
CLASSICAL STUDIES

9274/31

Paper 3 Classical History – Sources and Evidence

October/November 2016

MARK SCHEME

Maximum Mark: 50

Published

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 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Essays: Generic Marking Descriptors for Papers 3 and 4

- The full range of marks will be used as a matter of course.
- Examiners will look for the 'best fit', not a 'perfect fit' in applying the levels.
- Examiners will provisionally award the middle mark in the level and then moderate up/down according to individual qualities within the answer.
- Question-specific mark schemes will be neither exhaustive nor prescriptive. Appropriate, substantiated responses will always be rewarded.

Level/marks	Descriptors
Level 5 50–40	<p>ANSWERS MAY NOT BE PERFECT, BUT WILL REPRESENT THE BEST THAT MAY BE EXPECTED AT THIS LEVEL.</p> <ul style="list-style-type: none"> • strongly focussed analysis that answers the question convincingly; • sustained argument with a strong sense of direction, strong and substantiated conclusions; • give full expression to material relevant to both AOs; • towards the bottom may be a little unbalanced in coverage yet the answer is still comprehensively argued; • wide range of citation of relevant information, handled with confidence to support analysis and argument; • excellent exploration of the wider context, if relevant.
Level 4 39–30	<ul style="list-style-type: none"> • a determined response to the question with clear analysis across most of the answer; • argument developed to a logical conclusion, but parts lack rigour, strong conclusions adequately substantiated; • covers both AOs; • good but limited and/or uneven range of relevant information used to support analysis and argument, description is avoided; • good analysis of the wider context, if relevant.
Level 3 29–20	<ul style="list-style-type: none"> • engages well with the question although analysis is patchy and, at the lower end, of limited quality; • tries to argue and draw conclusions, but this breaks down in significant sections of description; • the requirements of both AOs are addressed, but without any real display of flair or thinking; • good but limited and/or uneven range of relevant information used to describe rather than support analysis and argument; • fair display of knowledge to describe the wider context, if relevant.

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<p>Level 2 19–10</p>	<ul style="list-style-type: none"> • some engagement with the question, but limited understanding of the issues, analysis is limited/thin; • limited argument within an essentially descriptive response, conclusions are limited/thin; • factually limited and/or uneven, some irrelevance; • perhaps stronger on AO1 than AO2 (which might be addressed superficially or ignored altogether); • patchy display of knowledge to describe the wider context, if relevant.
<p>Level 1 9–0</p>	<ul style="list-style-type: none"> • little or no engagement with the question, little or no analysis offered; • little or no argument, conclusions are very weak, assertions are unsupported and/or of limited relevance; • little or no display of relevant information; • little or no attempt to address AO2; • little or no reference to the wider context, if relevant.

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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 examination room, a theme that they will have studied. Engagement with the question as set (in the examination 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 How far did the growth of Athenian power in the fifth century BC threaten freedom in the Greek world? In your answer you should consider the passage above and your wider reading as well as the two passages below.

The quotation from Buckley's book focuses on the threat Athens posed to other states in the Greek world, and candidates should be familiar with the narrative of the fifth century. Candidates should be able to discuss the Delian League as well as Athens' relationship with Sparta.

In answering the question, candidates will need to draw on a variety of sources to present their argument. Candidates will need to consider the positive and negative aspects of the development of Athenian power. The power relations within the Delian League will be one important area, and candidates should be able to trace the development of the Delian League and the transition to the Athenian Empire; many will note the dominance of Athens from the start and consider events early in the history of the league, such as the revolts of states such as Naxos and Thasos. Candidates should be able to use the narrative of the Pentekontaeteia in Thucydides Book 1 to support their discussion. This will also lead them to look at the developing relationship between Athens and Sparta, and the deterioration of this relationship after the successful conclusion of the war against Xerxes. Thucydides also provides good evidence for the impact of Athens on the allies of Sparta: candidates may use here the speech of the Corinthians (1.120ff) or that of Sthenelaidas (1.86). Credit also discussion of the Megarian decree and events later and Melos: but candidates may focus on different examples.

Candidates may also choose to consider the pattern of alliances after the Persian War and the good relationship that initially existed between Athens and members of the Delian League. The problematic leadership of Pausanias after the end of the war, and the reluctance of the Spartans to commit to the liberation of Greeks on the islands and coast of Asia Minor, suggest that the picture is more complicated: the threat of Persia remained significant at least as far as Eurymedon, and even if there was a Peace of Callias, the coastal Greek cities would have been aware of the power of the Persian Empire. Credit any discussion of positive aspects of Athenian power; for example, support for Greek states against Persian incursions or against Sparta and its allies (e.g. Corcyra).

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The passages help focus on two areas. The Herodotus passage focuses on the achievement of Athens in developing into a formidable fighting force so quickly after the expulsion of the tyrants, and the importance of Athenian forces by land and sea in the fight against Persia. The Thucydides passage directs candidates towards the positive case to be made for Athenian power in the competitive world of Greek city states.

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

2 To what extent did the growth of the Roman Empire harm other nations? In your answer you should consider the passage above and your wider reading as well as the two passages below.

The passages deal with all three of the main historical periods covered by the prescribed texts to give candidates an opportunity to look at a spread of different approaches to the question. In the first passage, the issue of how a nation divided by religious differences might respond to Roman power is raised. Goldsworthy points out that the approach to Roman rule amongst the Jews was a vexed issue because there was no single, clear approach due to the divisions within Jewish society. Candidates might like to explore this idea further and use examples from their own reading of Josephus. They might also consider the position of Josephus himself, and his relationship with the Romans. The key theme introduced by this passage, in contrast to the other sources, is that of religious freedom and religious activity. This should lead candidates to think about this dimension of the effects of Roman rule, and contrast the religious and political worlds which came to clash as the Roman Empire expanded.

The second passage takes candidates back to the situation under Caesar, which can be contrasted with that in Jerusalem not least because of the different state of the Roman Empire at the time. In Caesar's presentation – which candidates should evaluate carefully for its accuracy – it is suggested that Vercingetorix was fighting for Gallic freedom 'in the cause of national liberty'. The suggestion here is that there is a single approach, and that the Gauls are fighting for their freedom. Furthermore, Caesar's treatment of the prisoners confirms the idea that they would lose that freedom as soon as they were defeated.

Meanwhile, the final passage from Tacitus recounts Calgacus' impassioned speech which once again echoes the idea of a loss of freedom. Most significantly it concludes with the idea that the effects of the Roman Empire are entirely negative, and that the whole idea of empire is, in a sense, a lie. The Romans, according to Calgacus, are simply greedy and keen to grab as much as they possibly can. The effects of the expansion of the Roman Empire are clearly recounted in this speech.

Candidates should bring together the core ideas in these passages – division amongst the conquered, loss of liberty and suffering as a result of the empire – and analyse how far these can be seen as the reality of Roman rule. They might consider the positive aspects of Roman rule, such as the development of education, roads, towns, housing and infrastructure (shown through archaeological evidence, not least in Roman Britain) and contrast these with the views expressed in the sources above.

Candidates should question the reliability of the sources cited, but also consider whether there is other evidence which might suggest another story. They might, for example, consider the more positive effects of Romanisation on the provinces, and use archaeological evidence to support their arguments.