

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the October/November 2015 series

9274 CLASSICAL STUDIES

9274/33

Paper 3 (Classical History – Sources and Evidence),
maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – October/November 2015	9274	33

Question 1

General

Any critical exploration as an answer to a Paper 3 question will necessarily encompass differing views, knowledge and argument. Thus the mark scheme for these questions cannot and should not be prescriptive.

Candidates are being encouraged to explore, in the exam room, a theme that they will have studied. Engagement with the question as set (in the exam room) may make for limitations in answers but this is preferable to an approach that endeavours to mould pre-worked materials of a not too dissimilar nature from the demands of the actual question.

Examiners are encouraged to constantly refresh their awareness of the question so as not to be carried away by the flow of an argument which may not be absolutely to the point. *Candidates must address the question set and reach an overall judgement, but no set answer is expected. The question can be approached in various ways and what matters is not the conclusions reached but the quality and breadth of the interpretation and evaluation of the texts offered by an answer.*

Successful answers will need to make use of all three passages, draw conclusions and arrive at summative decisions.

- 1 To what extent did the outcome of the Persian Wars affect the development of Athens during the fifth century? In your answer you should consider the passage above and your wider reading as well as the two passages below.**

Specific

The quotation from Osborne's book focuses closely on the impact of the Persian Wars, particularly on Athens, and points forward to the Delian League and the events that shaped that alliance into the Athenian Empire.

In answering the question, candidates will need to draw on a variety of sources to present their argument. Candidates will need to consider the outcome of the Persian Wars in broad terms, and look at the way Athens rose to leadership and then assumed control of large areas of Greece. The ambition of Athens can be seen also in her confrontations with other Greek states who did not join the Delian League, such as Thebes, Corinth and, particularly, Sparta. Credit discussion of the transition from league to empire, but look for an assessment of the problem of momentum for Athens towards the start of the Peloponnesian War when she had very much to lose from any sign of weakness.

Candidates may also choose to look at the development of Athens at home. Although the democracy had existed before the Persian Wars, we can trace the growing radicalisation of the democratic system through the reforms of Ephialtes and Pericles down to the final stages of the Peloponnesian War (and even to the restoration of the democracy). Some candidates may choose to look at cultural developments as well. Credit appropriately directed discussion of the increasing confidence of Athens in areas such as drama, sculpture and architecture.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – October/November 2015	9274	33

The passages help focus on two areas. The Herodotus passage focuses on the resistance of the Athenians to overtures made by Mardonius who hoped to bring them over to the Persian side as he prepared for a further campaign against the Greeks in 479 BC. Candidates may discuss the significance of the outcome for Athenians, whose city had been occupied and largely destroyed; they may link this with the aims of the Delian League and the building programme of Pericles. Credit discussion of the importance of freedom, especially in the context of events in Greece over the next 80 years. The Thucydides passage is focused on the debate for the outbreak of the Peloponnesian War, when Athenian success had brought them to conflict with Sparta and her allies. Candidates may discuss the confidence of Pericles in Athenian power and relate that to the events of the Peloponnesian War (and its ultimate outcome).

Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – October/November 2015	9274	33

Question 2

General

Any critical exploration as an answer to a Paper 3 question will necessarily encompass differing views, knowledge and argument. Thus the mark scheme for these questions cannot and should not be prescriptive.

Candidates are being encouraged to explore, in the exam room, a theme that they will have studied. Engagement with the question as set (in the exam room) may make for limitations in answers but this is preferable to an approach that endeavours to mould pre-worked materials of a not too dissimilar nature from the demands of the actual question.

Examiners are encouraged to constantly refresh their awareness of the question so as not to be carried away by the flow of an argument which may not be absolutely to the point. *Candidates must address the question set and reach an overall judgement, but no set answer is expected. The question can be approached in various ways and what matters are not the conclusions reached but the quality and breadth of the interpretation and evaluation of the texts offered by an answer.*

Successful answers will need to make use of all three passages, draw conclusions and arrive at summative decisions.

- 2 To what extent were religious differences between the Romans and others a political obstacle to the peaceful development of the empire? In your answer, you should consider the passage above and your wider reading as well as the two passages below.**

Specific

In the first passage Beard et al. suggest that religion was a vehicle for political unrest, and that local cults could be used to bring together people in opposition to Rome, even when the cults appeared to be part of Roman religion. The other passages pick up the same theme, with the idea of the Druids as a powerful force in Britain before the Romans arrived and the dispute over whether an image of Caesar could be shown by the Jews in Josephus. In both cases the religious dimension to these conflicts was considerable, with Julius Caesar looking to up-root the political influence of the Druids and the later emperor looking to stamp his authority on the Jews.

Candidates should explore the ways in which religion blocked the *peaceful* expansion of the empire. They should look at the idea – shown through these passages – that religion was a cause of conflict. They might note that there was considerable peaceful expansion (for example the work done by Agricola as shown in Tacitus), but that religion was often a stumbling block. They could make a distinction between provinces (such as Greece) where the religious practice was much closer to that of the Romans, and therefore religion was not a cause of conflict, and areas where the religious belief was clearly either monotheistic or at least radically different (such as Britain and Jerusalem). They might also discuss the Romans' more open attitude to religious practice and dogma, but also look at how the Romans viewed the Jews in particular (e.g. through Juvenal).

A successful answer will look at the idea of 'to what extent' and could consider this in a variety of ways: geographical (by looking at different provinces), source-based (by looking at the limitations on the sources) or through types of religions (looking at religions akin to Roman religion and those that are very different). All such approaches should be well rewarded, if they are supported by appropriate evidence and analysis.