

# **Classics: Ancient History**

Advanced GCE

Unit **F393**: Greek History: conflict and culture

## **Mark Scheme for June 2011**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2011

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](mailto:publications@ocr.org.uk)

Option 1: Greece and Persia 499–449BC		
Question number	Answer	Max 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	<p><b>‘The main reason why Darius attacked the Greeks in Europe was to avenge the Ionian Revolt.’ To what extent is this a fair assessment?</b></p> <p>Answers should include the relevant details from Herodotus’ account of the events leading up to Darius’ attack on Marathon. These should include details of the course of the Ionian Revolt and its aftermath, and Darius’ insistence that he must attack Athens. His demands for Earth and Water from the Greeks more widely should also be discussed. The best answers may also draw on the Persian sources for the expansion of the Persian empire, and set this campaign in the wider context of Persian expansion, including the attacks on Scythia, and even Cambyses’ attempts in Egypt. Reference to Diodorus may be included, and should be credited.</p>	<p>[50]</p> <p>AO1 (20)</p>
	<p>Answers should evaluate Herodotus’ account, and consider how fully he understood Darius’ motives in expanding his empire. They may also question the nature of Herodotus sources and their accuracy. Answers may also compare Herodotus’ account with details given by Cornelius Nepos in the life of Miltiades, together with inscriptional evidence on the state of the Persian Empire at the time. Answers could also look carefully at the differences between the Greek account of Herodotus, and the Persian accounts.</p>	<p>AO2 (30)</p>
2	<p><b>To what extent was the battle of Salamis a turning point in Xerxes’ campaign against the Greeks?</b></p> <p>Answers should show knowledge of the details of the battle given by Herodotus, including the role of Themistocles. They might also show knowledge of Aeschylus’ account in the <i>Persae</i>. The best answers may also show knowledge of the campaign at Thermopylae, the battle at Artemisium,, the devastation in Athens and extend their discussion to events at Mycale and Plataea. Candidates might also make use of Plutarch’s <i>Themistocles</i> and <i>Aristides</i>.</p>	<p>[50]</p> <p>AO1 (20)</p>
	<p>Answers will rely heavily on the sources outlined under AO1. They should evaluate these as historical sources. They might also consider in what senses Salamis can be taken as a turning point, and whether it was this which led Xerxes to decide finally to abandon the campaign. Candidates might also consider Aeschylus’ choice of the aftermath of Salamis for his play.</p>	<p>AO2 (30)</p>

Question number	Answer	Max Mark
3	<p><b>Does Herodotus exaggerate the importance of the role of the Persian kings and their courts in the conflict with the Greeks?</b></p> <p>Answers should include details of both Darius' and Xerxes' roles in their campaigns. They might consider both the rulers' motives for the campaigns and their involvement in the action itself (e.g. Xerxes at Salamis). Candidates will rely heavily on Herodotus, and should give details from his account. They might also use Persian sources which emphasise the role of the king as an individual. Candidates should also demonstrate knowledge of the role of advisors such as Histaeus, Demaratus, Artabarnus and Artemisia in the Persian court. Answers might also include details of Xerxes' reign after the main conflict with Greece, and the conclusion of peace with the Greeks in 449BC. Details of the inscriptions such as the Bisitun Inscription, and the Foundation Charter from Susa, as well as the Inscription from Persepolis dealing with Xerxes' rule will all be rewarded.</p>	<p><b>[50]</b></p> <p><b>AO1 (20)</b></p>
	<p>Answers should evaluate Herodotus' account as an historical source, and may wish to look more widely at the role which he attributes to individuals. They might contrast this with the role ascribed to the kings by the Persian sources and Aeschylus. Candidates may also consider Herodotus' sources for his account of individuals' actions within the Persian court.</p>	<p><b>AO2 (30)</b></p>
4	<p><b>'The portrayal of barbarians in battle owes more to Greek imagination than historical reality.' To what extent is this a fair assessment of the presentation of the Persians in Greek sources?</b></p> <p>Candidates may make use of a range of sources in particular Herodotus and Aeschylus. They should consider the role of the Persians in the battles of Marathon, Thermopylae, Salamis and Plataea in particular, although they need not cover them all. The focus should be on the fighting and not more widely on the characterisation of the Persians as people. This might include the enormous numbers of soldiers, their lack of organisation both at Marathon and Salamis, their use of a traitor at Thermopylae, and their own responses to the Persians before the battle of Thermopylae. Persian inscriptional evidence on the nature of the Persian Empire and the role of their kings might be used to help evaluate the Greek sources, as well as Greek vase painting and the Apadna at Persepolis. Candidates might also use Plutarch's description of the battle of Eurymedon and relevant sections of Diodorus.</p>	<p><b>[50]</b></p> <p><b>AO1 (20)</b></p>
	<p>Answers should evaluate what is said by Herodotus, Aeschylus and Diodorus in the light of the outcome of the battles, and might consider each author's motives for writing. They might also look at how the authors obtained their information, and whether or not his is likely to be accurate. The artistic and inscriptional evidence should be appropriately evaluated in relation to the question.</p>	<p><b>AO2 (30)</b></p>

Option 2: Greece in Conflict 460–403BC		
Question Number	Answer	Max 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.	
5	<p><b>‘The true cause of the conflict between the Athenians and the Spartans was growing fear of Athenian domination.’ To what extent is this an accurate assessment?</b></p> <p>Candidates should demonstrate knowledge of the causes of the conflict between the Athenians and the Spartans as outlined in Thucydides. They might also use Aristophanes’ treatment of the Megarian Decrees. They might also use the relevant inscriptional evidence to demonstrate that the Athenians were increasingly interfering with the allied states. Archaeological evidence, such as the developments in Athens, might also be used to show how the Athenians were becoming increasingly overbearing. The best answers will look at the role of Athenian and Spartan allies in the growing tension, and look at specific examples, such as the situations in Epidamnus, Corcyra and Potidaea. The role attributed to Corinth by Thucydides, as well as the role of key individuals (such as Pericles and Archidamus) could also be considered. Candidates who widen the scope of the question, and look at the first Peloponnesian War should also be given due credit.</p>	<p>[50]</p> <p>AO1 (20)</p>
	Candidates should evaluate Thucydides’ account of the causes of the conflict with reference to the inscriptional evidence. They might also use Plutarch and Aristophanes to assist with this. The best answers might also consider Thucydides’ distinction between the immediate causes in the specific rebellions, and the more underlying issues of rivalry between Athens and Sparta. Analysis of the political ideologies in the various states – in particular Athens and Sparta – could also lead to a valid analysis of the conflict, which should be given due credit.	AO2 (30)
6	<p><b>‘The Athenians spoke of freedom at home, but were at all times tyrants in their dealings with their allies.’ How far do the sources support this view?</b></p> <p>Answers should draw out the contrast between the rhetoric of democracy in Athens and the treatment handed out their allies, particularly as outlined by Pericles in the Funeral Oration in Thucydides, as well as other debates (e.g. the Mytilene debate). They might also use Aristophanes’ <i>Acharnians</i> as further evidence for debate. Pericles’ speech (Thuc.1.140A), and Cleon’s contribution to the Mytilene debate (3.38), as well as the Melian Dialogue can all be used as evidence of the tyrannical handling of others, and this can be combined with inscriptional evidence to show how the Athenians interfered in allied states. Candidates might also show knowledge of the democratic system in Athens, which should be rewarded when appropriate. Credit should also be given for treatment of events in Methone and Samos.</p>	<p>[50]</p> <p>AO1 (20)</p>

Question number	Answer	Max Mark
	Candidates should consider the reliability of Thucydides in relation to the experience of allied states, and his views on the democratic system. They may compare his thoughts with the <i>Old Oligarch</i> , as well as the wealth of inscriptional evidence available. They might also consider to what extent the Athenians were tyrants in relation to their allies, and use events such as the Sicilian Expedition to consider Athenian motives.	AO2 (30)
7	<p><b>To what extent did the conflict with Sparta destroy democracy in Athens?</b></p> <p>Candidates should show knowledge of the course of the conflict with Sparta, and in particular the Sicilian Expedition and the events after it which led to the collapse of Athens. They should show knowledge of both Thucydides and Xenophon's accounts of the relevant events. They might also show knowledge of Pericles' vision for Athens, perhaps including the democratic aspirations and the importance of the empire in his plans. Candidates might include details of other activities in Athens at the time: the art, literature and philosophy. Candidates might also make use of Aristophanes to show the ways in which Athens had been destroyed even early on during the conflict. Details of the early conflict and the role of Cimon should be credited, as well as details from the later oligarchic coup in Athens.</p>	[50]  AO1 (20)
	The best answers will evaluate what is meant by 'destroy democracy' and consider the aspects such as those outlined by Thucydides in Pericles' Funeral Oration. They should consider which elements were destroyed by the conflict with Sparta. Candidates might also question the extent to which Athenian democracy was destroyed in this period, and note how easily it bounced back on a number of occasions. Answers might look at the system of democracy or the democratic 'ethos' in Athens – both approaches should be duly credited.	AO2 (30)
8	<p><b>How far do the sources enable us to understand the role of individuals in the development of their city-states during this period?</b></p> <p>Answers will probably focus on Athens, considering the roles of Pericles, Cleon, Alcibiades and others as described by Thucydides and Plutarch. Candidates might also look at the role of the Kings and Ephors in Sparta, as well as the particular individuals who led the rebellions which led to the conflict between Sparta and Athens. The relationship between Archidamus and Pericles might be considered, as well as individuals such as Brasidas, Cleon, Lysander and Xenophon. Candidates might also use Aristophanes as evidence for the importance of individual politicians in Athens. Some candidates might also choose a more cultural route, and deal with figures such as Euripides and Gorgias, and details about their lives and contribution should be rewarded, so long as they are relevant to the candidates' argument. Details for AO1 may be affected by the area of discussion chosen by a candidate as indicated above.</p>	[50]  AO1 (20)

Question number	Answer	Max Mark
	The best answers will evaluate the sources, in particular Thucydides, Aristophanes and Plutarch, and may note that they are centred on Athens. They will note that the Greek sources have a tendency to give considerable emphasis to individual action, and may not look at wider economic and social issues. Candidates might also question what is meant by the development and look at any appropriate areas: the physical development of buildings etc, the military and political development or even the intellectual development. Details for AO1 will need to be appropriate to the area of development which a candidate chooses.	<b>AO2 (30)</b>

<b>Option 3: The culture of Athens 449–399BC</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	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.	
<b>9</b>	<p><b>To what extent were the Athenians justified in convicting Socrates and sentencing him to death?</b></p> <p>Answers should include details of the charges against Socrates, with reference to Plato and Xenophon as sources. They should outline the activities which led to these charges – such as association with Critias and Alcibiades, as well as the questioning of leading Athenians. They might also consider the nature of the charges and their use as stock charges against sophists. Candidates should then look at how Socrates defended himself, using both Xenophon and Plato as evidence, and consider how this might have led to his conviction. Aristophanes' <i>Clouds</i> and Xenophon's <i>Memoirs of Socrates</i> would also provide excellent evidence, which should be given due credit.</p>	<b>[50]</b>
	Candidates should consider carefully how reliable Aristophanes, Plato and Xenophon are as sources for Socrates' actions and guilt, in particular considering how they both set out to defend Socrates. They may treat the conviction and the sentence of death as two separate issues, and look closely at the ways in which each might be justified. His behaviour before the trial and during it should be examined carefully and related to the question of justification. Scepticism about the sources in relation to how Socrates defended himself should be rewarded.	<b>AO1 (20)</b>
<b>10</b>	<p><b>How useful is drama for our understanding of how Athenian citizens viewed the role of women in Athens? (You may limit your answer to two plays).</b></p> <p>Candidates should demonstrate knowledge of the role of women in Athenian society as it is known about. The best will use sources, such as Thucydides or Plato to support their answers. They should consider a range of evidence, such as <i>Antigone</i>, <i>Hippolytus</i>, <i>Medea</i>, <i>Lysistrata</i>, <i>Thesmophoriazusae</i> and <i>Assembly Women</i>, and any relevant plays from the period may be used – and should show knowledge of how the female characters behave in the plays. Candidates might note the following roles in tragedy: standing up for what they believe in, being humble and avoiding the political world of men, keeping the memory of a dead one alive to allow the men to act, grieving, taking revenge and prominent roles in religious cult. They could also consider the relative importance of the family for women, for which both tragedy and Xenophon's <i>Oeconomicus</i> will be useful on the role and nature of a wife. Archaeological evidence, especially the Parthenon sculptures and relevant pottery from the period, as well as grave stelai, might also be helpful to demonstrate other roles of women in society, in particular their involvement with religious cult and grieving for the dead</p>	<b>[50]</b>
	Candidates should evaluate how much the characters in drama can really tell us about the historical situation. They should consider whether the characters are driven by the needs of the dramatist and therefore are completely unreliable as an historical source or whether there is more to this. A contrast between dramatic evidence and the other contemporary evidence would enable candidates to produce a well-reasoned response.	<b>AO1 (20)</b>
		<b>AO2 (30)</b>

Question Number	Answer	Max Mark
11	<p><b>How far do the sources help us to understand the rights and responsibilities of citizens in Athenian society?</b></p> <p>Candidates should demonstrate knowledge of the workings of the Athenian democratic system, and the demands placed on a citizen. This might include knowledge of the <i>ekklesia</i>, <i>boule</i>, the official positions within the state, the role of juror and the need to serve in military campaigns. Details can be taken from Thucydides and Aristophanes to demonstrate each of these. Candidates might also make use of Aristotle and the <i>Old Oligarch</i> to demonstrate aspects of the system. Some candidates might also use Euripides' <i>Suppliants</i> as evidence, as well as Plato on democracy. Candidates should demonstrate knowledge of a range of sources or detailed knowledge of Thucydides or Aristophanes.</p>	<p><b>[50]</b></p> <p><b>AO1 (20)</b></p>
	<p>The focus of the answer should be on the idea of rights and responsibilities and what these might have meant in fifth century Athens. Candidates might note that much is known about the responsibilities, but the rights seem to be fewer. However, a contrast with the status of metics and slaves might help. Candidates should also evaluate the sources that they have chosen to use, and note their limitations, especially given that most are aristocratic and anti-democratic in their outlook.</p>	<p><b>AO2 (30)</b></p>
12	<p><b>How far does the sculpture on the Acropolis help us to understand the Athenian's view of their position in the Greek world?</b></p> <p>Details of the sculpture on the Acropolis should be outlined, including the metopes, frieze and pediments on the Parthenon. Candidates should also show knowledge of an interpretation of the sculpture. Answers might include details of Pausanias' and Plutarch's observations on the sculpture and the building programme respectively. They might also demonstrate knowledge of Pericles' idea of Athens as 'an education to Hellas', and the various aspects of this education, including the democratic system and the importance of citizens' involvement in the running of the state.</p>	<p><b>[50]</b></p> <p><b>AO1 (20)</b></p>
	<p>Candidates should consider how much we really know about what the sculpture was intended to say, and how this might relate to what Pericles is reported to have said about Athens. They should also consider Thucydides' reliability in his treatment of Pericles, and could note his silence on the building programme. Likewise, they should evaluate the reliability of both Pausanias and Plutarch in dealing with the sculpture. Candidates could also argue that the evidence is limited in terms of the proposition in the question, and should be rewarded accordingly.</p>	<p><b>AO2 (30)</b></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"> <li>• Recall and application of subject knowledge and sources;</li> <li>• Relevance to question/topic;</li> <li>• Understanding and application of sources and evidence;</li> <li>• Understanding of concepts and/or context.</li> </ul>
<b>Level 5</b>	18–20	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference to the sources;</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 4</b>	14–17	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference to the sources;</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 3</b>	9–13	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference to the sources;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 2</b>	5–8	<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 some understanding of concepts and contexts of events and/or sources.</li> </ul>
<b>Level 1</b>	0–4	<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 of concepts and contexts of events and or sources.</li> </ul>

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

<p>(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i></p> <p>(b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i></p>	30	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Interpretation and evaluation;</li> <li>• Organisation and argument;</li> <li>• Communication of ideas;</li> <li>• Accuracy of writing and use of specialist vocabulary.</li> </ul>
<p><b>Level 5</b></p>	26–30	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and effective communication of ideas;</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>
<p><b>Level 4</b></p>	20–25	<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgments;</li> <li>• Sound interpretation and evaluation of the sources and/or evidence;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>
<p><b>Level 3</b></p>	14–19	<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements;</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Mostly accurate written with specialist vocabulary sometimes accurately used.</li> </ul>
<p><b>Level 2</b></p>	6–13	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>
<p><b>Level 1</b></p>	0–5	<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence and/or issues;</li> <li>• Little or no interpretation and/or evaluation of the sources and/or evidence;</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 with little or no specialist vocabulary.</li> </ul>

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**



**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2011