

# Cambridge International AS & A Level

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**CLASSICAL STUDIES****9274/33**

Paper 3 Classical History

**October/November 2024****MARK SCHEME**Maximum Mark: 50

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**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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **14** 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 descriptions 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.

**General guidance for marking extended response and essay questions**

Candidates must address the question set and reach an overall judgement, but no set answer is expected. The questions can be approached in various ways and what matters is not the conclusions reached but the quality and breadth of the argument offered by an answer.

Examiners are encouraged to constantly refresh their awareness of the question and be aware of any requirements set by the question to use sources or make reference to specific examples.

Indicative content in the question-specific mark schemes will neither be exhaustive nor prescriptive. Appropriate, supported responses which address the question should be rewarded.

Relevant accurate knowledge from outside the prescribed Sources for Study e.g. literary or historical sources not set in the Sources for Study should be rewarded as appropriate.

**Guidance on using levels-based mark schemes**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

**20 mark source-based marking criteria**

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
Level 5	<ul style="list-style-type: none"> <li>• A very good range of factual knowledge</li> <li>• Relevant knowledge is very detailed</li> <li>• Well-supported with evidence and examples where required</li> <li>• A very good understanding/awareness of context, as appropriate.</li> </ul>	8	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues</li> <li>• Thoughtful evaluation that answers the question</li> <li>• Very thoughtful engagement with sources/task</li> <li>• Very well structured response with coherent and reasoned argument.</li> </ul>	11–12
Level 4	<ul style="list-style-type: none"> <li>• A good range of factual knowledge</li> <li>• Relevant knowledge is detailed</li> <li>• Mostly supported with evidence and examples where required</li> <li>• A good understanding/awareness of context, as appropriate.</li> </ul>	6–7	<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues</li> <li>• Good evaluation that answers the question</li> <li>• Thoughtful engagement with sources/task</li> <li>• Well-structured response with reasoned argument.</li> </ul>	8–10
Level 3	<ul style="list-style-type: none"> <li>• An adequate range of factual knowledge</li> <li>• Relevant knowledge is basic</li> <li>• Supported with some evidence and examples where required</li> <li>• Some understanding/awareness of context, as appropriate.</li> </ul>	4–5	<ul style="list-style-type: none"> <li>• Adequate analysis of evidence/issues</li> <li>• Adequate evaluation that answers the question</li> <li>• Some engagement with sources/task</li> <li>• A structured response with some reasoned argument.</li> </ul>	5–7
Level 2	<ul style="list-style-type: none"> <li>• A limited range of factual knowledge</li> <li>• Partially relevant knowledge is basic</li> <li>• Partially supported with evidence and examples where required</li> <li>• Limited understanding/awareness of context, as appropriate.</li> </ul>	2–3	<ul style="list-style-type: none"> <li>• Limited analysis of evidence/issues</li> <li>• Limited evaluation that partially answers the question</li> <li>• Limited engagement with sources/task</li> <li>• Poorly structured response with little reasoned argument.</li> </ul>	3–4
Level 1	<ul style="list-style-type: none"> <li>• A very limited range of factual knowledge</li> <li>• Knowledge may not be relevant</li> <li>• Minimal or no supporting evidence or examples</li> <li>• Minimal or no understanding/awareness of context, as appropriate.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Superficial analysis of evidence/issues</li> <li>• Little or no evaluation that answers the question</li> <li>• Little or no engagement with sources/task</li> <li>• An unstructured response with little or no reasoned argument.</li> </ul>	1–2

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
Level 0	No creditable response.	0	No creditable response.	0

**30 mark essay marking criteria**

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
Level 5	<ul style="list-style-type: none"> <li>• A very good range of factual knowledge</li> <li>• Relevant knowledge is very detailed</li> <li>• Well-supported with evidence and examples where required</li> <li>• A very good understanding/awareness of context, as appropriate.</li> </ul>	11–12	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues</li> <li>• Thoughtful evaluation that answers the question</li> <li>• Very thoughtful engagement with sources/task</li> <li>• Very well structured response with coherent and reasoned argument.</li> </ul>	15–18
Level 4	<ul style="list-style-type: none"> <li>• A good range of factual knowledge</li> <li>• Relevant knowledge is detailed</li> <li>• Mostly supported with evidence and examples where required</li> <li>• A good understanding/awareness of context, as appropriate.</li> </ul>	8–10	<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues</li> <li>• Good evaluation that answers the question</li> <li>• Thoughtful engagement with sources/task</li> <li>• Well-structured response with reasoned argument.</li> </ul>	11–14
Level 3	<ul style="list-style-type: none"> <li>• An adequate range of factual knowledge</li> <li>• Relevant knowledge is basic</li> <li>• Supported with some evidence and examples where required</li> <li>• Some understanding/awareness of context, as appropriate.</li> </ul>	5–7	<ul style="list-style-type: none"> <li>• Adequate analysis of evidence/issues</li> <li>• Adequate evaluation that answers the question</li> <li>• Some engagement with sources/task</li> <li>• A structured response with some reasoned argument.</li> </ul>	7–10
Level 2	<ul style="list-style-type: none"> <li>• A limited range of factual knowledge</li> <li>• Partially relevant knowledge is basic</li> <li>• Partially supported with evidence and examples where required</li> <li>• Limited understanding/awareness of context, as appropriate.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>• Limited analysis of evidence/issues</li> <li>• Limited evaluation that partially answers the question</li> <li>• Limited engagement with sources/task</li> <li>• Poorly structured response with little reasoned argument.</li> </ul>	4–6
Level 1	<ul style="list-style-type: none"> <li>• A very limited range of factual knowledge</li> <li>• Knowledge may not be relevant</li> <li>• Minimal or no supporting evidence or examples</li> <li>• Minimal or no understanding/awareness of context, as appropriate.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>• Superficial analysis of evidence/issues</li> <li>• Little or no evaluation that answers the question</li> <li>• Little or no engagement with sources/task</li> <li>• An unstructured response with little or no reasoned argument.</li> </ul>	1–3

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
Level 0	No creditable response.	0	No creditable response.	0

Question	Answer	Marks
1	<p><b>Using this passage as a starting point, assess the importance of courage to the Spartans.</b></p> <p>Use the 20 mark source-based marking criteria.</p> <p>Candidates must make use of the passage but should also provide other information from their study of the social values of Sparta.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. Answers might include some of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>In the passage:</p> <ul style="list-style-type: none"> <li>• The importance placed on courage in the Spartan family</li> <li>• The importance of courage in war</li> <li>• The importance of a good death.</li> </ul> <p>Other sources:</p> <ul style="list-style-type: none"> <li>• Thucydides 1.88 (Sthenelaidas' speech to assembly)</li> <li>• Herodotus 7.102, 104 (Demaratus on the nature of the Spartans), 7.225 (the final resistance at Thermopylae), 9.35 (Spartan victories)</li> <li>• Xenophon <i>Constitution of the Spartans</i> 2, 4 (Spartan education), 9 (treatment of cowards), 11 (Spartan army)</li> <li>• Credit wider use of Herodotus 6 on life in Sparta.</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. Candidates should come to some conclusion about the importance of courage. Candidates should be able to discuss the military role of kings in battle and the focus on military virtues and values in all aspects of Spartan life.</p> <p>Discussion and conclusions will depend on the sources chosen. Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing. Credit understanding of our lack of sources from the Spartan side.</p>	20



Question	Answer	Marks
2	<p><b>Assess how far Alcibiades contributed to the defeat of Athens in the Peloponnesian War.</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates should:</p> <ul style="list-style-type: none"> <li>Outline what we know about Alcibiades' actions during the Peloponnesian War, including his role in the aftermath of the peace of Nicias, his involvement in the Sicilian expedition, his defection to Sparta and his subsequent return to Athens and eventual exile.</li> <li>Assess how these actions relate to the eventual defeat of Athens in 404 BCE.</li> </ul> <p>Candidates might make some or all of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>The aftermath of the Peace of Nicias:</p> <ul style="list-style-type: none"> <li>Alcibiades' role in undermining the peace (Thucydides, <i>History of the Peloponnesian War</i> 5.43–46)</li> <li>The contradictions in Alcibiades' behaviour (Plutarch, <i>Alcibiades</i> 16)</li> <li>Alcibiades and the Mysteries (Plutarch, <i>Alcibiades</i> 19).</li> </ul> <p>The Sicilian expedition:</p> <ul style="list-style-type: none"> <li>The assembly meeting in Athens (Thucydides, <i>History of the Peloponnesian War</i> 6.8, 15, 24)</li> <li>The effect of Alcibiades' recall on the expedition (Thucydides, <i>History of the Peloponnesian War</i> 6 and 7 generally)</li> <li>Alcibiades in exile in Sparta (Thucydides 6.82–114, Plutarch, <i>Alcibiades</i> 23–4).</li> </ul> <p>Alcibiades in Ionia</p> <ul style="list-style-type: none"> <li>Relationship with Tissaphernes (Thucydides, <i>History of the Peloponnesian War</i> 8.45, 52).</li> </ul> <p>Alcibiades' return to Athens</p> <ul style="list-style-type: none"> <li>Welcome on return (Xenophon, <i>Hellenica</i> 1.10–20)</li> <li>Credit discussion of exile after Battle of Notium (Plutarch, <i>Lysander</i> 5)</li> <li>Help offered to Athenians at Aegospotami (Xenophon <i>Hellenica</i> 2.1.20–32, Plutarch, <i>Lysander</i> 10–11).</li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Discussion and conclusions will depend on the examples chosen.</p>	30

Question	Answer	Marks
2	<p>Candidates may choose to focus more on the later examples than the earlier ones. Credit should be given for critical discussion of specific examples such as Alcibiades' relationship with the democracy and his personal behaviour. Credit appropriately assessment of Alcibiades' responsibility for the final defeat when he was in exile.</p> <p>Though the focus should be on Alcibiades, credit discussion of other relevant factors in Athens' defeat such as political in-fighting, incompetence of other generals and Persian intervention.</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing. Credit understanding of the limited access we have to a full account of the period.</p>	

Question	Answer	Marks
3	<p><b>To what extent did all citizens have an effective role in the political system in Athens?</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates should:</p> <ul style="list-style-type: none"> <li>• Show knowledge of the ways in which citizens were involved in the political system in Athens</li> <li>• Demonstrate an understanding of how effectively they were involved in the different institutions.</li> </ul> <p>Candidates might make some or all of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>The roles of citizens in the Athenian democracy:</p> <ul style="list-style-type: none"> <li>• Citizens in the assembly and council (e.g. Thucydides, <i>History of the Peloponnesian War</i> 2.65, 3.36–50 (Mytilenean debate) 6.24 (Sicilian debate); Xenophon, <i>Hellenica</i> 1.10–20 (Alcibiades addresses council and assembly); Aristophanes, <i>Knights</i> 147–395, The Old Oligarch; Plutarch, <i>Alcibiades</i> 10, <i>Nicias</i> 3, 11)</li> <li>• Citizens in the jury system (Aristotle, <i>The Athenian Constitution</i> 27, Plutarch, <i>Pericles</i> 12–14, 16, 30–32)</li> <li>• Credit other relevant detail.</li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the examples chosen.</p> <p>Candidates are free to balance their answer through their choice of examples, but they must address ‘to what extent’. Credit should be given for an understanding of the importance of citizen participation in Athenian democracy, even if this cannot be directly tied to sources.</p> <p>Expect candidates to consider the importance of attendance at the assembly and taking up time-limited roles in the Council, the jury system and magistracies. Candidates may also discuss the changes due to the Peloponnesian War when more people were constrained within the city and so had access to the democratic institutions: see Aristotle, <i>Athenian Constitution</i> 28. Stronger responses will show an understanding of the potential bias of the sources and will be able to assess the chosen examples effectively.</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	30

Question	Answer	Marks
4	<p><b>Using this passage as a starting point, assess the importance of the military in the appointment of new emperors. You should discuss Claudius and <u>one</u> of Nero, Domitian and Trajan.</b></p> <p>Use the 20 mark source-based marking criteria.</p> <p>Candidates must make use of the passage but should also demonstrate some knowledge of how another emperor came to power.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. Answers might include some of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>In the passage:</p> <ul style="list-style-type: none"> <li>• Accidental nature of Claudius' appointment</li> <li>• Murder of Gaius</li> <li>• Role of the soldier</li> <li>• Role of the Praetorian guard.</li> </ul> <p>Other sources:</p> <ul style="list-style-type: none"> <li>• Suetonius, <i>Claudius</i> 10</li> <li>• Suetonius, <i>Nero</i> 8–9</li> <li>• Tacitus, <i>Annals</i> 12.67–9, 13.1.</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. Candidates should come to some conclusion about the role of the military in the appointment of new emperors. They may consider different elements of the military, in particular the Praetorian Guard, but may also wish to look more widely at the military backgrounds of some emperors contrasted with the actions/situations of Claudius and Nero. They may present differences (e.g. circumstances) or common themes (e.g. role of military).</p> <p>Discussion and conclusions will depend on the sources and emperors chosen. Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing. Credit understanding of the similarities/differences between the picture painted by Suetonius and that in Tacitus.</p>	20

Question	Answer	Marks
5	<p><b>To what extent did Roman emperors have the power to do whatever they wanted? You should discuss at least <u>two</u> of Claudius, Nero, Domitian and Trajan.</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates should:</p> <ul style="list-style-type: none"> <li>• Outline the limits on the power of the emperors and the nature of the actions taken by emperors</li> <li>• Show an understanding of the ideas of <i>potestas</i> and <i>auctoritas</i> (whether formally expressed or not).</li> </ul> <p>Candidates might make some or all of the following points. The sources to be used will depend on the choice of emperor and the choice of actions under consideration. Areas for consideration include:</p> <ul style="list-style-type: none"> <li>• The use of the military to expand and control the Empire. This could lead to a discussion of the role of the army and generals in succession.</li> <li>• Actions within the Senate, and the control over the Senate. This could then also lead to discussion of treason (<i>maiestas</i>) and its significance in relation to position of the emperor.</li> <li>• Building programmes – there could be discussion of the emperor's freedom in this regard, and the significance of the fire under Nero and the great influence which he personally appears to have had over the redevelopment of Rome.</li> <li>• Relations with people – candidates might decide to look at the treatment of the poor, and how the emperors ensured that the plebs were loyal to them, and thereby created a power base. This could also be related to a discussion of the client-patron relationship in Roman politics.</li> <li>• The idea of the imperial cult, and the power which would come with the notion of the emperor as a god – this is particularly important for Domitian and should be distinguished by the idea of deification after death.</li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the examples chosen.</p> <p>Candidates may choose one or more areas within which the Roman emperors had power. The nature and evaluation of their evidence will depend on their choice of topic, but the following might be considered as examples:</p> <ul style="list-style-type: none"> <li>• Suetonius' characterisation of emperors, and how he might therefore have seen their power.</li> <li>• Tacitus' disillusionment with the system, and hence his view of the political landscape.</li> <li>• The challenges of finding evidence for the treatment of the plebs, and the nature of the evidence for the Imperial Cult.</li> </ul>	30

Question	Answer	Marks
6	<p><b>Assess the importance of slaves and freedmen in Roman society.</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates should:</p> <ul style="list-style-type: none"> <li>• Show knowledge of the roles that slaves and freedmen performed in Rome</li> <li>• Demonstrate an understanding of how each contributed to Roman society, and, in particular, the role of freedmen under Claudius and Nero.</li> </ul> <p>Candidates might make some or all of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>The roles of slaves can be discussed briefly. The focus will be primarily on the roles of freedmen, but their origins should not be forgotten. The following could be considered:</p> <ul style="list-style-type: none"> <li>• Claudius' laws on slaves</li> <li>• Claudius and the dominance of freedmen in his court; focus on individuals such as Narcissus, and the specifics of his role</li> <li>• Nero (and Domitian), Helius and Epaphroditus et al.</li> <li>• The murder of Macedo (Pliny, 3.14).</li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the examples chosen.</p> <p>Credit should be given for noting the challenges with the sources in this area, not least due to attitudes towards slaves and freedmen. They should discuss the challenges of knowing exactly what slaves did, but here the evidence from Claudius' laws may be helpful.</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	30