



Cambridge International AS & A Level

CLASSICAL STUDIES

9274/33

Paper 3 Classical History – Sources and Evidence

October/November 2020

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U 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	ANSWERS MAY NOT BE PERFECT, BUT WILL REPRESENT THE BEST THAT MAY BE EXPECTED AT THIS LEVEL. • 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	• 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	• 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	• 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	• 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	To what extent do the sources you have studied provide a reliable account of Athenian achievements during this period? In your answer, you should consider the passage above and your wider reading as well as the two passages below: Specific The quotation from Stockton's book focuses on Thucydides' view of Pericles, and so raises the question of potential bias, here in relation to discussion of political leadership. Candidates may well be able to connect this with Thucydides 2.65, the obituary and reflection on Pericles' career. The question phrases this in a more general way to focus on the reliability of the sources in relation to Athenian achievements. Candidates may identify a number of these, such as the development of a democratic system and the acquisition (and eventual loss) of an empire. Examiners should also accept a range of achievements beyond this, as candidates might choose to focus on cultural achievements, such as the Acropolis building programme or the development of drama – though these may be harder to relate to our three set sources. In answering the question, candidates will need to draw on a variety of sources to present their argument. Candidates will need to consider how Athenian achievements (however defined) are presented in the sources during the fifth century. In general the account of the Persian wars in Herodotus suggests that Athens and the Athenian democracy should be seen in a positive light, and Herodotus contrasts the success of Athens post-Cleisthenes with the lesser status of the city under the tyrants.	50

Question	Answer	Marks
1	However, Thucydides' account of the Pentekontaetia shows both the continued success of the city as it becomes the leader of the Delian League but also the degree to which this success was at the expense of other Greek states. Later in this account, 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 consider how reliable the sources are here. Thucydides' account of the war includes relevant material but of course breaks off before the final years and eventual defeat. Candidates can supplement this with other relevant material outside the set sources, such as the Old Oligarch and Xenophon's continuation of Thucydides' <i>History</i>. Although the Stockton passage focuses on one of our sources, candidates should also consider what we can learn about Athenian achievements in the other two specified sources at least. The passages help focus on two areas. The Herodotus passage focuses on the low point for Athenian achievement, the capture and sacking of the city by the Persians during the invasion. Candidates can fruitfully use this point as a base from which to consider Athenian achievements in the remainder of the period. The Thucydides passage is taken from the start of Book 1, which presents his 'truest explanation' of the causes of the war. Candidates can use this as a starting point for assessing Thucydides' explanation of events during this period, and may be nudged by the Stockton passage to consider the possibility of pro-Pericles bias. The Aristophanes play also provides a rich vein of material for this issue, and candidates may assess the problems associated with comedy in Athens and our use of it for historical analysis. Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.	

Question	Answer	Marks
2	To what extent do the sources you have studied help us to understand the characters and importance of leaders, both Roman and foreign, during the expansion of the Roman Empire? In your answer, you should consider the passage above and your wider reading as well as the two passages below: Specific The first passage raises a central question about the nature of our sources, suggesting that what we have received may not be entirely reliable because of the agendas of the authors. This is an issue which can be explored in relation to all three of the set authors – Caesar, with his political aims, Tacitus with his connections with Agricola, and Josephus with his Jewish background and connections with the Romans. To this end, candidates can then explore the importance of leadership and the characters of the leaders involved. In the case of Caesar, candidates can consider in this passage whether or not Caesar completely ‘made up’ the words attributed to the Gallic leader, and also how these words help to portray his character. They should consider Caesar’s aims in presenting such a heroic figure back at Rome, and also look at the disaster which was going to follow. This can then be widened to a discussion of the portrayal of Vercingetorix and the siege at Alesia, as well as the depiction of Caesar’s own leadership in facing the Gauls. In relation to Tacitus, he gives a quick account of these earlier activities which make them appear somewhat brutal with ‘terror’ being struck into the hearts of the Brigantes, et al. This image is in contrast to his later words on Agricola, whom he likes to paint as ‘firm but fair’, emphasising his nobility and ability to bring Britannia to a better place. In the case of Josephus the brutal results of Vespasian’s and Titus’ actions and the terrible state of things in Jerusalem can be discussed. The nature of this campaign and the importance of leadership on both sides can then be discussed. Leadership can be seen both in relation to the characters of the individual leaders and in relation to its significance in the over-all campaigns. This is particularly significant in the case of the Caesarian campaign, but can be extended to the other examples.	50