
CLASSICAL STUDIES

9274/33

Paper 3 Classical History – Sources and Evidence

October/November 2018

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **7** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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. |
| Level 2 19–10 | <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. |

| Level/marks | Descriptors |
|--------------------|--|
| Level 1 9–0 | <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. |

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.

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>To what extent did their ambition stop the Athenians establishing stable relationships with other Greek states?</p> <p>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 Samons' book focuses on the Athenian attitude to war at the start of the Peloponnesian War and highlights the importance of empire for those who voted for war. Samons argues that the advantages of empire appealed to a wide cross-section of the Athenian population and that this explains why Athens was prepared to adopt such high-risk strategies both in the 430s and at other periods during their ascendancy.</p> <p>In answering the question, candidates will need to draw on a variety of sources to present their argument. Candidates will need to consider the development of 'Athenian ambition' during this period. They may focus initially on Herodotus' account of Athenian responses to the Ionian Revolt, and the significant impact of the Battle of Marathon on Athenian self-belief. They may develop this further by considering the role of the Athenians in the Persian War, and her relationship with Sparta and other Greek states. The power relations within the Delian League will be another important area, and candidates should be able to trace the history of the Delian League from its early stages when relationships between the various Greek states were largely positive and the transition to the Athenian Empire; many may 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. There is scope to use the extensive inscriptional record if candidates so choose. 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).</p> <p>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 failure of Sparta to maintain her leadership role as the campaign against Persia was continued certainly allowed the Athenians to establish a dominant position, based on the increasing power of her navy.</p> | 50 |

| Question | Answer | Marks |
|----------|--|-------|
| 1 | <p>The passages help focus on two areas. The Herodotus passage focuses on the close relationship between Athens and Sparta during the Persian conflict and the importance of both sides to the eventual victory; this led naturally to a consideration of the tension that soon arose between them. The Thucydides passage highlights some of the strains that had developed during the Pentekontaeteia, and candidates may choose to focus on the significance of 'Athenian ambition' in general. The passage also highlights the role of Pericles, and candidates may usefully relate this to the passage from Samons' book.</p> <p>Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>To what extent are we able to understand how local populations reacted to Roman conquest?</p> <p>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>In the passage, Erskine discusses the difficulties in understanding what the effects of Roman conquest were on the people conquered, and outlines some of those difficulties – not least the geographical origin of the sources which have survived. He also points out the range of different peoples within the Roman empire. Answers should include some consideration of this range, and of how difficult it would be to assess the reactions in this light.</p> <p>Both passages are intended to give candidates a starting point for the discussion of the responses of different peoples to the Romans and an opportunity to discuss some of the effects of the arrival of the Romans and their dominance. Candidates can look initially at the negative effects on the Britanni in battle, and how they were affected, before moving to considering the state of play in Jerusalem. Both passages deal with the immediate effects of the arrival of the Romans, and so the more astute candidates may note this, and consider how events played out afterwards. They should also note the nature of the sources, and their perspectives. In particular, discussion about Josephus and the geographical spread of these two sources (West and East).</p> <p>Candidates are expected to discuss examples drawn from the range of the prescribed texts. It is to be hoped that some candidates may offer examples and consider ideas from their wider reading beyond the prescription.</p> <p>Candidates should ensure that they discuss the different themes raised in the initial Erskine quotation: the range of different people, the numbers of people and the geographical limitations of the sources. They might also comment on other limiting factors such as gender and political class.</p> <p>Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.</p> | 50 |