

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F385**: Greek Historians

Mark Scheme for June 2011

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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

Section A		
Question Number	Answer	Mark
	<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>	
1 (a)	<p>Explain what Herodotus has told us about Croesus and his situation before this passage.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Croesus was king of Lydia; • he ruled an enormous empire; • he had had a quarrel with Solon about who was the happiest man; • he had recently lost his son in a prophesied hunting accident; • his two years of grief ended when Cyrus' Persian empire began to encroach on Lydia; • he tested the Oracle at Delphi with tortoise and lamb soup; • he then decided to trust the Oracle and tried to win Apollo's favour by a surfeit of presents. <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	<p>How typical is this passage of Herodotus' style of writing? In your answer you should discuss what he says and how he says it.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • attention to detail; • mixture of reported and direct speech; • simplistic characterisation; • detailed narrative; • close attention paid to characterisation; • careful phrasing of the Delphic prophecy. <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	[20]
(c)	<p>How important is religion in the work of Herodotus? In your answer you should include discussion of this passage and other parts of the text which you have read.</p> <p>In this passage, Delphi's oracles are reported in a very matter of fact manner. However, they seem to be used more as a means to explore Croesus' character than anything else. The Delphians cheerfully prophesy Lydia's destruction before starting to delight in their financial gain.</p> <p>Otherwise his view of religion seems to be the same – although he does not question it, he does seem to see religion and destiny as a tool to illustrate his characters. Hubris and nemesis can be seen to play their part in the story of Croesus and in the downfall of Xerxes.</p> <p>Use must be made of the text and there must be reference to elsewhere in the work.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]

Question Number	Answer	Mark
	<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>	
2 (a)	<p>Briefly outline the main events of Themistocles' life as presented by Plutarch.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • he spent his childhood making speeches and pretending to prosecute his playmates; • in the new democracy, Themistocles was able to gain popularity as a speaker and lawyer; • as archon, he increased Athenian naval might; • he became wealthy; • he executed Persian messengers; • he helped defeat the first Persian invasion; • he organised the evacuation of Athens; • he helped Athens win at the battle of Salamis; • he organised the rebuilding of Athens and the Piraeus; • he was exiled by jealous rivals and ended up serving the Persian king until his death. <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	<p>What do we learn about Themistocles' popularity from this passage? To what extent does Plutarch always portray Themistocles as popular?</p> <p>His popularity was generally high, especially when he was rebuilding Athens or rebuffing invading forces. He seemed to become unpopular in times of peace, when jealous rivals saw him as an easy target for attack and their own self-promotion.</p> <p>In the passage the people of Magnesia clearly respected him, even if later plays glamorised his life. Places seem to be being used to remember his life.</p> <p>Reward use of the text and the work of Plutarch's <i>Life</i> in general.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	[20]
(c)	<p>'Plutarch ignores important events and concentrates on trivial matters.'</p> <p>How far do you agree with this view of the <i>Life of Themistocles</i>? In your answer you should include discussion of both this passage and the rest of the text.</p> <p>He does seem at his best when describing the characters in his work rather than the battles and major historical events. Here, his description of Themistocles' death becomes cluttered with digressions on various tombs and monuments as well as Plutarch's irritation with modern day interpretations. The Persian invasions of Greece serve merely as a backdrop to the character of Themistocles, such as his lavish lifestyle and greed for money. Reward use of the text and the work of Plutarch's <i>Life</i> in general.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]
	Section A Total	[55]

Section B		
Question Number	Answer	Mark
	<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>	
3	<p>‘Herodotus is useless as an historian, but great fun to read as a storyteller’ How far do you agree with this statement?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • consider several different stories used by Herodotus; • include discussion of the usefulness of Herodotus as an historian; • use evidence from Herodotus’ <i>Histories</i>. <p>Candidates should make an attempt to assess the role of narrative within historiography – stories may have their place in a good history. His jumping from ethnography to mythology to recent history may well be usefully discussed. Expect discussion of the various digressions in Herodotus’ work with details of specific examples. There are too many to list here in detail, but the whole of Book Two provides many examples, eg Cambyses’ declaration of war on Egypt and Croesus’ visit to Delphi.</p> <p>Herodotus’ approach is that of a storyteller, but he cannot really be blamed or criticised. He may have limitations as a primary source for the period, but he is better than nothing. He had assembled his works around a theme rather than a chronology and stories jostle for place with historical and biographical information. Reward detailed discussion of the text and a clear argument.</p> <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Mark
	<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>	
4	<p>‘Thucydides is too biased to be a useful source for the Peloponnesian War’. How far do you agree with this statement?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • consider Thucydides’ aims in writing history; • include discussion of the reliability of Thucydides as a primary source; • use evidence from Thucydides’ <i>History of the Peloponnesian War</i>. <p>Thucydides does claim to be a paragon of impartiality in the opening of his work, as many candidates will tell you. However, they should also tell you that no historian can ever be completely impartial – personal experience and interest will, without doubt, influence the work. The collation of evidence and inclusion of eye-witness accounts impact on discussions of bias. However, Thucydides does take his sources’ reliability into account, even if he does not declare their provenance. Expect discussion of the Pentekontateia and Pericles’ presentation in particular. Reward detailed discussion of the text and a clear argument.</p> <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Mark
	<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>	
5	<p>How relevant is the work of Plutarch to people today?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • consider the different events and characters presented by Plutarch; • include discussion of what these characters and events have to offer us today ; • use evidence from both the <i>Life of Themistocles</i> and the <i>Life of Pericles</i>. <p>Expect a strong response to this question with detailed reference to Plutarch's work. The main point will be that we can learn about great men of the past to inspire us and to tell us how the major events of the period occur. Allow candidates to take the other side if well-argued and evidenced. His presentation of the characters of Pericles and Themistocles may well be described in some detail – his well-rounded and plausible characterisations have something that the drier Thucydides lacks. There is much more of personal interest in Plutarch's contemporaries, but some might question his reliability as an historian. Historiography is not the focus and this question is deliberately open-ended to allow candidates to choose their favourite sections of Plutarch. There must be depth of analysis and close use of the text to access the higher levels.</p> <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]
	Section B Total	[45]

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.

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

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