



Oxford Cambridge and RSA

Wednesday 7 June 2017 - Morning

GCSE ANCIENT HISTORY

A031/01 The Greeks at war

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 86

Post-Standardisation Version
Version: **PSN** Last updated: **17/06/2017**

(FOR OFFICE USE ONLY)

This document consists of 24 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 [insert number] practice responses (“scripts”) and the [insert number] 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 40% 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 or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
- there is nothing written in the answer space
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
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 your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength 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. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
BOD	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
SEEN	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.

12. **Subject-specific Marking Instructions**

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level.

13. **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 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	AO1: two contributions with relevant factual detail. <ul style="list-style-type: none"> involvement in the fortification of Piraeus during archonship; instrumental in the development of the Athenian navy by ensuring the windfall from Laureion was used for ships; role before the Battle of Salamis in convincing the Greeks to fight there; role before the Battle of Salamis in tricking Xerxes to block off escape route and keep ships at sea for long period before the battle; acted as naval leader at Artemisium and Salamis. 	[5]	Briefly outline two ways in which Themistocles contributed to the Greek success in the wars against the Persians.	AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1
2a	AO1: Key elements understood and identified. Candidates should identify preparations for the Battle of Marathon: <ul style="list-style-type: none"> Pheidippides was sent from Athens to Sparta to get their aid; the Athenians were afraid that their city would be defeated and enslaved; Eretria had already been enslaved by the Persians; the Spartans were willing to help the Athenians, but prevented by their 	[4]	What does Passage 1A tell us about how the Greeks prepared for the arrival of the Persians? The focus should be on details from the passage.	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1

	laws.			
2b	AO2: understanding Answers should show understanding of the problem facing the Athenians as the Persian threat advanced across the Aegean, especially in the limitations of available manpower, and the preeminent reputation of the Spartans for hoplite warfare.	[4]	Using details from Passage 1A, explain why the Athenians wanted help from the Spartans. Credit discussion of Athenian involvement in the Ionian Revolt and the burning of Sardis.	AO2 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1
2c	AO3: Interpretation and Evaluation Evaluation of the passage: what were Herodotus' sources for this? What does the reference to the god Pan suggest? Candidates may assess the likelihood of Sparta's behaviour at this point and also discuss the potential threat facing the Athenians.	[5]	Using details from Passage 1A, how accurate do you think Herodotus' account is? Credit comparison of detail in the Passage with the evidence of Herodotus elsewhere and possible sources.	AO3 = 5 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: here Herodotus puts forward his view of the contribution made by the Athenians, and analyses the importance of the Athenian navy in the overall strategy adopted against Xerxes. In particular, the value of the navy in preventing the simple strategy of isolating individual Greek cities and overwhelming each in turn is spelled out. AO2: Understanding [5] Answers should show some understanding of the way Herodotus sets out the importance of the control of the sea for the eventual outcome of the war, and the significance of the other strategies proposed, such as the fortification of the isthmus.	[14]	In what ways does Passage 1B help us to understand the Athenians' role in the Persian War? You must use and evaluate details from Passage 1B.	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1 AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1

	<p>AO3: Evaluation and interpretation of the source [5] Answers should consider why Herodotus has chosen argue the case for the essential contribution of the Athenians and the alternative notion that Sparta, as leading state, safeguarded Greece. Candidates may also comment on the potential bias of Herodotus due to his close connections with Athens.</p>		<p>Credit under AO3 discussion of the reliability of Herodotus' account because of his use of sources from Athens in particular.</p>	<p>AO3 = 5 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 the role of Athens, though candidates may choose to discuss in greater detail the events at Salamis. Candidates may also look at the Hellenic League as this suggests the degree of unity on the Greek side. Candidates may choose to focus on what we can learn from Herodotus' accounts of Thermopylae and Salamis about Xerxes as a war commander.</p> <p>AO2: Understanding [5] Answers should show understanding of Herodotus' presentation of the reasons for the defeat of the Persians at particular points, especially Salamis and Plataea. Credit understanding of the reasons for decisions taken by Xerxes.</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"> • how reliable is Herodotus' judgment about Xerxes' role as commander? 	[18]	<p>In your opinion, how far does Herodotus help us to understand the reasons for Xerxes' failure in 480/79 BC? You must use and evaluate details from both Passage 1B and other passages of Herodotus which you have studied.</p> <p>Credit under AO2 understanding of the importance of freedom to Greek city states in general, and also the fragmented nature of the Greek response, with many states <i>medising</i> ahead of the invasion.</p> <p>Credit understanding of the reasons why</p>	<p>AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO3 = 8 Level 5 7-8 Level 4 5-6 Level 3 3-4 Level 1/2 0-2</p>

	<ul style="list-style-type: none"> to what extent does Herodotus' use of examples for which he can have had little evidence undermine his reliability? does Herodotus' account enable us to understand the reasons for decisions made by either the Greeks or the Persians? 		Herodotus' view of the Athenian could be seen as controversial.	
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Section B

Question	Answer	Marks	Guidance	
			Content	Levels of Response
4	<p>AO1: Details of Herodotus' account of the battles of Artemisium and Salamis, with relevant material about the way the Greek navy performed. Candidates may choose to focus more on Salamis, but there should be some detail from both battles. Candidates may select appropriate specific events:</p> <ul style="list-style-type: none"> the nature of the Greek naval force; the limited success of the blocking manoeuvres at Artemisium; the imbalance in size between the two navies which left the Greeks open to a flanking round Euboea; the need to avoid conflict in open water; control of the navy by the Spartan commander and the role of Themistocles; the role of different contingents at Salamis (e.g. Athenians, Corinthians). 	[30]	<p>Credit focus on the question: What can we learn from Herodotus' accounts of the Battles of Artemisium and Salamis about the weaknesses of the Greek navy?</p> <p>Candidates need only select two or three examples for discussion.</p> <p>Candidates should focus on Herodotus' account in some detail for the areas they select.</p>	<p>AO1 = 10</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>AO2: Understanding of the way Herodotus presents material in his accounts of the battle and the potential for biased sources and misunderstandings. Candidates should show understanding of some of the following:</p> <ul style="list-style-type: none"> • Herodotus' focus on the role of individuals such as Themistocles and Aristeides; • the description of the battles from a limited perspective, with emphasis placed on the importance of human leadership; • Herodotus' presentation of the weaknesses in the Greek leadership of the navy; • Credit discussion of the different strengths of the two sides, and the implications of this for the way the Greeks fought. <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 human activity when he places so much emphasis on the role of gods and stories about individuals in his accounts of battles.</p>			<p>AO2 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10 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 way both the Greeks and Persians prepared for the resumption of invasion plans after 490 BC.</p> <p>Candidates may look at the wider issues facing the Persian empire, such as the death</p>	[30]	Credit focus on the question: To what extent did the Athenian victory at Marathon affect the preparations for the Persian attack of 480 BC?	<p>AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

	<p>of Darius and the unrest which erupted after it, and the effect this had on Xerxes' freedom of action. Candidates may discuss Herodotus' account of Xerxes' deliberations (and dreams) before he committed to an invasion; and should consider to what extent Xerxes' invasions plans were shaped by the aftermath of the Marathon campaign.</p> <p>Candidates should consider Greek preparations: from the continued development of the Athenian navy to the negotiations that led to the Hellenic league (and also the medisation of some, especially northern, states). Credit relevant knowledge of the detail of the Battle of Marathon that is relevant for decisions taken later.</p> <p>AO2: Understanding of the strategy adopted by the Persians and the importance of the supply chain, as well as the attempts by Xerxes to bring over Greek states individually though calling for earth and water.</p> <p>Candidates should also assess the reasons for the decisions made by different Greek states about Xerxes' invasion, and the impact of individual states' reputations on the negotiations before the invasion that led to the Hellenic League.</p>		<p>Credit an attempt to provide a balanced answer to the question using appropriate detail from Herodotus' accounts of the Thermopylae and later events.</p> <p>Credit discussion of the refusal of Syracusan assistance.</p> <p>Credit discussion of the importance of Greek informers to the Persian side.</p>	<p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>
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	<p>AO3: Interpretation, Evaluation and Response to Herodotus' account The best answers will question and evaluate Herodotus' account of the period between Marathon and the invasion of 480 BC and consider the likely bias of the sources he used. Candidates may also discuss his tendency to dramatise events and focus on specific individuals.</p>		<p>The discussion should be related closely to the particular examples chosen by the candidate.</p>	<p>AO3 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>
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Option 1: Alexander the Great, 356-323 BC
Section A

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p>AO1: two ways with relevant factual detail.</p> <ul style="list-style-type: none"> • His understanding of court politics; • His education at the hands of Aristotle and others; • His involvement with the Macedonian army from a young age; • His close relationship with many of those who would become his companions and leaders of the army; • The development of his character. 	[5]	Briefly outline two ways in which Alexander's childhood prepared him for his expedition against Persia.	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>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"> • His fever was high and he had to be carried outside to perform his sacrifices; • He became unable to speak; • The Macedonians threatened their way past his companions; • The Macedonians then filed past his body as he lay in bed. 	[4]	<p>What does Passage 2A tell us about the final days of Alexander?</p> <p>The details must be drawn from the passage.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>
7b	<p>AO2: understanding</p> <p>Understanding of:</p> <ul style="list-style-type: none"> • His role as a link to the god through sacrifice; • His close relationship with his commanders; • The devotion of his troops who wanted to be convinced he was still 	[4]	<p>Using Passage 2A, explain what this shows us about Alexander's relationship with his army.</p> <p>Candidates should explain what can be learned from this passage about his relationship with his men.</p>	<p>AO2 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

	alive.			
7c	<p>AO3: Interpretation and Evaluation</p> <p>Evaluation of the details in the passage: Alexander's role in sacrifice is mentioned frequently in the sources. Other accounts of the final days are close to this, but we do not have contemporary accounts. The court journals are likely to have recorded details such as the sacrifices and Alexander's dealings with his generals</p>	[5]	<p>Using details from Passage 2A, how accurate do you think this account of Alexander is?</p> <p>Credit any use of comparative material from other sources outside the specification; credit discussion of Plutarch's interest as a biographer.</p> <p>To secure full marks there must be reference to the details in the passage.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>
8a	<p>AO1: relevant factual knowledge [4]</p> <p>Selection of relevant information from the passage:</p> <ul style="list-style-type: none"> • The strategic position of the Persian cavalry on the bank; • The fate of the first Macedonians to make it to the opposite bank of the river; • Alexander was leading the right wing through the river in support; • He attacked a strong part of the Persian forces; • Macedonian forces were now able to cross the river; • The fighting was in very close formation like an infantry battle; • The Persians tried to keep the Macedonians in the river; • Macedonian weaponry gave Alexander's men an advantage. <p>AO2: Understanding [5]</p> <p>Answers should use examples from the passage as the basis for an assessment of</p>	[14]	<p>In what ways does Passage 2B help us to understand what happened at the Battle of the Granicus? You must use and evaluate details from Passage 2B.</p> <p>There should be a range of examples chosen from the passage with appropriate detail, to illustrate what happened at the Granicus.</p> <p>Reward discussion under AO2 of the way this passage helps us understand the impact of Alexander's leadership.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p> <p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

	<p>the strategic positions of the Persian and Macedonian forces; candidates may also discuss Alexander's leadership in person over difficult terrain, and also the relative training and weaponry of the two sides. Candidates may also comment on the topography of the site and the challenges this posed for both sides, particularly the Macedonians.</p> <p>AO3: Evaluation and interpretation of the source [5] Answers should include discussion of the Arrian's understanding of cavalry battles. Credit discussion of the dramatic description of the battle.</p>			<p>AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</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>
8b	<p>AO1: Factual Details [5] Candidates should use the passage as an important element in Alexander's leadership, where we can see Arrian emphasise the personal involvement of Alexander and his role in leading men in very challenging conditions. Candidates may choose to focus also on other battles such as the Issus or Gaugamela in 331 BC and his famous decision not to attack at night; credit discussion of the interpretations placed on this by the sources. There may also be discussion of Alexander's willingness to help his own forces when under pressure (Parmenio towards the end of the Battle of Gaugamela) which also helps explain the loyalty of his troops as seen in the passage.</p> <p>AO2: Understanding [5]</p>	[18]	<p>How far do the ancient sources help us understand the reasons for Alexander's success in battle? You must use and evaluate details from both Passage 2B and other ancient sources which you have studied.</p> <p>There should be coverage of both Arrian and Plutarch.</p>	<p>AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

	<p>Answers should show understanding of the attitude of the main sources to Alexander's leadership in battle; in this passage, Arrian emphasises the importance of Alexander's willingness to lead his troops against the enemy even in very testing conditions and support them when they were under pressure. The passage also stresses the training and equipment of the Macedonian troops.</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 the sources they had access to.</p>			<p>AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO3 = 8 Level 5 7-8 Level 4 5-6 Level 3 3-4 Level 1/2 0-2</p>
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Section B

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p>AO1: Details of Alexander's character during his childhood as brought out by Plutarch. Candidates may focus on examples such as the first encounter with Boucephalas or Alexander's entertaining of Persian ambassadors. Alternatively they may look at his competitive relationship with his father and consider how this affected the way he conducted himself in childhood and when adult. There may also be details of his education from Aristotle, particularly the emphasis on Homer. Later incidents on the expedition may also be included to show his determination as a soldier, his relationship with his companions (such as Hephaestion)</p>	[30]	<p>To what extent does Plutarch provide us with a convincing account of Alexander's character? 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 examples drawn from Arrian and Plutarch.</p> <p>Credit detail from sources outside the set texts.</p>	<p>AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

	<p>and his sense of honour in his dealing with Darius' family. There may also be negative examples such as the death of Cleitus and Alexander's increasing paranoia and superstition towards the end of his life</p> <p>AO2: Understanding of the different aspects of Alexander's character at different stages of his life. Candidates may choose to argue that Alexander's character is difficult for us to grasp because of the lack of contemporary sources and the attitude of those later sources that do survive. There should be some discussion of what can be learned from specific examples, and there should be some attempt to deal with 'convincing'.</p> <p>AO3: Interpretation, Evaluation and Response to Arrian and Plutarch. 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 passages of the sources which explicitly discuss or shed light on Alexander's character.</p>		<p>Credit under AO3 interpretation and evaluation of the passages of the sources which illuminate Alexander's character.</p>	<p>AO2 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>
10	<p>AO1: Details of the conspiracies Alexander faced during his life:</p> <ul style="list-style-type: none"> • His relationship with his father, including the breakdown of relations over Cleopatra; • The 'Pages' Conspiracy (327 BC); • The mutiny at Hyphasis (326 BC); 	[30]	<p>'Alexander was always threatened by conspiracies.' To what extent do Arrian and Plutarch support this view? There should be a range of relevant examples from the sources.</p>	<p>AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

	<ul style="list-style-type: none"> • Alexander's relationship with individual leaders such as Cleitus • Alexander's paranoia towards the end of his life. <p>There should be a balanced range of relevant details related to an assessment of the significance of the conspiracies.</p> <p>AO2: Understanding the importance of the conspiracies against Alexander. Understanding of our relatively limited evidence for the views of Alexander's Macedonian commanders, and the potential for bias towards Alexander 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 the Macedonian companions and their king, even towards the end of Alexander's life. Credit discussion of 'always', as the conspiracies we know about were relatively limited in timescale.</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"> • the support for his campaign against Persia; 		<p>Candidates may discuss the behaviour of Macedonian commanders such as Cleitus, Parmenio and Philotas, though they may also consider the relationship between Philip and his son.</p>	<p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>
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	<ul style="list-style-type: none">• the reaction to Alexander’s adoption of Persian dress and obeisance;• the tendency of our sources to support Alexander’s behaviour even when this was very hard to defend (e.g. Cleitus’ death).			
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APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

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

GCSE Ancient History: Marking Grids for Section B

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

<p>Level 2 Limited</p>	<p style="text-align: center;">2-3</p> <p>Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited 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;">2-3</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">2-3</p> <p>Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.</p>
<p>Level 1 Minimal/None</p>	<p style="text-align: center;">0-1</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0-1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0-1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5–6 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 3–4 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1–2 marks
Candidates spell, punctuate and use 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.