

Classics: Classical Civilisation

Advanced GCE F385

Greek Historians

Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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AS Classics Marking Grid for units CC1–CC6: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	<ul style="list-style-type: none"> Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9–10	18–20	<ul style="list-style-type: none"> A very good collection/range of detailed factual knowledge; Fully relevant to the question; Well-supported with evidence and reference where required; Displays a very good understanding/awareness of context, as appropriate.
Level 4	7–8	14–17	<ul style="list-style-type: none"> A good collection/range of detailed factual knowledge; Mostly relevant to the question; Mostly supported with evidence and reference where required; Displays a good understanding/awareness of context, as appropriate.
Level 3	5–6	9–13	<ul style="list-style-type: none"> A collection/range of basic factual knowledge; Partially relevant to the question; Partially supported with evidence and reference where required; Displays some understanding/awareness of context, as appropriate.
Level 2	2–4	5–8	<ul style="list-style-type: none"> Limited factual knowledge; Occasionally relevant to the question; Occasionally supported with evidence; Displays limited understanding/awareness of context, as appropriate.
Level 1	0–1	0–4	<ul style="list-style-type: none"> Little or no factual knowledge; Rarely relevant to the question; Minimal or no supporting evidence; Displays minimal or no understanding/awareness of context, as appropriate.

AS Classics Marking Grid for units CC1–CC6: AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
Level 5	9–10	14–15	22–25	<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms.
Level 4	7–8	10–13	17–21	<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms.
Level 3	5–6	6–9	12–16	<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms.
Level 2	2–4	3–5	6–11	<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms.
Level 1	0–1	0–2	0–5	<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms.

AS Classics Marking Grid for units CC1–CC6 and AH1–AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

Quality of Written Communication (QWC): In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (eg Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

Section A		
Question Number	Answer	Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
1	Read the passage and answer the questions. Then there is a great difference ... fighting for their own hearths and homes, Thucydides, <i>History of the Peloponnesian War</i> 2.39	
(a)	In this passage, who is speaking, when and for what purpose on this occasion? Answers might include: <ul style="list-style-type: none"> • Pericles; • funeral Oration; • after the first year of fighting in the Peloponnesian War; • to celebrate those who died fighting for Athens and celebrate the city of Athens. <p>Answers might also include a brief discussion of the nature of a funeral oration and its tradition in Athens.</p> <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	How typical is this passage of Thucydides' style of writing history? In your answer, you should include discussion of what he says and how he says it. Answers might include: <ul style="list-style-type: none"> • the use of a speech; • Thucydides' composition of speeches and what he says about them; • the view of Pericles shown in this speech: a positive, dynamic leader; • the celebration of Athens; • discussion of what Thucydides says about the speeches and his reasons for including them; • discussion of the wider aims of the funeral oration, in the context of celebrating Athens as opposed to Sparta; • whether or not this could have happened; • analysis of what is meant by 'typical' with reference to another passage – answers might consider speeches and narrative; • what sources Thucydides might have had for such a passage (i.e. did he just make it up or could he himself have been present at the speech); • how this passage relates to Thucydides' aims as a historian. <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	[20]

Question Number	Answer	Mark
(c)	<p>‘Thucydides gives a balanced account of both Athenians and non-Athenians.’ Using this passage as a starting point, discuss how far you agree with this statement.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • details of the attributes of Athenians/non-Athenians given in the passage; • details of Athenian action – eg at Epidamnus, Corcyra or Potidaea or Mytilene and Plataea; • details of Spartan action – eg destruction of Athenian crops, discussions at Corinth about entering the war, actions at Plataea; • actions of other states such as Corinth, Plataea or Mytilene; • structuring of the narrative to give a balanced view – Mytilene followed by Plataea etc.; • the use of speeches to show the Spartan, Corinthian and Athenian view-points, as well as other states in Plataea and Mytilene narratives; • Thucydides’ emphasis on discovering what actually happened; • questioning of sources and how accurate Thucydides’ accounts of other states might be; • Thucydides’ acknowledgement of his own Athenian origins. <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]

Question Number	Answer	Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
2	Read the passage and answer the questions. Themistocles appears to have chosen ... as though he were on the wall of a fortress, Plutarch, <i>Life of Themistocles</i> 14	
(a)	Describe Themistocles' role in the battle of Salamis. Answers might include: <ul style="list-style-type: none"> • leader of the Athenians; • chooses moment for Greek attack: details of the 'treachery' which brought the Persians into action; • manipulates battle so that the Persians are forced to fight in a narrow space. <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	In what ways does Plutarch make this passage exciting and vivid? Answers might include: <ul style="list-style-type: none"> • Themistocles' cunning: choosing the time of the battle; • vivid description; • size of vessels; • views of the captains; • the surprise of the Greek attack. <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	[20]
(c)	Using this passage as a starting point, discuss how useful Plutarch is as an historical source. Answers might include: <ul style="list-style-type: none"> • details of the battle given in this passage and other elements of Themistocles' role; • details of personal relationships and elements of character given by Plutarch but not given elsewhere; • analysis of Plutarch's aims as a biographer rather than an historian; • analysis of how sources are used in the passage; • analysis of what might be classes as 'useful' as an historical source, and how this passage and other parts of Plutarch's works fulfil these criteria. <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]
	Section A Total	[55]

Section B		
Question Number	Answer	Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
3	<p>‘Herodotus’ focus on individuals makes him unsuccessful as an historian.’ How far do you agree with this statement?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • consider individuals in Herodotus’ work; • include a discussion of other elements in his work; • support your answer with evidence from Herodotus’ work. <p>Answers might include:</p> <ul style="list-style-type: none"> • treatment of sections of his narrative which deal with individuals: the run-up to Marathon including Hippias and the court action surrounding Darius; Themistocles at the battle of Salamis; the relationship between Darius and Xerxes; • some idea of the nature of the narratives and their sources – often short, personal stories with details about the people; oral sources and their relationship with the focus on individuals; • knowledge of Herodotus’ opening statements and recall of his aims; • discussion of what might be meant by ‘unsatisfactory’ – esp. to a present or ancient audience; • discussion of whether the focus on individuals reduces the accuracy of the narrative; • discussion of other possible motives – eg Persian imperial expansion rather than personal thoughts of Darius – and whether such ideas would have improved his work. <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Mark
4	<p>Thucydides intended his work to be a ‘possession for all time’. How far do you think that he has been successful in this aim?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • consider what Thucydides may have meant by ‘a possession for all time’; • include an analysis of other aims in writing his History; • support your answer with evidence from Thucydides’ work. <p>Answers might include:</p> <ul style="list-style-type: none"> • an account of sections of Thucydides’ narrative, as chosen by the candidate; might include: events at Epidamnus, Corcyra and Potidaea; discussions at Corinth and the Funeral Oration; • knowledge of Thucydides’ discussion on the causes of the Peloponnesian War, including the idea of two levels of cause; • knowledge of Thucydides’ own statements surrounding the ‘for all time’ idea – esp. the notion of ‘human nature being what it is, these events will repeat themselves’; • discussion of the underlying themes of rivalry between states, fear of growth of another state and the two levels of cause; • discussion of whether these themes still have relevance today; • consideration of whether human affairs have moved on so much from the days of Thucydides that his ideas and narrative no longer have any relevance. <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Mark
5	<p>‘More than other Greek historians, Plutarch enables us to understand people and their motivations.’ How far do you think this is true?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • consider Plutarch’s descriptions of individuals and their actions; • include an analysis of the ways in which Greek historians portray individuals and their motivations; • support your answer with evidence from at least one Plutarch <i>Life</i> and either Herodotus <i>The Histories</i> or Thucydides <i>History of the Peloponnesian War</i>. <p>Answers might include:</p> <ul style="list-style-type: none"> • a detailed account of incidents from the Lives of Pericles and Themistocles, combined with a knowledge of relevant parts of Thucydides or Herodotus; • some idea of Plutarch’s own background and his interest in philosophy and biography, rather than history in the normal sense combined with a knowledge of his dates relative to the other two; • knowledge of Plutarch’s descriptions of Themistocles and Pericles, including the details of their upbringing and personal lives which do not emerge elsewhere • discussion of how different Plutarch’s approach is from other authors: Herodotus and Thucydides also have a clear interest in individuals; • discussion of what Plutarch’s aims were in writing these <i>Lives</i> and whether he should be regarded as an ancient historian at all; • discussion of how Plutarch’s treatment of individuals might help us to understand their motivations; • consideration of what is meant by understanding real people and their motivations; this might be set in the wider context of understanding character as a whole rather than just in one particular historical event. <p style="text-align: right;">[AO1 = 20 + AO2 =25 = 45 marks]</p>	[45]
	Section B Total	[45]

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