contribution to leadership and skills, and the contribution made by other states in these areas.</p> <p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account of the battles; how accurate was he in his description of what different commanders and groups did in the battles, how he could have gained</p>		<p>accounts of the resistance to the Persians.</p> <p>The discussion should be related closely to the particular examples chosen by the candidate.</p>	<p><b>AO2 = 10</b> Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p><b>AO3 = 10</b> Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	knowledge of particular events (from eyewitnesses on the Greek side and Ionians who were fighting for Xerxes) and the tendency to dramatise events and focus on specific individuals with anecdotes that illuminate the human background.			

Option 1: Alexander the Great, 356-323 BC  
Section A

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p>AO1: two reasons with relevant factual detail.</p> <ul style="list-style-type: none"> <li>to strengthen the ties between Macedonian families and Persian families;</li> <li>to promote better relationships between the different parts of his empire;</li> <li>to encourage integration between his subjects;</li> <li>to make sure that Persian territory was more firmly under his control.</li> </ul>	[5]	<p>Briefly outline <b>two</b> reasons for Alexander's decision to arrange marriages between the Macedonians and Persians.</p> <p>The focus should be on reasons why Alexander arranged the marriages at Susa in 324 BC.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
7a	<p>AO1: Key elements understood and identified.</p> <p>Any two elements with evidence for each:</p> <ul style="list-style-type: none"> <li>Alexander's questions to the Persian ambassadors show his interest in the nature of the country and the bravery of its king;</li> <li>Alexander was focused from a young age on adult interests;</li> <li>The ambassadors were impressed by Alexander's character and ambition;</li> <li>Alexander's ambition shown by his attitude towards his father's conquests.</li> </ul>	[4]	<p>What does Passage 2A tell us about Alexander.</p> <p>The details must be drawn from the passage.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
7b	<p>AO2: understanding Understanding of:</p> <ul style="list-style-type: none"> <li>Alexander's desire to equal or surpass his father's achievement;</li> <li>the relation between father and son based on rivalry rather than affection.</li> </ul>	[4]	<p>Explain what Passage 2A tells us about the relationship between Alexander and his father. Candidates should explain what can be learned from this passage about the relationship.</p>	<p><b>AO2 = 4</b> Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p>
7c	<p>AO3: Interpretation and Evaluation Evaluation of the details in the passage: the meeting with the ambassadors presumably witnessed by others, though the reaction of the ambassadors may not be as reliable. Alexander's childhood friends in many cases continued with him during his campaigns and were responsible for the preservation of accounts of his actions later, so this may be historical; but the story may reflect the perception of Alexander's relationship with his father.</p>	[5]	<p>Using details from Passage 2A, how accurate do you think Plutarch's account of these events is? Credit any use of comparative material from other sources outside the specification; credit discussion of Plutarch's interest as a biographer. To secure full marks there must be reference to the details in the passage.</p>	<p><b>AO3 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>
8a	<p>AO1: relevant factual knowledge [4] Selection of relevant information from the passage:</p> <ul style="list-style-type: none"> <li>Alexander was on the ships which attacked the walls of Tyre with his royal guards;</li> <li>Alexander took part in the fighting;</li> <li>Alexander also noted what his own men were doing;</li> <li>the first breach of the wall occurred where Alexander was;</li> <li>Alexander followed quickly behind Admetus who led the way and was</li> </ul>	[14]	<p>In what ways does Passage 2B help us to understand Alexander's leadership during the capture of Tyre? You must use and evaluate details from Passage 2B. There should be a range of examples chosen from the passage with appropriate detail, to illustrate Alexander's leadership in battle.</p> <p>Reward discussion under AO2 of the way this passage helps us understand Alexander's leadership.</p>	<p><b>AO1 = 4</b> Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>killed;</p> <ul style="list-style-type: none"> <li>once control of the immediate area was secured, Alexander made for the palace, again leading his troops personally.</li> </ul> <p>AO2: Understanding [5] Answers should use examples from the passage as the basis for an assessment of the leadership of Alexander: his readiness to innovate (through the use of his newly acquired navy to secure a secure foothold to attack the walls) and his personal commitment to the fight. Candidates may also comment on his close observation of his men in battle; and also the role of Alexander's companions.</p> <p>AO3: Evaluation and interpretation of the source [5] Answers should include discussion of the stance of Arrian towards Alexander as shown here and the generally positive stance he adopts towards Alexander, especially in his accounts of fighting. Discussion of how Arrian has presented the material here, and the extent to which this undermines the reliability of his account.</p>		<p>Comparison with other sources may also be credited under AO3. Credit also discussion of the late date of our sources and the lack of objective accounts.</p>	<p><b>AO2 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p><b>AO3 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8b	<p>AO1: Factual Details [5] Candidates should use the passage as a starting point, where we can see Arrian emphasise the personal involvement of Alexander on the ships, and immediately following through on the initial attack on the walls; Alexander's forces followed their leader even into a difficult and challenging situation. Candidates may choose to draw on other battles such as Granicus, Issus or Gaugamela, where we can see Alexander's personal leadership of his forces and his tactical decisions in the sources.</p> <p>AO2: Understanding [5] Answers should show understanding of the attitude of the main sources to Alexander's leadership in battle (and also more generally on campaign); in this passage, Arrian shows the effectiveness of Alexander's direct assault on the walls from an unexpected quarter, and his presentation suggests how quickly the forces with Alexander were able to dominate the city.</p> <p>AO3: Interpretation, Evaluation and Response [8] Evaluation of sources and their approaches to the writing of history/biography, together with some assessment of the problematic nature of their sources, especially the Court Journals. The passage tells us about what happened very much from a Macedonian perspective.</p>	[18]	<p>How far do the ancient sources help us to understand the impact of Alexander's leadership on his army? You must use and evaluate details from <b>both</b> Passage 2B <b>and</b> other ancient sources which you have studied. There should be coverage of both Arrian and Plutarch.</p> <p>Candidates may also discuss the reaction of Darius, both in battle but also in fleeing after the magnitude of the defeat at Gaugamela 331 BC, as long as they bring the discussion back to the impact on Alexander's army.</p>	<p><b>AO1 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p><b>AO2 = 5</b> Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p><b>AO3 = 8</b> Level 5 7-8 Level 4 5-6 Level 3 3-4 Level 1/2 0-2</p>

## Section B

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p>AO1: Details of specific parts of Arrian's account, such as his military exploits at Granicus (e.g. 1.13), Tyre, Gaugamela (e.g. 3.10), and the continuing expedition thereafter. Candidates may wish to focus on the accounts of potential negative events such as the death of Cleitus (4.8-12), or less clearly his solution to the Gordian knot (2.3). They may also want to discuss the explicit statement of Arrian's attitude towards Alexander at 7.30. Candidates should make use of detail from Plutarch's account to compare with relevant sections of Arrian.</p> <p>AO2: Understanding of Arrian's strong support for Alexander even where his actions can be interpreted in another way, such as his solution to the problem of the Gordian knot. Credit discussion of comparisons with Plutarch.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and other accounts. The best answers will question the nature of the sources and consider how accurate they are likely to be, with some assessment of the different backgrounds and interests of the authors. Credit knowledge of the</p>	[30]	<p>'His great enthusiasm for Alexander makes Arrian unreliable.' Explain how far you agree with this view.</p> <p>There should be a range of examples chosen from the sources.</p> <p>Candidates may choose to discuss other incidents where they have been introduced to Arrian's account, and can argue about the enthusiasm shown for Alexander.</p> <p>Credit detail from sources outside the set texts.</p> <p>Credit under AO2 assessment of the achievement of Alexander which is related to Arrian and the other surviving sources.</p> <p>Credit under AO3 interpretation and evaluation of the passages of the sources which discuss Alexander's ability as a general.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 8-10</p> <p>Level 4 6-7</p> <p>Level 3 4-5</p> <p>Level 2 2-3</p> <p>Level 1 0-1</p> <p><b>AO2 = 10</b></p> <p>Level 5 8-10</p> <p>Level 4 6-7</p> <p>Level 3 4-5</p> <p>Level 2 2-3</p> <p>Level 1 0-1</p> <p><b>AO3 = 10</b></p> <p>Level 5 8-10</p> <p>Level 4 6-7</p> <p>Level 3 4-5</p> <p>Level 2 2-3</p> <p>Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	passages of the sources which discuss examples where potential bias can be detected (as in the example given under AO1).			
10	<p>AO1: Details of the support offered by his military commanders to Alexander at various points during the expedition):</p> <ul style="list-style-type: none"> <li>the role of companions in the main battles of the expedition, including Cleitus' saving of his life at Granicus;</li> <li>the conspiracy of Philotas (330 BC) and the death of Parmenio;</li> <li>the reaction to Alexander's assumption of non-Macedonian customs of dress and behaviour;</li> <li>the death of Cleitus (328 BC);</li> <li>the role of the companions on the expedition to India;</li> <li>The arranged marriages at Susa (324 BC);</li> <li>Alexander's relationship with Hephaestion, including his reaction to his death;</li> <li>Alexander's relationship with his companions just before his death, including his plans for further conquest.</li> </ul> <p>There should be a balanced range of relevant details related to an assessment of the relationship with companions.</p>	[30]	<p>To what extent did Alexander's military commanders support his aims throughout the expedition?</p> <p>There should be a range of relevant examples from the sources.</p> <p>Credit under AO2 appropriate discussion of the dropping of any plans for further westward expansion after the death of Alexander.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 8-10</p> <p>Level 4 6-7</p> <p>Level 3 4-5</p> <p>Level 2 2-3</p> <p>Level 1 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2: Understanding the relationship between the companions and Alexander. Understanding of our relatively limited evidence for the views of Alexander's friends, and the potential for bias in the sources (e.g. Arrian 7.30, and his account of Cleitus' death (4.8-12). Credit candidates who discuss the close bond between these groups, even towards the end of Alexander's life, including the reaction towards the death of Hephaestion. Credit discussion of the role of commanders and their reasons for support or opposition.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch's accounts. The best answers will question the nature of the sources (the importance of genre, the potential for bias, the focus on Alexander himself) and consider how accurate they are likely to be, looking in some detail at the accounts of the incidents chosen. Examples might include:</p> <ul style="list-style-type: none"> <li>• the support for his campaign against Persia;</li> <li>• the reaction to Alexander's adoption of Persian dress;</li> <li>• some discussion of individuals such as Cleitus, Parmenio, Antipater and Hephaestion.</li> </ul>			<p><b>AO2 = 10</b></p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p><b>AO3 = 10</b></p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

## APPENDIX 1

## GCSE Ancient History: Marking Grids for Section A

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

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

<p><b>Level 2 Limited</b></p>	<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. There is <b>limited</b> evidence of selection or organisation of information. 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. Answers offer a personal response at a <b>limited</b> level.</p>
<p><b>Level 1 Minimal/None</b></p>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers contain <b>minimal or no</b> knowledge of events, sources and issues. Information that has been included is disorganised and has <b>minimal or no</b> relevance. 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>

## APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High Performance 5-6 marks</i>
Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. When required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate Performance 3-4 marks</i>
Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. When required, they use a good range of specialist terms with facility.
<i>Threshold Performance 1-2 mark</i>
Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>0 marks</i>
0 Marks should be awarded when; The candidate writes nothing. The candidate's response bears no relation to the question. The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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