

# **Ancient History (JACT)**

Advanced GCE 2465

Thematic Study 2 Greek History

## **Mark Scheme for June 2010**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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*The Mark Scheme is a guide to markers and is not prescriptive. It should be used with the marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.*

Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1, 2 or 3 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin. Appropriate marks should be awarded for Assessment Objective 1b.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet in the top right box.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

Section A		
The Culture of Tyranny in the Greek World, c.600-479 BC		
Question	Answer	Max Mark
1	Discuss the reasons why tyrants came to power during this period.	[45]
	<b>AO1</b> Details of a range of tyrants such as Cypselus, Polycrates and Peisistratus should be included. How they came to power should be described, as well as the economic and social conditions in which their states – and the Greek world more widely – found themselves. Candidates may also wish to look at the Ionian tyrants, including Artemisia. This should be credited.	[10]
	<b>AO2</b> The focus of the answer should be on ‘reasons’ rather than simply how they came to power. Answers should distinguish between reasons given in the sources and those which have been deduced by modern scholarship.	[20]
	<b>AO3</b> The main source is Herodotus, whose account should be evaluated. Particular reference should be made to his sources, especially in the discussion of Polycrates and the Ionian tyrants. Some use of Aristotle may also be made, as well as Thucydides.	[15]
2	Discuss the political consequences of the rule of tyrants for the Greek world as a whole during this period.	
	<b>AO1</b> Details of the effects of each tyrant discussed should be included. These might include the development of relationships between states or the emergence of democracy in both Athens and Ionia, leading to further conflict with oligarchic states.	[10]
	<b>AO2</b> The emphasis in this area should be on ‘the Greek world as a whole’: candidates should look at the relationships between states and how these were affected by the rule of the tyrants.	[20]
	<b>AO3</b> The main source is Herodotus. A wide range of material from both Athens and other areas of the Greek world (especially Ionia) can be used. Answers should question Herodotus’ sources, and his use of them. Candidates may also wish to make use of Thucydides in the discussion of the consequences, and this should also be credited.	[15]

Question	Answer	Max Mark
<b>3</b>	<b>How useful is Herodotus in helping us to understand the civic and religious developments in Greek states under the tyrants?</b>	
<b>AO1</b>	Details of the developments on Samos, the development of Athens under the Peisistratids, and Sicyon under Cleisthenes, as well as the developments in Ionia. Not all these may be linked directly to the tyrants causally, but should be credited if relevant.	<b>[15]</b>
<b>AO2</b>	Answers should focus on 'how useful Herodotus is' in this area. The idea of understanding the developments can be taken as widely as candidates wish to argue: it could relate to the causes, or to the nature of the developments or even the effects of the development.	<b>[10]</b>
<b>AO3</b>	Details from Herodotus' accounts of the tyrants should be used. They should be evaluated appropriately, especially with reference to Herodotus' own background in Halicarnassus and the nature of his sources.	<b>[20]</b>
<b>4</b>	<b>How useful are the sources in helping us to understand the regimes of tyrants during this period?</b>	
<b>AO1</b>	Details of the regimes of a number of tyrants should be included. Examples include: Cypselus, Polycrates, Cleisthenes, Artemisia and the Peisistratids.	<b>[15]</b>
<b>AO2</b>	Answers should focus on the reliability of the sources, and question whether they do produce a reliable picture. Candidates should question whether we can know anything about the regimes beyond the existence of the tyrant himself on the basis of the sources.	<b>[10]</b>
<b>AO3</b>	A range of evidence can be used: Herodotus, Archilochus, Alcaeus and archaeological evidence. The Archaeological evidence can be used to help evaluate Herodotus.	<b>[20]</b>

<b>Section B</b>		
<b>Sparta in the Greek World, 520-400 BC</b>		
<b>Question</b>	<b>Answer</b>	<b>Max Mark</b>
<b>5</b>	<b>Assess the impact of the Spartan education system on the development of Sparta's position in the Greek world during this period.</b>	<b>[45]</b>
	<p><b>AO1</b> Details of the Spartan education system both for men and women should be included. Details of the development of Sparta at this time as a player in Greek politics or as a state should also be included. Specific examples of these should be rewarded.</p> <p><b>AO2</b> Answers should focus on assessing the impact of the educational system by relating the developments in Sparta to the system. The difficulties of finding evidence for this relationship should be considered, as well as the difficulties in the use of source material.</p> <p><b>AO3</b> Candidates may make use of Plutarch and Plato for details of the education system, whilst issues of wider development can be considered considering both these and Thucydides, Herodotus and even Aristophanes. All should be approached with due caution.</p>	<p><b>[10]</b></p> <p><b>[20]</b></p> <p><b>[15]</b></p>
<b>6</b>	<b>To what extent did the presence of the helots dictate Spartan relations with the outside world during this period?</b>	<b>[45]</b>
	<p><b>AO1</b> Details of the identity and position of the helots as well as specific instances when they are known to have become involved in wider political events: the rebellion of 464 and their involvement in the events at Pylos, for example. Answers might include examples of when the Spartans became involved in the affairs of the outside world – the Persian Wars or Archidamian/Peloponnesian War – and when they chose not to – the Ionian Revolt or early on in the Peloponnesian War.</p> <p><b>AO2</b> Answers will consider 'to what extent' and even the idea of the 'presence of the helots': was it just their existence or did they have to take action to affect Spartan policy. Answers might consider other factors such as Spartan character or geographical location. They might also consider what is meant by 'relations with the outside world' – Greek/non-Greek, military/non-military. They need not consider all these factors for the highest marks.</p> <p><b>AO3</b> Candidates can use a range of sources – Herodotus, Thucydides and Plutarch being the most useful. All should be evaluated appropriately, and careful consideration given to how much they really understand Spartan society. Tyrtaeus (and even Plato) might also be used in this regard.</p>	<p><b>[10]</b></p> <p><b>[20]</b></p> <p><b>[15]</b></p>

Question		Answer	Max Mark
7	<b>How useful are the sources in helping us to understand the nature and extent of the power of the Kings in Sparta during this period?</b>		<b>[45]</b>
	<b>AO1</b>	Answers should include details about a number of kings: Demaratus, Leonidas, Cleomenes from the earlier period, as well as Archidamas at the beginning of the Peloponnesian War. Details of the 'theoretical' power as well as incidents which demonstrate that power should be rewarded. Factual details about other aspects of power in Sparta – generals and ephors, as well as the Assembly and Gerousia - should be rewarded if they are relevant to the argument.	<b>[15]</b>
	<b>AO2</b>	Answers should focus on 'nature and extent', and look at what the actual power of the kings was. They should also consider the usefulness of the sources in this respect.	<b>[10]</b>
	<b>AO3</b>	The main sources will be Herodotus, Thucydides, Plutarch and Xenophon. Some use may be made of Aristophanes. Answers should look critically at what the sources could actually have known about Sparta, and whether the question of the kings' power was of interest to them. Some candidates may also make use of Plato, which, if relevant, should be credited as well.	<b>[20]</b>
8	<b>How reliable are the sources in their assessment of the power of the Ephors in this period.</b>		<b>[45]</b>
	<b>AO1</b>	Details of the powers of the Ephors and their relationship with both the Kings and Gerousia will be credited. Candidates should also show knowledge of specific instances when their power was exercised – such as in relation to Demaratus/Cleomenes.	<b>[15]</b>
	<b>AO2</b>	Answers should consider the reliability of the sources in relation to their assessment of the power of the Ephors – they might make a distinction between the power of the office as opposed to the individual powers which the Ephors held. Answers might also question whether the sources really make an assessment or just present the events.	<b>[10]</b>
	<b>AO3</b>	Candidates may use Herodotus and Plutarch as the main sources, as well as some Thucydides. The evidence should be assessed with the usual caution over information and judgements on Sparta.	<b>[20]</b>

Section C		
The Development of Athenian Democracy, 508-399 BC		
Question	Answer	Max Mark
9	<b>'Athenian Democracy became a tyranny of the rich and popular.' How far is this an accurate assessment of the leadership of Athens during this period?</b>	<b>[45]</b>
	<p><b>AO1</b> Details of the leadership of Athens during this period from the early years of the Persian wars – Miltiades, Cimon, Themistocles, Aristides – through the time of Pericles/Thucydides and down to the time of the demagogues can all be used. Candidates should show knowledge of a range of leaders, and focus their attention on their wealth and popularity, as well as relevant details of their actions.</p> <p><b>AO2</b> Answers should focus on the idea of an 'accurate assessment', and may even consider how far this is possible. Candidates can also consider each term - tyranny, rich and popular – and consider whether these are appropriate.</p> <p><b>AO3</b> Answers can make use of a range of sources: Thucydides, Aristophanes, Plato, the <i>Old Oligarch</i>, Plutarch and inscriptional evidence. Answers should show appropriate evaluation of each source, and may consider the backgrounds and attitudes of the authors as appropriate.</p>	<p><b>[10]</b></p> <p><b>[20]</b></p> <p><b>[15]</b></p>
10	<b>Discuss how effectively the Assembly used its power during this period.</b>	<b>[45]</b>
	<p><b>AO1</b> Details of the power and composition of the Assembly should be rewarded. Candidates should also show knowledge of specific events when that power was used – such as debates during the Peloponnesian War or in relation to tribute money. Details of its lack of power – i.e. the power of individual politicians (esp. Pericles) – should also be credited.</p> <p><b>AO2</b> Answers should focus on 'how effectively' and whether the theoretical power was actually used: they might consider to what extent the power rested with the individual members of the Assembly or the Assembly as a body or just with individual politicians.</p> <p><b>AO3</b> A wide range of sources can be used: Aristophanes (<i>Acharnians</i>), Thucydides (any debates), Gorgias (<i>Encomium of Helen</i>), Aristotle, Plutarch, Plato, the <i>Old Oligarch</i> and inscriptional evidence. These should give plenty of examples of how the Assembly operated, which can then be appropriately evaluated in the context of the question.</p>	<p><b>[10]</b></p> <p><b>[20]</b></p> <p><b>[15]</b></p>



Question	Answer	Max Mark
<b>11</b>	<b>How useful are the sources in helping us to understand the impact on individual citizens of the political changes in Athens during this period?</b>	<b>[45]</b>
<b>AO1</b>	Details of the changes in this period: reforms of Cleisthenes, Ephialtes and Pericles and the later developments under the demagogues. The best answers should give a range of detail from the different periods of reform.	<b>[15]</b>
<b>AO2</b>	Answers should consider the idea of the impact of political changes on individuals: they might look at what is meant by impact, or consider the meaning of political (which could include anything to do with the polis), as well as the nature of the individual citizen – rich, poor etc.	<b>[10]</b>
<b>AO3</b>	A range of sources can be used: Herodotus, Thucydides, Aristophanes and even some Aeschylus could be relevant, as well as Aristotle and the <i>Old Oligarch</i> and Plutarch. The key to a successful answer will lie in appropriate evaluation of each source in answer the question ‘how useful’ they are for this purpose.	<b>[20]</b>
<b>12</b>	<b>To what extent do the sources give us a comprehensive and reliable picture of the importance of the Athenian Empire in the development of Athenian Democracy?</b>	<b>[45]</b>
<b>AO1</b>	Details of incidents which relate to the Empire having an effect on the Democracy such as the use of tribute money, the relations with the subject states and the relevant debates within the Assembly, the effects on both the Law-courts and the theatre of the development of the empire. Answers might also include consideration of the Sicilian Expedition and its aims and effects on the democracy.	<b>[15]</b>
<b>AO2</b>	The emphasis should be on how comprehensive and reliable the picture of the importance of the Empire in the development of Democracy is. Candidates who also discuss the Empire in relation to other factors which affected the democracy should be rewarded.	<b>[10]</b>
<b>AO3</b>	Answers should include a range of sources, such as Thucydides (eg Mytilene), Aristophanes (eg <i>Wasps</i> ), Aristotle, the <i>Old Oligarch</i> and should be given due credit if they make use of inscription evidence on both the Empire and Democracy.	<b>[20]</b>

**A2 THEMATIC GRID (first question) + 10 marks for AO1b (given over the whole paper)**

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	10 Specific, relevant factual knowledge to support an answer	19-20 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge <b>and</b> use of evidence	14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	8-9 Mainly specific, relevant factual knowledge to support the answer	16-18 Mainly well organized discussion of issues relevant to the question; balanced judgements in places mostly supported by relevant factual knowledge <b>and</b> use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question <b>and/or</b> some understanding of the value of source(s) as evidence <b>and/or</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	6-7 Some specific, mainly relevant and factual knowledge to support an answer	13-15 Occasionally well organized discussion of issues relevant to the question; <b>and/or</b> balanced judgements mostly supported by relevant factual knowledge <b>and</b> use of evidence	10-11 Detailed use of one source <b>or</b> less detailed use of more than one source with interpretation of the source material relevant to the question
<b>4</b>	5 Some factual knowledge, relevant to the question <b>and/or</b> the topic in some of the answer	10-12 Discussion of some issues relevant to the question; judgements in places supported by relevant factual knowledge <b>and/or</b> use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
<b>5</b>	3-4 Limited factual knowledge relevant to the question	7-9 Reference to issue(s) relevant to the question; few judgements supported by factual knowledge or evidence	5-6 Occasional specific references to relevant source material generally interpreted
<b>6</b>	2 Occasional factual knowledge relevant to the question	4-6 Occasional reference to issues; superficial judgements rarely supported	2-4 General references to source material
<b>7</b>	1 Little factual knowledge related to the question	1-3 Superficial and general discussion	1 General, unclear reference to source material

**A2 THEMATIC GRID (second question) + 10 marks for AO1b (given for whole paper)**

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	14-15 Specific, relevant factual knowledge to support the answer	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge <b>and</b> use of evidence	19-20 Detailed use of appropriate source or sources; some relevant interpretation of the source material; understanding of the value of source(s) as evidence <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	12-13 Mainly specific, relevant factual knowledge to support most of the answer	8-9 Mainly well organized discussion of issues relevant to the question; <b>and/or</b> balanced judgements mostly supported by relevant factual knowledge <b>and</b> use of evidence	16-18 Fairly detailed use of appropriate source material; some relevant interpretation of the source material; some understanding of the value of the source(s) as evidence <b>and/or</b> where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	10-11 Some specific, relevant factual knowledge to support the answer in places	7 Occasionally well-organized discussion of some issues relevant to the question; <b>and</b> balanced judgements in places mostly supported by relevant factual knowledge <b>and/or</b> use of evidence	13-15 Occasionally detailed use of appropriate source material with interpretation of the source material relevant to the question
<b>4</b>	7-9 Mostly factual knowledge mainly relevant to the question	6 Discussion of some issues relevant to the question; judgements sometimes supported by relevant factual knowledge <b>or</b> use of evidence	10-12 Some references to relevant sources with limited interpretation in the context of the question
<b>5</b>	5-6 Some factual knowledge, relevant to the question	4-5 Reference to some issue(s) relevant to the question; judgements rarely supported by factual knowledge or evidence	7-9 Occasional references to relevant source material generally interpreted
<b>6</b>	2-4 Occasional factual knowledge relevant to the question.	2-3 Occasional reference to issues; superficial judgements rarely supported	4-6 General references to source material
<b>7</b>	1 Little knowledge related to the question.	1 Superficial and general discussion	1-3 General, unclear reference to source material.

**AO1b for all components**

<b>Band</b>	<b>AO1b</b>
<b>1</b>	10 Accurate, clear and concise communication throughout the answer. Accurate use of appropriate terminology and vocabulary specific to the question throughout the answer.
<b>2</b>	9 Accurate, clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer.
<b>3</b>	8 Clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer. Occasional unclear expressions.
<b>4</b>	7 Some clear and concise communication in the answer. Some accurate use of appropriate terminology and vocabulary specific to the question.
<b>5</b>	5-6 Clear and concise communication in the answer; occasionally accurate use of appropriate terminology and vocabulary specific to the question.
<b>6</b>	3-4 Occasionally clear communication. Rarely accurate use of appropriate terminology and vocabulary specific to the question, with errors.
<b>7</b>	2 Rare clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question in most of the answer.
<b>9</b>	1 Almost no clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question.

**Awarding of marks for A01b**

Examiners must take into account that the answers are written under examination conditions and occasional errors will occur even in band 1. Such errors as occur in spelling and punctuation should not be penalized unless (a) they are numerous and cover a range of expressions and/or (b) affect the understanding of the expressions. The organization of the arguments and discussions is awarded in A02 and should not affect the award of marks for A01b.

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