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**CLASSICAL STUDIES**

**9274/32**

Paper 3 Classical History – Sources and Evidence

**October/November 2019**

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **7** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Essays: Generic Marking Descriptors for Papers 3 and 4**

- The full range of marks will be used as a matter of course.
- Examiners will look for the ‘best fit’, not a ‘perfect fit’ in applying the levels.
- Examiners will provisionally award the middle mark in the level and then moderate up/down according to individual qualities within the answer.
- Question-specific mark schemes will be neither exhaustive nor prescriptive. Appropriate, substantiated responses will always be rewarded.

Level/marks	Descriptors
Level 5 50–40	<p>ANSWERS MAY NOT BE PERFECT, BUT WILL REPRESENT THE BEST THAT MAY BE EXPECTED AT THIS LEVEL.</p> <ul style="list-style-type: none"> <li>• strongly focussed analysis that answers the question convincingly;</li> <li>• sustained argument with a strong sense of direction, strong and substantiated conclusions;</li> <li>• give full expression to material relevant to both AOs;</li> <li>• towards the bottom may be a little unbalanced in coverage yet the answer is still comprehensively argued;</li> <li>• wide range of citation of relevant information, handled with confidence to support analysis and argument;</li> <li>• excellent exploration of the wider context, if relevant.</li> </ul>
Level 4 39–30	<ul style="list-style-type: none"> <li>• a determined response to the question with clear analysis across most of the answer;</li> <li>• argument developed to a logical conclusion, but parts lack rigour, strong conclusions adequately substantiated;</li> <li>• covers both AOs;</li> <li>• good but limited and/or uneven range of relevant information used to support analysis and argument, description is avoided;</li> <li>• good analysis of the wider context, if relevant.</li> </ul>
Level 3 29–20	<ul style="list-style-type: none"> <li>• engages well with the question although analysis is patchy and, at the lower end, of limited quality;</li> <li>• tries to argue and draw conclusions, but this breaks down in significant sections of description;</li> <li>• the requirements of both AOs are addressed, but without any real display of flair or thinking;</li> <li>• good but limited and/or uneven range of relevant information used to describe rather than support analysis and argument;</li> <li>• fair display of knowledge to describe the wider context, if relevant.</li> </ul>
Level 2 19–10	<ul style="list-style-type: none"> <li>• some engagement with the question, but limited understanding of the issues, analysis is limited/thin;</li> <li>• limited argument within an essentially descriptive response, conclusions are limited/thin;</li> <li>• factually limited and/or uneven, some irrelevance;</li> <li>• perhaps stronger on AO1 than AO2 (which might be addressed superficially or ignored altogether);</li> <li>• patchy display of knowledge to describe the wider context, if relevant.</li> </ul>

Level 1 9–0	<ul style="list-style-type: none"> <li>• little or no engagement with the question, little or no analysis offered;</li> <li>• little or no argument, conclusions are very weak, assertions are unsupported and/or of limited relevance;</li> <li>• little or no display of relevant information;</li> <li>• little or no attempt to address AO2;</li> <li>• little or no reference to the wider context, if relevant.</li> </ul>
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**General**

Any critical exploration as an answer to a Paper 3 question will necessarily encompass differing views, knowledge and argument. Thus the mark scheme for these questions cannot and should not be prescriptive.

Candidates are being encouraged to explore, in the exam room, a theme that they will have studied. Engagement with the question as set (in the exam room) may make for limitations in answers but this is preferable to an approach that endeavours to mould pre-worked materials of a not too dissimilar nature from the demands of the actual question.

Examiners are encouraged to constantly refresh their awareness of the question so as not to be carried away by the flow of an argument which may not be absolutely to the point. *Candidates must address the question set and reach an overall judgement, but no set answer is expected. The question can be approached in various ways and what matters is not the conclusions reached but the quality and breadth of the interpretation and evaluation of the texts offered by an answer.*

*Successful answers will need to make use of all three passages, draw conclusions and arrive at summative decisions.*

Question	Answer	Marks
1	<p><b>To what extent do the sources you have studied present the Athenian democracy as good for both individual leaders and the wider population of Athens?</b></p> <p><b>In your answer you should consider the passage above and your wider reading as well as the two passages below:</b></p> <p><b>Specific</b> The quotation from Osborne’s book focuses on the significance of the Sicilian expedition and its disastrous conclusion; he underlines how in particular the responsibility for the expedition lay with the Assembly and that after the disaster there was a loss of confidence. Osborne goes on to note the setting up of the board of the ten <i>probouloi</i>, and under the pressure of the renewed war with Sparta, the stage was set for the revolution of the 400, short-lived though it proved to be.</p> <p>In answering the question, candidates will need to draw on a variety of sources to present their argument. Candidates will need to consider how Athens and Athenian democracy are presented in the sources during the fifth century. In general the account of the Persian wars in Herodotus suggests that Athens and the Athenian democracy should be seen in a positive light, and Herodotus contrasts the success of Athens post-Cleisthenes with the lesser status of the city under the tyrants. However, Thucydides’ account of the Pentekontaetia shows both the continued success of the city as it becomes the leader of the Delian League but also the degree to which this success was at the expense of other Greek states. Later in this account, Pericles’ involvement in active engagement with the Spartans (and others) during the first part of the Peloponnesian War may well be discussed to advantage. Students may also turn to consider the events leading up to the outbreak of the Peloponnesian War in 431 BC and especially the attitudes of other states towards Athens, as presented by Thucydides in the congress at Sparta in Book 1. Thucydides also provides us with much material covering the events of the war itself, and so candidates may consider to what extent the democratic system was a significant element here. Candidates can supplement this with other relevant material outside the set sources, such as the Old Oligarch and Xenophon’s continuation of Thucydides’ <i>History</i>.</p> <p>Although the Osborne passage focuses on one specific incident, there is considerable scope for discussing other decisions taken by the Athenians during the period studied, and the presentation of these examples in the sources can be analysed.</p> <p>The passages help focus on two areas. The Aristophanes passage focuses on the cause of the war which started in 431 BC, and presents a rather different view than that found in, for example, Thucydides. There is scope to suggest the reasons for the outbreak of the war, contrasting this passage with the evidence found elsewhere, and candidates may also choose to consider Aristophanes’ attitude towards the city and its democracy, and in particular its leaders. Examiners are reminded that this is the only play specified in the syllabus, so conclusions based on this play alone are entirely acceptable.</p>	50

Question	Answer	Marks
1	<p>The Thucydides passage is taken from the <i>Funeral Speech</i>, which students should recognise as presenting a very positive view of both Athens and the democracy, which they might usefully contrast with other material drawn from Thucydides where a less positive picture is given.</p> <p>Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.</p>	

Question	Answer	Marks
2	<p><b>‘The Romans offered other races a choice: give in peacefully or be crushed violently.’ To what extent is this a fair assessment? In your answer you should consider the passage above and your wider reading as well as the two passages below:</b></p> <p><b>Specific</b> The passages set out a number of reactions to Roman rule or potential rule. A careful reading of them will enable candidates to make an informed response to the issue raised by the question: different people’s responses to Roman rule.</p> <p>The first passage shows how the Jews attempted to resist Roman rule, and the actions taken by Caligula to ensure that this would not continue. In particular, this passage highlights the theme of religion, and its use by the emperor to ensure his power and position. It also gives clear evidence for the Jewish people’s lack of contentment, and their response to Roman rule. Candidates should be able to give further details of events surrounding this based on their knowledge of Josephus.</p> <p>The second passage from Caesar shows his military abilities and the swift manner in which his opposition was dealt with. Candidates should, of course, question the reliability of his account, but they should use this passage to develop the idea of the military power which lay behind Roman conquest, and the abilities of the Romans to conquer swiftly and deal with opposition. This theme could be extended by looking at other elements considered by Caesar, in particular events in Gaul, and the defeat which he inflicted on the Gauls.</p> <p>The third passage looks at a rather different theme – the notion that Roman governance was equitable and based on justice. Here Tacitus paints a picture of his father-in-law as a man of justice and high moral calibre, whose intention was to use these qualities in governing his province. As in the case of Caesar, candidates should question the nature of his account and its reliability, but the theme of Romans as just rulers can be explored, and contrasted with the treatment of the Jews in the first passage and the actions presented by Caesar in the second passage.</p>	50