
CLASSICAL STUDIES

9274/31

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.

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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.

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 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 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.

Question	Answer	Marks
1	<p>To what extent did the development of Athenian democracy during the fifth century BC lead Athens into conflict with others?</p> <p>In your answer you should consider the passage above and your wider reading as well as the two passages below.</p> <p>The quotation from Samons' book focuses on power in the Greek world and the importance of a motivated military machine (both by land and sea) to achieve dominance in the Greek world and beyond. On this view, the driver in mid-fifth century Athenian politics is the development of imperial revenue to satisfy the growing demands of the citizens of the <i>polis</i> of Athens, and can be used to explain how Pericles came to hold such a dominant position.</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 what happened during the fifth century and consider the development of Athenian democracy, and in particular how this plays into foreign policy, in so far as we can discern the detail. The sources generally suggest that after the Persian war Athens quickly comes to dominate the Delian League, and from the 460s onwards this is associated strongly with the democratic element in Athens and Pericles. Pericles' involvement in active engagement with the Spartans (and others) during the first part of the Peloponnesian War may well be discussed to advantage. Students may also turn to consider the events leading up to the outbreak of the Peloponnesian War in 431 BC and the events of the war itself, and consider to what extent the democratic system was a significant element here. It is interesting that the Athenians, through the Assembly, voted for policies that were directed at others states: candidates may want to consider the importance of the financial rewards on offer for those engaged in the maintenance of imperial power and in extending Athenian power to new areas (such as Sicily in 415 BC). Candidates may also compare Athenian activity with what happened earlier in the period, around the time of Cleisthenes and then slightly later the campaign of Marathon and Athens' role in the Persian War itself.</p> <p>Although the Samons passage focuses on the Periclean period, there is considerable scope for discussion of the final stages of the war and the extent to which Athens sought to maintain a relationship with some Delian League members during the final confrontations with the Spartans. However, the later stages of the Peloponnesian War are often not well known, so examiners may exercise some judgement over what constitutes a reasonable range.</p>	50

Question	Answer	Marks
1	<p>The passages focus on two areas. The Herodotus passage focuses on the relationship with the Spartans in the aftermath of the expulsion of the tyrant Hippias and the subsequent development of the initial stages of the democracy, when the Athenians were beginning to assert themselves without the controlling hand of the tyrant. The problematic relationship between Athens and Sparta in this time and the potential threat of the emerging democracy could be used as a starting point for considering the further development of the democracy in the fifth century and the impact that this had on other states such as Sparta. The Thucydides passage highlights an important movement when the pro-Spartan Cimon was forced to abandon an attempt to help Sparta after the helot revolt in the 460s, which led to Cimon's exile and the rapid development of the democracy in the immediate aftermath of this, overseen by Pericles, together with a much more energetic foreign policy both in the wider Greek world through to the Delian League and within Greece itself.</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, if at all, was religion a unifying factor in the Roman Empire?</p> <p>In your answer, you should consider the passage above and your wider reading as well as the two passages below:</p> <p>The passages give a clear direction to follow. Ed Bispham’s initial comments reflect on the difficulties of the idea of Roman religion, and suggest that even this idea is flawed. Moreover, he brings in the idea of the Imperial Cult, which might have been thought of as a unifying factor. Again here, he casts doubt on this idea, as it would have appeared in many different forms. Nevertheless, for the more astute reader there is the potential for discussion on the nature and significance of the Imperial Cult within the Roman Empire, and its relation to the expansion of Roman power.</p> <p>The passage from Caesar draws a clear contrast between the religious (and indeed other) customs of the Germans and those of the Gauls. This passage can be used as a starting point for discussing the different traditions and ideas in these two sections of the Roman experience – one in which the Romans were successful in conquering the peoples, whilst in the other they were less successful. A further issue in this passage, though, is Caesar’s interest and his reasons for reporting on this topic – candidates might wish to discuss what this shows about the significance of religion in the development of the empire as a unifying force.</p> <p>The passage from Josephus shows another, Eastern religious practice from the other side of the empire, and from a slightly later period once the imperial system was established. His description of the religious practices puts them in marked contrast to the ‘practical’ implications of Caesar’s account, and shows how very different religious practice was in the East. Nevertheless, the discussion of God as a Giver of Life has some similarity to the German situation. How, then, would Roman religious belief have tied in with such ideas? Moreover, how would this have related to the Imperial Cult. Such questions can be explored by the candidates.</p> <p>Candidates should question the reliability of the sources cited, but also consider whether there is other evidence. In particular, they might consider the nature of the two authors whose writings are reproduced on the paper, and their respective agendas in writing. They might also consider other elements of religion within the Roman Empire, by looking at both ‘traditional’ Roman religion and the Imperial Cult. They could extend their answers to discuss the apparent willingness of the Romans to ‘work with’ other religious beliefs as shown by the evidence from Aquae Sulis, and contrast with the evidence of the treatment of both Jews and Christians, especially under Nero. Which areas candidates choose to explore will be determined by their interests, but all should be supported with accurate references to appropriate sources, and evaluation of those sources to support their arguments.</p>	50