

## **MARK SCHEME for the October/November 2014 series**

### **9274 CLASSICAL STUDIES**

**9274/33**

Paper 3 (Classical History – Sources and Evidence),  
maximum raw mark 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2014 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus Paper
	Cambridge International AS/A Level – October/November 2014	927

## Question 1

### 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.*

### Specific

The quotation from Hansen's book focuses closely on the nature of the sources. This should provide a stimulus for candidates to focus on the reliability of the surviving evidence, particularly Thucydides.

In answering the question, candidates will need to draw on a variety of sources to present their argument. Discussion should focus on the nature of our surviving sources and what we can learn from them about the way control was exercised in the Athenian democracy. Candidates should show knowledge and understanding of Thucydides' *History of the Peloponnesian War*, and it is likely that candidates will comment on the very positive presentation of Pericles set against the negative take on other aspects of the democracy.

The passages help focus on two areas. Aristophanes sets out a particular view of the working of the democracy in this passage which candidates may critique in some detail. There are references here to institutional leadership (the *Boule*) and also to the contribution which an individual (in this case Dikaiopolis) can make, even if this results here in frustration. Candidates may evaluate the limitations of the picture drawn from Athenian Old Comedy and compare this explicitly with other evidence we have for assembly meetings (such as the Mytilene debate in Thucydides). The Thucydides passage is taken from the *Funeral Speech* and suggests the importance of ordinary Athenians in decision making. Candidates may discuss the reliability of this account, setting it against a broader treatment of the democracy elsewhere in Thucydides, and in particular his views on the effectiveness of the democratic system; credit assessment of Herodotus' view of the importance of democracy to Athens in the earlier part of the century, and his focus on important individual leaders such as Themistocles and Miltiades.

Candidates may choose to focus on particular aspects of the democratic system, such as the individuals who acted as leaders or the institutions which helped distribute power. Credit assessment of Hansen's point of view, especially if supported with examples in context drawn from the sources studied.

Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.

Page 3	Mark Scheme	Syllabus
	Cambridge International AS/A Level – October/November 2014	927

## Question 2

### 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.*

### Specific

In the passage it is suggested that the people in the Empire welcomed the benefits of the Empire, and were allowed to maintain their own native institutions, and that this was a deliberate policy choice by the Romans. On the other hand, the two passages suggest that the situation was rather different. Caesar's account of the Druids shows the political power of the Druids, which would have made conquest of their territory almost impossible, whilst the passage from Josephus shows the challenges of integrating Roman rule with the established Jewish religion. The Josephus passage suggests that Petronius was respectful of the Jews position, but that Rome (ie. the Emperor) would not tolerate people not bowing to his will.

The contrast between the two positions outlined above should be explored by candidates. They should use examples of the expansion of the Roman Empire and the conquest of neighbouring peoples to develop an answer. Candidates could consider areas such as Gaul, Britain and Germany, using evidence from the set sources. In addition, they might focus closely on the events in Jerusalem and Josephus' account of the Jewish War.

Candidates are expected to discuss examples drawn from the range of the prescribed texts. It is to be hoped that some candidates may offer examples and consider ideas from their wider reading beyond the prescription.

Candidates may draw any sensible conclusions provided that these are supported with critical reference to the texts.