
CLASSICAL STUDIES

9274/33

Paper 3 Classical History – Sources and Evidence

October/November 2017

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.

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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 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.

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>To what extent do the outcomes of wars in the fifth century BC show that Athenian democracy was ‘a failure’? In your answer you should consider the passage above and your wider reading as well as the two passages below:</p> <p>Specific</p> <p>The quotation from Osborne’s book focuses on the significance of the Sicilian disaster for Athens and in particular the link between this catastrophe and the eventual loss to Sparta at the end of the Peloponnesian War. The passage also raises the issue of the role of the democratic system in leading to the outcome of the expedition.</p> <p>In answering the question, candidates will need to draw on a variety of sources to present their argument. Answers will need to consider what happened in the immediate aftermath of the Sicilian disaster and the responses of both Athens and Sparta to that challenge. The question more generally asks candidates to consider whether the democracy had a negative impact on Athens over a longer period. There is scope therefore to look at the success (and failure) of Athens more generally over the course of the fifth century BC, and look at a range of conflicts, which may include the Ionian Revolt, the Marathon campaign, the Persian War of 480/79 BC, the formation of the Delian League and the conflicts both with Persia and other Greek states down to the start of the Peloponnesian War. Good answers will keep returning to the issue of the democratic system and its role in the outcomes of wars. Candidates may also want to consider the re-establishment of the democracy in 403 BC.</p> <p>There is scope for some narrative detail here, but the best responses will look at the importance to Athens of its democratic constitution and the impact of this on crucial decisions such as the decision to help the Ionians or fight at Marathon. Although the Osborne passage focuses on the Sicilian expedition, there is considerable scope for discussion of the final stages of the war and the extent to which Athens in fact recovered from what might seem a hopeless position. However, the later stages of the Peloponnesian War are often not well known, so examiners may exercise some judgment over what constitutes a reasonable range.</p> <p>The passages help focus on two areas. The Herodotus passage focuses on the achievement of Athens in developing into a formidable fighting force and so playing a decisive role in Greek resistance to the invasion of 480/79 BC: the role of the Athenian navy is crucial here. The Thucydides passage directs candidates towards the magnitude of the Sicilian disaster. There is no direct link to the democratic system here, but good candidates will no doubt link to the Sicilian debate in Thucydides Book 6 where we get a sense of the inherent difficulties in the Athenian leadership system and the risks in expecting the Assembly to make an informed decision about a complex matter.</p> <p>Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.</p> | 50 |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>How far do the sources help us to understand the different ways in which the Roman Empire expanded? In your answer, you should consider the passage above and your wider reading as well as the two passages below:</p> <p>Specific</p> <p>The passages offer candidates the opportunity to discuss the three different elements from the course: Caesar, Agricola and Josephus. The opening passage from Parker should lead candidates to discuss the difficulties of looking at the military campaigns which led to much of the expansion of the empire, but may also afford them the opportunity to consider Caesar's detailed account of his campaign in contrast with the point made here about Tacitus. Candidates might also consider Agricola's role as a governor in Britain, and note the different nature of that role in comparison with, for example, the roles of Caesar and Coponius as outlined in the following passages.</p> <p>Candidates should also be able to discuss the role of diplomacy in the expansion of the empire as suggested by the passage from Caesar. The suggestion that Caesar's influence and presence led to changes in the power structures of the 'natives', even when there may not have been direct Roman rule, is in marked contrast to the simple idea of crushing rebellions as outlined in Josephus' passage. With due evaluative care, candidates may wish to consider whether the expansion of the empire owed something to this form of influence, and consider how the boundary between the empire and its neighbours may have developed.</p> <p>The final passage from Josephus, while brief, gives the idea of a Roman procurator going out to a province to strike fear into them by enacting the death penalty. Such an image has much in common with the supposed power indicated by Caesar, but is even more stark in its presentation.</p> <p>Answers might also consider other related ways in which the empire was able to grow, most particularly trade, and the key role of the emperor which is only briefly touched on by the final source.</p> <p>Answers should question the reliability of the sources cited, and consider the extent to which they offer a reliable picture of the events described; in particular in relation to the personal involvement of both Caesar and Josephus in the events which they are recounting.</p> | 50 |