

**Advanced Subsidiary GCE**

**GCE CLASSICS**

Unit CC5: Greek Historians

**Specimen Paper**

Additional Materials: Answer Booklet (12 pages)

**F385 QP**

Morning/Afternoon

Time: 1 hour 30 minutes



### INSTRUCTIONS TO CANDIDATES

- Answer **one** question from Section A and **one** question from Section B.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.

### ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **5** printed pages and **1** blank page.

Answer **one** question from Section A and **one** question from Section B.

**Section A: Commentary Questions**

Answer **either** Question 1 **or** Question 2.

- 1 Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.

‘Let me say that our system of government does not copy the institutions of our neighbours. It is more the case of our being a model to others, than of our imitating anyone else. Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty. And, just as our political life is free and open, so is our day-to-day life in our relations with each other. We do not get into a state with our next-door neighbour if he enjoys himself in his own way, nor do we give him the kind of black looks which, though they do no real harm, still do hurt people’s feelings. We are free and tolerant in our private lives; but in public affairs we keep to the law. This is because it commands our deep respect.’

Thucydides, *History of the Peloponnesian War* 2.37

- (a) Name the speaker and outline the events that Thucydides has just described. [10]
- (b) How far is the praise of Athens in this speech a realistic picture? In your answer you should refer to this passage and to other sources you have studied. [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- (c) How useful do you think Thucydides’ picture of contemporary Athenian values is to the modern historian? In your answer you should refer to other sections in Thucydides’ text and to other sources that you have read. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

Do **not** answer this question if you have already answered Question 1.

- 2 Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.

Some writers tell us that Themistocles never missed an opportunity to make money, and that his grand style of living made this necessary because he liked entertaining and lavishing money on his guests and therefore needed a generous income. Others, on the contrary, accuse him of being stingy and avaricious and say that he used to sell even the provisions that were sent to him as presents. When Philides the horse-breeder was asked by him for a colt and refused to give him one, Themistocles threatened that he would soon turn his home into a wooden hose, hinting by this that he would get his own relatives to bring charges against him and would stir up lawsuits between him and his own household. 5 10

No man was ever more ambitious than Themistocles. While he was still young and quite unknown, he prevailed upon Epicles of Hermione, a harp player who was greatly admired by the Athenians, to come and practise at his house, because he wanted the honour of having many people seek out his home and come there often to see him. 15

Plutarch, *Life of Themistocles* 5

- (a) Briefly explain who Themistocles was and what he did for the Athenians. [10]
- (b) Discuss the characterisation of Themistocles in this passage. What do you think Plutarch's reasons were for characterising Themistocles in this way? [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- (c) How did Plutarch's aims as an author affect his reliability as a historical source? In your answer you should include discussion of this passage and other parts of the text which you have read. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**Section A Total [55]**

**Section B: Essays**

Answer **one** question.

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**3** Do you think Herodotus is primarily a historian or a story-teller?

In your answer, you should:

- consider how Herodotus uses stories;
- include an analysis of what Herodotus may have meant by history;
- support your answer with evidence from Herodotus' work.

[45]

**4** Was Thucydides' work aimed more at a contemporary audience or future generations?

In your answer, you should:

- consider the distinction between 'news' and 'history' as it might be seen in his work;
- include an analysis of what Thucydides' aims were in writing this work;
- support your answer with evidence from Thucydides' work.

[45]

**5** Discuss the importance of individual character in the ancient perception of events.

In your answer, you should:

- consider how **at least two** different authors use individual character;
- include an analysis of the significance of individual character in relation to other factors;
- support your answer with evidence from **at least two** of the following works; Herodotus' *The Histories*, Thucydides' *History of the Peloponnesian War* and Plutarch's *Themistocles and Pericles*.

[45]

**Section B Total [45]**

**Paper Total [100]**

*Copyright Acknowledgements:*

*Sources:*

**Q1:** Thucydides, History of the Peloponnesian War 2.37

**Q2:** Plutarch, Life of Themistocles 5

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SPECIMEN

The maximum mark for this paper is **100**.

SPECIMEN

Section A		
Question Number	Answer	Marks
	<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	<p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
1(a)	<p><b>Name the speaker and outline the events that Thucydides has just described.</b></p> <p>The speaker is Pericles.            Answers might include an outline account of the events in the war so far:</p> <ul style="list-style-type: none"> <li>• disputes at Epidamnus, Corcyra and Potidaea;</li> <li>• Spartan attacks on Attica from Oenoe and the consequent state of Athens;</li> <li>• events at Plataea.</li> </ul>	[10]
1(b)	<p><b>How far is the praise of Athens in this speech a realistic picture? In your answer you should refer to this passage and to other sources you have studied.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• reference to the details contained in this passage and other sources on the following; the nature of Athenian democracy, justice and the law-courts, citizens' relationships with each other as citizens;</li> <li>• appropriate analysis of these details; analysis of likely truth of this passage in the context of other sources and evidence, analysis therefore of the extent of positive bias.</li> </ul>	[20]
1(c)	<p><b>How useful do you think Thucydides' picture of contemporary Athenian values is to the modern historian? In your answer you should refer to other sections in Thucydides' text and to other sources that you have read.</b></p> <p>Details of Thucydides' picture of contemporary Athenian values, which might include attitudes to the following:</p> <ul style="list-style-type: none"> <li>• democracy;</li> <li>• the rights of individuals to power and influence;</li> <li>• the role of the demagogues;</li> <li>• the war with Sparta;</li> <li>• the role of women in Athens;</li> <li>• the importance of religion;</li> <li>• the different values that different sectors of society may have had.</li> </ul> <p>Candidates may also wish to question the accuracy of Thucydides' account.            Any logical answer backed up with evidence from the text should be credited.</p>	[25]

Section A		
Question Number	Answer	Marks
2	<p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p> <p><b>2(a) Briefly explain who Themistocles was and what he did for the Athenians.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• his position as <i>archon</i>;</li> <li>• his involvement in the development of the Athenian navy and the growth of Piraeus, most especially the use of the surplus from the Laurion silver mines to enlarge the Athenian navy from 70 to 200 ships;</li> <li>• his role in commanding land forces in Thessaly in 480;</li> <li>• his role at Artemision;</li> <li>• his interpretation of the 'wooden wall' oracle, the resultant success at Salamis in 480 and its significance in the conflict with Persia;</li> <li>• his role in Athenian relations with Sparta after the Persian wars and the development of the Long Walls;</li> <li>• his relationship with Sparta in contrast to Aristides'.</li> </ul>	[10]
2(b)	<p><b>Discuss the characterisation of Themistocles in this passage. What do you think Plutarch's reasons were for characterising Themistocles in this way?</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Themistocles' love of acquiring money, whether because he was generous in his spending (both on his 'grand style of living' and his like of 'entertaining and lavishing money on his guests') or because he was 'stingy and avaricious';</li> <li>• the suggestion made by the anecdote about Philides of a violent and forceful personality;</li> <li>• Themistocles' desire for the 'honour' of many people visiting him at home and his ambition because he wanted this while he was still 'young and unknown';</li> <li>• Themistocles' desire to be well-known;</li> <li>• analysis of the reasons for this characterisation which might include discussion of the following: the importance of characterisation to biographical history; Plutarch's interest in the relevance of character to an individual's actions and to historical events; Plutarch's concern to draw moral lessons from history; that vivid and striking characters help the readability of Plutarch's history; that there may be no conscious agenda at all and that Plutarch might be writing what he thinks to be the truth.</li> </ul>	[20]

Section A		
Question Number	Answer	Marks
2(c)	<p><b>How did Plutarch's aims as an author affect his reliability as a historical source? In your answer you should include discussion of this passage and other parts of the text which you have read.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Plutarch's aims (is he writing biography, history or philosophy?);</li> <li>• reference to the content of a range of other passages in Plutarch's <i>Lives</i> and to other relevant sources and evidence;</li> <li>• analysis of the likely accuracy of Plutarch's information in the context of other sources and evidence;</li> <li>• analysis of how these passages demonstrate Plutarch's aims and demonstration of how the aims impact on accuracy;</li> <li>• consideration of whether aims are the main factor affecting reliability or whether other factors, such as his use of and reference to other sources, or his distance in time from events, also impact.</li> </ul>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	<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><b>Do you think Herodotus is primarily a historian or a story-teller?</b>  <b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>consider how Herodotus uses stories;</b></li> <li>• <b>include an analysis of what Herodotus may have meant by history;</b></li> <li>• <b>support your answer with evidence from Herodotus' work.</b></li> </ul> <p>Answers might include the following areas of discussion.  The examples given are only intended by way of guidance and are not prescriptive:</p> <ul style="list-style-type: none"> <li>• a detailed account of a number of stories from Herodotus (e.g. Gyges; Arion and the Dolphin; as well as more 'historical events' like the Battle of Salamis, including the discussions before it and the events surrounding Artemisia);</li> <li>• some idea of contemporary ideas on History, perhaps based on Thucydides; this may relate to the idea of a possession for all time, as opposed to something which was for a one off performance. Discussion of the genre of history.</li> <li>• knowledge of Herodotus' opening statements and recall of his aims, including his distinction between mythos and history; reference could be made to the opening chapters of his work, and the distinction drawn with the coming of Croesus.</li> <li>• discussion of the nature of history/historie and consideration of how story-telling might relate to research; this might include the notion of <i>theoria</i> as exemplified by Herodotus' travels, and discussion of the nature of his travels.</li> <li>• discussion of the differences between Herodotus' accounts of the events before and during his lifetime; this would focus on the narrative of the Persian Wars as closely related to him in time and place, whilst that of earlier events is less easy for him to have access to. His use of oral sources (given below) would relate to his.</li> <li>• consideration of his use of oral sources and the effect this might have on his understanding of history. Discussion of the fact that Herodotus often states more than one source, and indicates different versions of stories which he has heard orally.</li> </ul>	[45]

Section B		
Question Number	Answer	Marks
4	<p><b>Was Thucydides' work aimed more at a contemporary audience or future generations?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>consider the distinction between 'news' and 'history' as it might be seen in his work;</b></li> <li>• <b>include an analysis of what Thucydides' aims were in writing this work;</b></li> <li>• <b>support your answer with evidence from Thucydides' work.</b></li> </ul> <p>Answers might include the following areas of discussion:</p> <ul style="list-style-type: none"> <li>• a knowledge of the opening sections of Thucydides, and his statements about the nature of his history; particular reference might be made to the accounts of the disputes which led to the Peloponnesian War. Thucydides' claims that he is writing for all time and that human nature being what it is, these events will repeat themselves.</li> <li>• the contrast with Herodotus and other forms of literature produced at that time; Some consideration of the nature of Herodotus' writing, as more of a story-teller, and Thucydides as attempting to remain 'impartial'. The idea of inquiry and the influence of medical thought on his writings, particularly in relation to the plague, might be developed.</li> <li>• detailed reference to some of the events Thucydides describes: particular reference might be made to the plague and disputes in Attica, which would have been news in some ways rather than history. Does Thucydides' presentation mark them out as giving a lesson for all time or are they developed for the contemporary audience?</li> <li>• consideration that different sections of the text may have had differing impacts; Do the events which occurred in Athens have a different impact from those outside Athens -e.g. Corcyra or Epidamnus?</li> <li>• a contrast between Thucydides' descriptions and other evidence of these events; answers may question Thucydides' presentation, and see that it is not the only version of events.</li> <li>• an awareness that he was writing as events took place and discussion of the effect this might have had; Thucydides I.i and the fact that his work is incomplete may be considered, answers may also consider how this work might have been disseminated – was it read section by section? If so, were things presented as he wrote them or not?</li> <li>• discussion of the importance to the Athenians of the events described by Thucydides; reference to the plague and its effects, the death of Pericles. Answers may contrast Thucydides presentation of events with that of Plutarch.</li> </ul>	

Section B		
Question Number	Answer	Marks
4 cont'd	<ul style="list-style-type: none"> <li>consideration that different sectors of society may have reacted differently to Thucydides' text; Thucydides gives considerable emphasis to the leaders, but not the average member of the assembly or women.</li> <li>discussion of how and when his text might have been released. Little is known about this, but candidates could raise questions as above.</li> </ul>	[45]
5	<p><b>Discuss the importance of individual character in the ancient perception of events.</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>consider how at least two different authors use individual character;</b></li> <li><b>include an analysis of the significance of individual character in relation to other factors;</b></li> <li><b>support your answer with evidence from at least two of the following works; Herodotus <i>The Histories</i>, Thucydides <i>History of the Peloponnesian War</i> and Plutarch <i>Themistocles and Pericles</i>.</b></li> </ul> <p>Answers might include some of the following areas of discussion:</p> <ul style="list-style-type: none"> <li>knowledge of Plutarch's, Herodotus' or Thucydides' use of individual characters in the narration of events; Plutarch and Herodotus on the Battle of Salamis could be discussed or Pericles in the early years of the Peloponnesian War, most particularly in relation to his power of oratory and the strategy against the Spartans, and the turning of the people against him. Plutarch's interest in Pericles' death might also be contrasted with Thucydides' treatment.</li> <li>knowledge of characteristics emphasised by the authors and consideration as to why, e.g. Thucydides' view of Pericles as 'first man' together with Plutarch's view of his importance. Reference might be made to idealising Pericles. Plutarch's treatment of Pericles' oratory might be compared with that of Thucydides, whilst his treatment of Themistocles as money grabbing, stingy and ambitious might be compared with Herodotus' picture in the events running up to Salamis.</li> <li>consideration that other factors – e.g. economic, religious, military – could also be used to explain these events; Thucydides' idea of the two levels of cause might be discussed, especially in relation to fear as a motive. This is not personal, whilst other treatments of the Peloponnesian War suggest more personal motives and involvement. The obscuring of religious motivation in Thucydides, as shown by Delos, is also striking. For Herodotus, the driving force of individual decisions – e.g. before the battle of Marathon – may be considered.</li> </ul>	[45]

Section B		
Question Number	Answer	Marks
5 cont'd	<ul style="list-style-type: none"> <li>Consideration of the effect the genre of biography might have on treatment of character. Plutarch's philosophical interests in character and his use of parallel lives to exemplify ideals might be discussed. To what extent do his philosophical ideas colour his presentation of character? The fact that Pericles is paralleled with Fabius might have an effect on how he is seen. Does the fact that Plutarch is interested in individuals lead him to attribute more to the individuals – e.g. how can we know how significant Pericles' role in the re-building programme was?</li> </ul> <p>Answers should be supported with evidence from at least two of the works of Herodotus, Thucydides or Plutarch.</p>	
	<b>Section A Total</b>	<b>[45]</b>
	<b>Paper Total</b>	<b>[100]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	10		<b>10</b>
<b>1(b)</b>	10	10	<b>20</b>
<b>1(c)</b>	10	15	<b>25</b>
<b>2(a)</b>	10		<b>10</b>
<b>2(b)</b>	10	10	<b>20</b>
<b>2(c)</b>	10	15	<b>25</b>
<b>3</b>	20	25	<b>45</b>
<b>4</b>	20	25	<b>45</b>
<b>5</b>	20	25	<b>45</b>
<b>Totals</b>	<b>50</b>	<b>50</b>	<b>100</b>

**AS Classics Marking Grid for units CC1-CC6: notes**

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

<i>Section A Commentary Questions</i>		<b>AO1</b>	<b>AO2</b>
	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:** 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 (e.g. 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) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band 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 descriptor band.

## 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"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding of sources and evidence;</li> <li>Awareness of context.</li> </ul>
Level 5	9-10	17-20	<ul style="list-style-type: none"> <li>Specific factual knowledge, selected with care;</li> <li>Fully relevant to the question;</li> <li>Well supported with evidence and reference where required;</li> <li>Strong awareness of context as appropriate.</li> </ul>
Level 4	6-8	12-16	<ul style="list-style-type: none"> <li>Generally well chosen factual knowledge;</li> <li>Relevant to the question;</li> <li>Usually supported with evidence and reference where required;</li> <li>Awareness of context as appropriate.</li> </ul>
Level 3	4-5	8-11	<ul style="list-style-type: none"> <li>Some factual knowledge, not always well chosen;</li> <li>At least partially relevant to the question;</li> <li>Some supporting evidence and reference where required;</li> <li>Limited awareness of context.</li> </ul>
Level 2	2-3	4-7	<ul style="list-style-type: none"> <li>Restricted selection of factual knowledge, possibly including some inaccurate detail;</li> <li>Little evidence of relevance to the question;</li> <li>Occasional use of appropriate supporting evidence;</li> <li>Context occasionally or very superficially indicated.</li> </ul>
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

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

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges			Characteristics of performance
	10	15	25	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and use of technical vocabulary;</li> <li>• Control of appropriate form and style;</li> <li>• Accuracy of writing.</li> </ul>
Level 5	9-10	13-15	21-25	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
Level 4	6-8	9-12	15-20	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
Level 3	4-5	6-8	10-14	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or under-developed; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
Level 2	2-3	3-5	5-9	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
Level 1	0-1	0-2	0-4	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.