

# **Classics: Classical Civilisation**

Advanced Subsidiary GCE

Unit **F385**: Greek Historians

## **Mark Scheme for June 2012**

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Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Question		Answer	Marks	Guidance	
				Content	Levels of Response
1	(a)	<p>The Greek leaders had argued – the Athenians wanted everyone to send their fleets to Salamis, but the Spartans were building a wall near Corinth.</p> <p>In the end, the Athenians get what they want and 378 ships gather at Salamis.</p> <p>They argue again – some think that Salamis is too dangerous a place to stay as they might get trapped there and they want to help defend the wall at Corinth.</p> <p>The news arrives that Athens has fallen – the flimsy wooden wall around the Parthenon was clearly not the wooden wall that the Delphic Oracle had said would protect them.</p> <p>Themistocles declares that if the other Greeks do not do what they are told, he will take the Athenians refugees and found a new city in Italy. This tactic works.</p> <p>Next he notices that the Persians are hesitating to enter the straits of Salamis. He informs Xerxes by a slave that he will get an easy victory if he attacks now. Xerxes orders the attack and watches as his ships are destroyed and his commanders defeated.</p>	10		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(b)	This passage is typical of his style. He opens with 'the story goes' which is consistent with his chatty style of writing. It's all about people noticing things and making observations. Xerxes' character, where he seems a little vague about what is going on around him, is totally typical. His pithy little sound-bite about men and women is in character, making it a typical Herodotean piece of character presentation. Unlike Thucydides, he doesn't start listing the dead. He focuses on the exciting detail of ships sinking and people panicking but doesn't actually name them in typical Herodotean style. Allow for atypical examples.	20		<b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1  <b>AO2 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
	(c)	Many answers will say that Herodotus isn't particularly biased in his work. It is more that he finds people fascinating, regardless of their nationality, and he is particularly intrigued by people from different backgrounds. He manages to maintain a certain detachment, without showing the usual Greek disdain for anyone who wasn't Greek. When dealing with the Persians, he goes back to Croesus, before dealing with the rise to power of Cyrus. He goes off on one of his digressions on Book 1, dealing extensively with Persian customs. His presentation of Xerxes, as with other Persians, is that of describing plausible and interesting characters.	25		<b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1  <b>AO2 = 15</b> Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2

Question		Answer	Marks	Guidance	
				Content	Levels of Response
2	(a)	<p>The war breaks out with Thebes besieging Plataea in 431BCE. This is the trigger which sets off the mobilisation race between Athens and Sparta. The Spartan army marches into Attica and the Athenians move everyone from the countryside within the city walls, creating cramped and unsanitary conditions. The Spartan army, led by Archidamus, assaults Oenoe and Acharnai. The Athenians criticise Pericles because things are going badly. The Athenian navy does rather well against the Spartans, but there are still many dead. Pericles makes a marvellous speech praising the Athenians who have died for their city. Then the plague hits Athens.</p>	10		<p><b>AO1 = 10</b>  Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 2 – 4  Level 1 0 – 1</p>
	(b)	<p>This passage is certainly very gruesome. Expect reference to and discussion of some of the following:</p> <ul style="list-style-type: none"> <li>• the length of suffering caused by the disease;</li> <li>• ulceration of the bowels and diarrhoea;</li> <li>• its merciless treatment of genitalia, toes and fingers;</li> <li>• blindness;</li> <li>• amnesia;</li> <li>• heaps of corpses which carrion animals would not approach, and the fact that the plague killed the birds that ate the dead.</li> </ul>	20		<p><b>AO1 = 10</b>  Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 2 – 4  Level 1 0 – 1</p> <p><b>AO2 = 10</b>  Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 2 – 4  Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(c)	Thucydides is often seen as a 'scientific' historian, one who tries to look at the causes of an event, describe in detail the event and then observe the consequences of it. He aims to do this without any bias towards one side or the other, despite the fact that he was fighting on one side himself. This can be seen in the way that he painstakingly outlines the origin of the Peloponnesian War by explaining the tensions between the two cities, gives plausible speeches to each side, with no discernible attempt to make one side seem more eloquent, before he describes the actual events of the war and the terrible plague which affects Athens. Even here, he maintains his scholarly approach, cataloguing the symptoms without making any kind of judgement or getting drawn into trying to elicit sympathy.	25		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
3		<p>Many answers will disagree with the statement. Whichever way the answer goes, award credit for evidenced ideas. Some may find his writing dry, with emotional response and personal interest being very difficult to spot, but there is a lot to be said for his detailed, scientific approach to history.</p> <p>Many candidates will appreciate his attention to detail. He details battle scenes in all their glory and gruesomeness, as well as describing the motivations and outcomes for every event. The siege of Plataea, for example, is described not just as a siege, but in its context as the first major event in the War.</p> <p>His lack of emotion does not prevent him presenting characters in the way he wants us to see them. Pericles is presented as rather marvellous, although his fellow Athenians were not always so excited about him.</p> <p>The amount of detail and the nature of his writing can be off-putting to many casual readers, but we are allowed to glimpse a very real world through his work.</p>	45		<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>
4		<p>The more successful answers will be those that compare the two lives closely.</p> <p>Elements of the <i>Life of Pericles</i> that may be worth mentioning:</p> <ul style="list-style-type: none"> <li>the physical description of the man;</li> </ul>	45		<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
		<ul style="list-style-type: none"> <li>his education and upbringing, which help to explain his later character;</li> <li>his interest in Anaxagorean philosophy;</li> <li>his public nervousness and how he improved himself;</li> <li>his decking out Athens like a vain woman – his rebuilding programme;</li> <li>the criticism levelled against him;</li> <li>his self-control when leading his men into battle and conquest;</li> <li>his skill as a public speaker and ability to manipulate a crowd;</li> <li>the problems in his private life.</li> </ul> <p>Elements of the <i>Life of Themistocles</i> that may be worth mentioning:</p> <ul style="list-style-type: none"> <li>his ignominious origins;</li> <li>his massive ambition as a young man;</li> <li>his treatment of the Persian ambassador;</li> <li>his ability to get the Athenians moving into battle;</li> <li>his actions shortly after the fall of Leonidas – his manipulation of oracles and signs from the gods;</li> <li>his involvement in the battle of Salamis;</li> <li>his later ambition, which led to public hatred of him;</li> <li>his journey to Persia;</li> <li>his suicide.</li> </ul>			<p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
5		<p>It is difficult to give a prescriptive mark scheme to this question as answers will vary in their scope and ideas. However, examiners should look out for relevant use of the texts for AO1 and for sensible ideas that are rooted in the text for AO2.</p> <p>Herodotus' work might be tricky to make into a film, but individual stories might work. The film <i>300</i> notwithstanding, Xerxes or Darius might be an excellent focus for a film based on Herodotus' work.</p> <p>Thucydides' book might be useful, if the film were to be based on the story of the war. The number of characters and complex nature of what he describes might make him more challenging to film. The battle scenes are very well described, making a director's job easier!</p> <p>Plutarch will be more accessible for a producer that wants a more biographical film. Pericles might be an interesting choice for a titular film, although many candidates might go for Themistocles, with his 'zero to hero' rise through Athenian politics.</p>	45		<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20  Level 4 14 – 17  Level 3 9 – 13  Level 2 5 – 8  Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25  Level 4 17 – 21  Level 3 12 – 16  Level 2 6 – 11  Level 1 0 – 5</p>

## APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
<b>Level 5</b>	<b>9-10</b>	<b>18-20</b>	<b>9-10</b>	<b>14-15</b>	<b>22-25</b>
	<ul style="list-style-type: none"> <li>• A very good collection/range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference where required;</li> <li>• Displays a very good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues;</li> <li>• Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and very effective communication of ideas;</li> <li>• Very accurately written with effective use of specialist vocabulary/terms.</li> </ul>		
<b>Level 4</b>	<b>7-8</b>	<b>14-17</b>	<b>7-8</b>	<b>10-13</b>	<b>17-21</b>
	<ul style="list-style-type: none"> <li>• A good collection/range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference where required;</li> <li>• Displays a good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues;</li> <li>• Sound evaluation with thoughtful engagement with sources/task;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with use of specialist vocabulary/terms.</li> </ul>		
<b>Level 3</b>	<b>5-6</b>	<b>9-13</b>	<b>5-6</b>	<b>6-9</b>	<b>12-16</b>
	<ul style="list-style-type: none"> <li>• A collection/range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference where required;</li> <li>• Displays some understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Some analysis of evidence/issues;</li> <li>• Some evaluation with some engagement with sources/task;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Generally accurately written with some use of specialist vocabulary/terms.</li> </ul>		
<b>Level 2</b>	<b>2-4</b>	<b>5-8</b>	<b>2-4</b>	<b>3-5</b>	<b>6-11</b>
	<ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Occasional analysis of evidence/issues;</li> <li>• Limited evaluation or engagement with sources/task;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with some recognisable specialist vocabulary/terms.</li> </ul>		
<b>Level 1</b>	<b>0-1</b>	<b>0-4</b>	<b>0-1</b>	<b>0-2</b>	<b>0-5</b>
	<ul style="list-style-type: none"> <li>• Little or no factual knowledge;</li> <li>• Rarely relevant to the question;</li> <li>• Minimal or no supporting evidence;</li> <li>• Displays minimal or no understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence/issues;</li> <li>• Little or no evaluation or engagement with sources/task;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas.</li> <li>• Little or no accuracy in the writing or recognisable specialist vocabulary/terms.</li> </ul>		

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