

Classics: Ancient History

Advanced GCE **F393**

Greek History: conflict and culture

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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

| Option1: Greece and Persia 499-449BC | | |
|---|---|--|
| <p>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.</p> | | |
| Question Number | Answer | Max Mark |
| 1 | How far do the sources give an adequate account of the Persians' motivations in attacking Greece in 490BC? | |
| AO1 | Answers should include knowledge of what Herodotus says about the Persians' motivations for attacking Greece in 490BC, with particular reference to the Ionian Revolt and the attack on Sardis. Candidates are likely to draw heavily on Herodotus as the main source, but may also wish to refer to the wider expansion of the Persian Empire, and inscriptional evidence from Persia about the nature of Darius' rule. | |
| AO2 | Answers should evaluate Herodotus' account, with reference to the wider possibilities for Darius' motivations in expanding the empire. They may discuss his focus on the theme of revenge on Athens, and his reliance on the role of individuals, both on the Greek side and the Persian. They may also question the nature of Herodotus sources, and whether he could have adequately known what was on Darius' mind. Some candidates may also wish to differentiate between Persian motives and those of Darius as an individual king. Answers may also compare Herodotus' account with details given by Plutarch in the life of Miltiades, together with inscriptional evidence on the state of the Persian Empire at the time. | A01 [20] A02 [30] Total [50] |
| 2 | 'The Greeks all saw the Persians as a terrifying threat to their way of life.' How far is this accurate assessment of the Greek view of the Persian threat between 490 and 479BC? | |
| AO1 | Answers should show knowledge of what the sources say about the Persians in this period. This might include details from both Herodotus and Aeschylus. Candidates are likely to focus on the details from the battles, both at Marathon and in the later battles at Thermopylae, Salamis and Plataea. Details of the Greek response to demands for Earth and Water as well as medising states, such as elements in Thebes, can also be considered, to show that the idea of a single Greek view is mistaken. Candidates might also consider the nature of the Greek way of life, and the ideal of the <i>polis</i> . | |
| AO2 | Answers will rely heavily on Herodotus, Plutarch and Aeschylus. Each of these should be evaluated to show what they can tell us about the Greek view of the Persians. Answers should also consider what is meant by 'the Greek view', and consider whether there is a single view. They can also look at the idea of the threat being terrifying, and what is meant by the 'way of life'. This might include discussion of the idea of the <i>polis</i> , and different forms of government which are used in different <i>poleis</i> . | A01 [20] A02 [30] Total [50] |

| Question Number | Answer | Max Mark |
|-----------------|--|---|
| 3 | In what ways, and to what extent, does Herodotus over-emphasise the role of individuals in the conflict between Xerxes and the Greeks? | |
| | <p>AO1 Answers should include details of the roles assigned to Xerxes, Artabanus, Mardonius, Demaratus and the various Greek commanders, in particular Themistocles. Treatment of the Artemisia incident at the battle of Salamis, and those involving other individuals both at Thermopylae and Plataea should also be credited. Details of how the particular battles were fought, and the numbers of troops involved should be credited.</p> <p>AO2 Answers should evaluate Herodotus as an historical source, looking at the nature of his sources and the other ways in which he could have dealt with events. They may make use of other relevant evidence, such as that from Plutarch and Aeschylus.</p> | <p>A01 [20] A02 [30] Total [50]</p> |
| 4 | 'A great researcher, but not an historian.' To what extent is this a fair assessment of Herodotus? | |
| | <p>AO1 Details of Herodotus' background and life may be included. This might include discussion of the development of history at this time, and the pioneering nature of his work. Candidates should also show knowledge of some relevant episodes which they wish to use to assess Herodotus. These might include evidence from the battles or wider evidence of his researches such as the descriptions of Egypt, Scythia or Samos. The focus should be on his method and the nature of his sources.</p> <p>AO2 Answers should evaluate whichever sections of Herodotus they decide to use. They should do this with due caution, looking carefully at both his Hellenic viewpoint and the nature of his sources. They may consider whether:</p> <ul style="list-style-type: none"> - our view of history is different to that prevailing at the time <p>Herodotus shows a good understanding of causation and motive</p> | <p>A01 [20] A02 [30] Total [50]</p> |

| Option 2: Greece in Conflict 460-403BC | | |
|---|--|--|
| <p>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.</p> | | |
| Question Number | Answer | Max Mark |
| 5 | 'Fighting was the only way for the Greeks to solve conflicts.' To what extent do the sources support this view of the relationships between Greek states in this period? | |
| AO1 | Answers should include details of the internal conflicts from this period: the on-running conflict between Athens and her allies and Sparta and her allies. Reference could also be made to the various peace treaties made during this period: the 30 Years' Peace, Peace of Nicias and the 50 Year Peace between Sparta and Argos. Candidates may also include details of the political developments during the period, including a consideration of the development of the Athenian Empire. Details of culture and other developments should be rewarded, if they are relevant to the answer. A range of sources can be used, including Thucydides, Plutarch and Xenophon directly on conflict, and tragedy or comedy on the interests of the Greeks. Inscriptional evidence can be cited to show how the empire developed and consider its aims. Candidates may also wish to cite archaeological evidence to show other areas of activity. | |
| AO2 | Candidates should question the idea of the only way, and also look at the extent to which the sources support the view suggested. They might well consider that conflicts dominate the history of the period, especially that given by Thucydides. A range of sources as indicated above can be used. Candidates should take care to evaluate each source that they use, and show whether or not the sources are themselves focused in any way on this issue which the question is addressing. | A01 [20] A02 [30] Total [50] |
| 6 | How far do the sources enable us to assess the nature and extent of the Athenians' exploitation of their allies in this period? | |
| AO1 | Details of the Athenian exploitation of their allies should be included. This might include episodes such as the revolt of Samos or that of Mytilene. Candidates might also give details of the developments in Athens, and the use of tribute money, as well as the other forms of political control (such as the law-courts) which were exercised over the allies. The main sources for the answer will be Thucydides, Aristophanes, Plutarch and inscriptional evidence. | |
| AO2 | Candidates should focus on the idea of nature and extent, and consider whether the sources give a picture which is in any way full. They should also evaluate each of the sources used, and consider whether they give appropriate evidence about the nature of the exploitation. All are Athenian (with the exception of Plutarch, who relied on mainly Athenian sources), and there is no real evidence of the allied sense of this exploitation. | A01 [20] A02 [30] Total [50] |

| Question Number | Answer | Max Mark |
|-----------------|--|---|
| 7 | To what extent does Thucydides give an accurate picture of the effects of military conflict on the Athenians during this period? | |
| | <p>Answers will probably focus mainly on the plague and the effects of having limited access to the countryside, but the best answers will look at the wider picture. They may include details of the political developments within Athens, and the increasing importance of military commands during the period. Particular discussion might include Cleon and Alcibiades, as well as Pericles. Candidates can use a range of sources: Thucydides, Aristophanes and Plutarch in particular. The <i>Old Oligarch</i> could also be used to discuss the development of the navy and its effects.</p> <p>Answers should focus on the idea of an accurate picture, and what in fact might constitute the effect of military conflict. How much was driven by the conflict and how much by the desires of individual politicians? Candidates might also consider what is meant by Athens: the politicians, the general people or even individual citizens (such as Dicaeopolis in the <i>Acharnians</i>). Candidates should consider the accuracy of the picture, by evaluating the sources which they use. Thucydides as an Athenian general and historian, Aristophanes as a playwright and Plutarch as a later biographer. Some candidates might also look at the archaeological evidence from the acropolis, which should be credited.</p> | <p>A01 [20] A02 [30] Total [50]</p> |
| 8 | How far do the sources enable us to assess the extent to which differing political ideologies were the cause of the conflict within Greece in this period? | |
| | <p>AO1 Details of the ideologies operating in Greece, principally those adopted by Athens and Sparta – democracy and oligarchy. A range of sources can be used, including Thucydides, Xenophon, Plato, Plutarch and drama. The inscriptional evidence for the imposition of Athenian power on other states could also be included. Candidates should also show knowledge of the internal politics of states, such as Mytilene, which show that the conflict was not just between states, but also inside states. Details of the disputes at Epidamnus, Corcyra and Potidaea may be used, for example.</p> <p>AO2 Candidates should consider the idea of the ‘extent’ to which the differing ideologies had an effect. They may even question whether there was such as notion as a political ideology in the way that we would see it. They should also consider ‘how far’: such arguments should be supported by a careful evaluation of the sources used. Each should be considered with reference to any relevant details of his aims and background.</p> | <p>A01 [20] A02 [30] Total [50]</p> |

| Option 3: The culture of Athens 449-399BC | | |
|---|---|--|
| <p>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.</p> | | |
| Question Number | Answer | Max Mark |
| 9 | How accurately can we assess the impact of the Sophists on Athenian society? | |
| AO1 | Details of a range of Sophists should be included, including Socrates. A clear outline of their ideas, and in particular their use of rhetoric and the rhetorical training which they offered people should be given. Answers should also show knowledge of the relationship between the Sophists and key politicians at the time, such as Pericles and Alcibiades. The main sources are Thucydides, Plutarch, Plato, Aristophanes and Gorgias (and other fragments of the Sophists). Answers should show knowledge of these. | |
| AO2 | Answers should focus on the idea of the accuracy of any assessment of the impact of the Sophists. This will be demonstrated by evaluating the sources chosen, with reference to the nature of works, the background and concerns of the authors and any considerations which may lead them to not give a balanced account of the Sophists. Candidates may also consider what is meant by 'Athenian society': does this mean the political, intellectual, cultural or even military aspects of the society. In particular, they might consider the specific example of Socrates, and evaluate the sources appropriately. | A01 [20] A02 [30] Total [50] |
| 10 | 'Dramatic festivals were just for entertainment.' How accurate is this assessment of Athenian drama? (You may limit your answer to two plays.) | |
| AO1 | Details of any two plays from the period will be sufficient for the highest grades. Candidates should focus on the content of the plays, and may also consider the political, religious and competitive aspects of the festivals at which they were performed. If candidates chose to take another route through the question without considering the detail of two plays, this should be fully rewarded if accurate and full detail from primary sources about drama/the festivals is given. | |
| AO2 | Answers should evaluate the nature of the evidence, and question to what extent we are able to understand the function and purpose of drama. They should consider the limited nature of the evidence, and the difficulties involved in interpreting it. The focus should be on the accuracy of the assessment, and the difficulties involved in creating an accurate assessment. | A01 [20] A02 [30] Total [50] |

| Question Number | Answer | Max Mark |
|-----------------|--|---|
| 11 | How far does the evidence help us to understand how the Athenians saw themselves in relation to other Greeks? | |
| | <p>AO1 Details of what is known about how the Athenians saw themselves in relation to other Greek states might include: inscriptional evidence about the Empire; the Parthenon and other sculptures in Athens; Thucydides' accounts both of the Periclean Funeral Oration and the disputes between Athens and other states; Aristophanes' depiction of people from other states; the treatment of Thebes in Athenian drama.</p> <p>AO2 The emphasis should be on 'how far' and the nature of the evidence. The difficulties in interpreting the archaeological evidence should be considered, as should the challenges of looking for the Athenian position within works like Thucydides. Candidates should evaluate each source, and be aware of the difficulties of drawing firm conclusions about this topic.</p> | <p>A01 [20] A02 [30] Total [50]</p> |
| 12 | To what extent do developments in religious buildings in this period help us to understand the importance of religion in Athenian society? | |
| | <p>AO1 Answers should show knowledge of the developments during this period on the Acropolis, in particular, as well as in the agora and in Attica. They may also show knowledge of aspects of Athenian religion, both in the worship of Athena and in the mystery cults. Since the development of the buildings can be shown to suggest that other areas were more important than religion – such as political image – answers which show relevant knowledge of other areas should be credited. Candidates may also use other sources, such as Thucydides and Aristophanes.</p> <p>AO2 Candidates should focus on the idea of 'to what extent', and then look at what these buildings can really tell us about the importance of religion in Athenian society. The sources outlined above should be evaluated, and candidates should consider how much we can really learn from them about the issues raised in the question.</p> | <p>A01 [20] A02 [30] Total [50]</p> |

A2 Classics Marking Grid for units AH3–AH4 (F393 and F394): 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>Characteristics of performance</i> | |
|--|---------------------------------------|--|
| | 20 | <ul style="list-style-type: none"> • Recall and application of subject knowledge and sources; • Relevance to question/topic; • Understanding and application of sources and evidence; • Understanding of concepts and/or context. |
| Level 5 | 18–20 | <ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. |
| Level 4 | 14–17 | <ul style="list-style-type: none"> • A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. |
| Level 3 | 9–13 | <ul style="list-style-type: none"> • A range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays some understanding of concepts and contexts of events and/or sources. |
| Level 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 of concepts and contexts of events and or sources. |

A2 Classics Marking Grid for units AH3–AH4 (F393 and F394): AO2 (a and b)

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| <p>(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</p> <p>(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</p> | 30 | <ul style="list-style-type: none"> • Analysis; • Interpretation and evaluation; • Organisation and argument; • Communication of ideas; • Accuracy of writing and use of specialist vocabulary. |
| Level 5 | 26–30 | <ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used. |
| Level 4 | 20–25 | <ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgments; • Sound interpretation and evaluation of the sources and/or evidence; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used. |
| Level 3 | 14–19 | <ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurate written with specialist vocabulary sometimes accurately used. |
| Level 2 | 6–13 | <ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. |

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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