

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

9274 CLASSICAL STUDIES

9274/03

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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1 To what extent was the Greek world forced into united opposition to Athens in the fifth century?

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 JB Salmon's book seeks to present a view of Athens' role in the run-up to the outbreak of the Peloponnesian War in 431 BC. Candidates may well address this particular issue, though they may draw on a wider range of material to support their argument across the period studied.

In answering the question, candidates will need to draw on a variety of sources to present their argument. Discussion should focus on the issues of interpretation raised by the passages, and candidates may also make reference to other states involved in the disagreements of the period studied; for example, the roles of Sparta, Thebes, Corcyra and Potidaea may be used to further illuminate the diplomatic tensions Athens experienced in the 430s, but also at other times as well. Candidates should explain the power blocks within the Greek world, especially where allegiances changed during the period (e.g. Corcyra, Megara) and the tensions that surfaced, for example within the Delian League (the revolts of Euboea and Samos, or others) and within the Peloponnesian League.

The passages help focus on issues specific to 431 BC, though candidates may well wish to discuss the changing perceptions of Athens over the period from different perspectives within the 'Greek world' (Ionian cities, Sparta and Peloponnesian states, independent states in the wider Greek world). Thucydides seems to imply a degree of unity and he records one of Sparta's 'war aims'; some candidates may wish to explore the extent to which this was a realistic possibility at this time and discuss the outcome of the Peloponnesian War. Aristophanes provides a different view of the causes of hostility, and candidates may choose to look at individual responsibility for Athenian acts, though they may also discuss the context of this comic play and the extent to which it reflects internal Athenian discussion of policy. Candidates may also choose to focus on the significance of Sparta during this period and the extent to which she chose her own course of action or responded to the demands of others such as Corinth.

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

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2 The Roman Empire: civilisation or submission?

'The bias of Roman writers makes it almost impossible to gain an accurate understanding of opposition to the Romans.' How far do you agree with this view?

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 quotations offer a view of the nature of Roman historiography which better candidates may challenge through their reading of the prescribed and other texts, along with the views of commentaries and other works. Candidates may choose to discuss the extent to which the writing of history was 'merely' a branch of literature in the eyes of the Romans; they might also question the issue of style as 'pre-eminent'. There are other issues in the quotations, e.g.:

- distortion
- telling a good story
- the issue of the Roman point of view
- the views of barbarians in the sources.

The passage from Caesar should lead candidates to consider Caesar's evidence for what he writes, the characterisation of the Gauls, the motives and the thinking he ascribes to the Gauls, and so on. They should also consider how far what he writes, in this extract and elsewhere, is determined by his own agenda and situation.

The passage from Josephus offers candidates opportunities to consider the historical accuracy of the account from a non-Roman, the context in which he was writing, and his agenda (or that of his masters). The passage offers a Roman point of view towards opposition and consequences of opposition which better candidates may consider in the light of other evidence from Tacitus and Caesar. They may ask what can be understood from the sources about Roman policy and the reactions to it by indigenous populations.

Candidates may include examples from the sources to support their discussion, e.g.:

- Tacitus, *Agricola*: the evidence of 15 on the views of the Britons (Boudicca) and the speech of Calgacus (30-32); *Agricola's* victory at Mons Graupius (36-37); the night attack (26)
- Caesar *Gallic Wars*: Caesar's reactions to revolts (6.3); Vercingetorix's speeches (7.2) and characterisation; Aeduan resistance (7.3) and Caesar's account of the situation at Gergovia; Critognatus' speech (7.5)

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- Josephus War of the Jews: the view expressed about Vespasian (3.1ff.; about Simon (7.34ff); about the Jews (7.260ff); Eleazar's speech (7.315ff); the German revolt.

There are other authors and texts which candidates might use to discuss the nature of historical writing and the extent to which any accurate account can be gained. Better candidates should provide precise and relevant examples from their relevant reading to support any conclusion or judgement on the issues.

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