

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary Level and GCE Advanced Level**

## **MARK SCHEME for the October/November 2013 series**

### **9274 CLASSICAL STUDIES**

**9274/32**

Paper 3 (Classical History – Sources and Evidence),  
maximum raw mark 50

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 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

### Essay: 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. Good performance on one AO may compensate for shortcomings on others. HOWEVER, essays not deploying material over the full range of the two AOs will be most unlikely to attain a mark in Level 5.
- 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. Answers may develop a novel and possibly intuitive response to a question. This is to be credited if arguments are fully substantiated.
- The ratio of marks AO1 to AO2 is 1:1

Level/marks	Descriptors
5  50 – 40 marks	<p>ANSWERS MAY NOT BE PERFECT, BUT WILL REPRESENT THE BEST THAT MAY BE EXPECTED OF AN 18-YEAR-OLD.</p> <ul style="list-style-type: none"> <li>• Strongly focussed analysis that answers the question convincingly.</li> <li>• Sustained argument with a strong sense of direction. Strong, substantiated conclusions.</li> <li>• Gives full expression to material relevant to both AOs.</li> <li>• Towards the bottom, may be a little prosaic or unbalanced in coverage yet the answer is still comprehensively argued.</li> <li>• Wide range of citation of relevant information, handled with confidence to support analysis and argument.</li> <li>• Excellent exploration of the wider context, if relevant.</li> </ul>
4  39 – 30 marks	<p>ANSWERS WILL SHOW MANY FEATURES OF LEVEL 5, BUT THE QUALITY WILL BE UNEVEN ACROSS THE ANSWER.</p> <ul style="list-style-type: none"> <li>• A determined response to the question with clear analysis across most but not all of the answer.</li> <li>• Argument developed to a logical conclusion, but parts lack rigour. Strong conclusions adequately substantiated.</li> <li>• Response covers both AOs.</li> <li>• Good but limited and/or uneven range of relevant information used to support analysis and argument. Description is avoided.</li> <li>• Good analysis of the wider context, if relevant.</li> </ul>
3  29 – 20 marks	<p>THE ARGUMENT WILL BE REASONABLY COMPETENT, BUT LEVEL 3 ANSWERS WILL BE LIMITED AND/OR UNBALANCED.</p> <ul style="list-style-type: none"> <li>• Engages well with the question although analysis is patchy and, at the lower end, of limited quality.</li> <li>• Tries to argue and draw conclusions, but this breaks down in significant sections of description.</li> <li>• The requirements of both AOs are addressed, but without any real display of flair or thinking.</li> <li>• Good but limited and/or uneven range of relevant information used to describe rather than support analysis and argument.</li> <li>• Fair display of knowledge to describe the wider context, if relevant.</li> </ul>
2  19 – 10 marks	<p>ANSWERS WILL SHOW A GENERAL MISMATCH BETWEEN QUESTION &amp; ANSWER.</p> <ul style="list-style-type: none"> <li>• Some engagement with the question, but limited understanding of the issues. Analysis is limited/thin.</li> <li>• Limited argument within an essentially descriptive response. Conclusions are limited/thin.</li> <li>• Factually limited and/or uneven. Some irrelevance.</li> <li>• Perhaps stronger on AO1 than AO2 (which might be addressed superficially or ignored altogether).</li> <li>• Patchy display of knowledge to describe the wider context, if relevant.</li> </ul>
1  9 – 0 marks	<p>ANSWERS IN LEVEL 1 WILL SHOW A CLEAR SENSE OF THE CANDIDATE HAVING LOST CONTROL OF HIS/HER MATERIAL.</p> <ul style="list-style-type: none"> <li>• Little or no engagement with the question. Little or no analysis offered.</li> <li>• Little or no argument. Any conclusions are very weak. Assertions are unsupported and/or of limited relevance.</li> <li>• Little or no display of relevant information.</li> <li>• Little or no attempt to address AO2.</li> <li>• Little or no reference to the wider context, if relevant.</li> </ul>

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**1 To what extent do the sources enable us to understand the changing relationship between Athens and Sparta in the fifth century BC?**

**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.

**Specific**

The quotation from de Ste Croix's book focuses on a specific issue to do with the relationship between Sparta and Athens, and the role of Sparta's allies in this. The causes of the Peloponnesian War is one area that can be explored here in some detail, though some candidates may choose to concentrate on other aspects of the relationship between the two states.

In answering the question, candidates will need to draw on a variety of sources to present their argument. Discussion should focus on the nature of our surviving sources and the view of the relationship between Athens and Sparta presented in them. Candidates should show knowledge and understanding of Herodotus' *Histories*, especially the very positive account given of the working alliance between Athens and Sparta, and, in particular, the Athenian willingness to cede the leading role to Sparta to ensure the unity of the Hellenic League. There is of course also evidence for stresses within the Hellenic League and Herodotus records some different accounts of the roles of individual states at different points (e.g. Corinth at Salamis). Candidates may contrast the evidence provided by Thucydides for this period in general terms: he presents his own view of the 'truest explanation' in 1. 23, and candidates may choose to discuss his account in Book 1 in some detail.

The passages help focus on two areas. Herodotus' discussion of Plataea focuses on the positive image that arises from the fighting against Persia, both at Marathon and during the main invasion of 480—479 BC. This passage reflects a good relationship between Sparta and Athens, at least on the surface, which was to change very significantly during the period studied. Credit understanding by candidates of divisions within the Greek world even at this time, especially between those who fought against Persia and those to either chose or were compelled to support the Persian invasion. The Thucydides passage taken from Sthenelaidas' speech to the Spartan Assembly in Book 1 presents a very clear image of Athenian imperialism and its impact on Sparta, significantly through the effect of Athenian pressure on allies such as Corinth and Megara. This provides an opportunity for candidates to focus their discussion on the Peloponnesian War, within which there were some significant changes in the relationship (e.g.

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the Peace of Nicias). However, candidates should address the question in full by showing an understanding of how the relationship between Athens and Sparta changed during the period studied.

The passage from de Ste Croix may suggest an approach more focused on Sparta, but candidates may well present an account primarily focused on Athens, and this is indeed expected given the title of this paper. Candidates should develop an account of the relationship between Athens and her principal opponent during the period, and the passages from the sources studied should suggest an obvious starting point in the contrast between the Persian and Peloponnesian Wars.

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

## **2 To what extent did the provinces welcome the influence of Roman culture?**

### **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.

### **Specific**

In the passage, Terrento outlines the difficulties of just referring to the idea of ‘Romanisation’ as a single process, and suggests how we might consider this process, outlining some different elements which might be considered. The passages from Tacitus and Josephus, on the other hand, give some of the realities of the relationship between Rome and the provinces with the rebellion of Boudicca and the imposition of taxes in Jewish territory. In particular, the phrase ‘treated the country as his own property’ in the Josephus passage is intended to make candidates question the nature of the relationship between Rome and the provinces, and introduce an economic element which might otherwise be missing.

Candidates should explore the difficulties in knowing what the provinces would have felt about ‘Romanisation’ as well as looking at the contrasting nature of the evidence: the Roman view of bringing civilisation to barbarian lands, and the other view of Romans wanting to make gains from the process, and the imperial desire to gain revenue from any province. The nature of Boudicca’s rebellion and the treatment of the locals should also encourage candidates to think about what was happening, and how the process might be viewed from both sides.

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