

Ancient History (JACT)

Advanced GCE **2462**

Source-based Study 2 Greek History

Mark Scheme for June 2010

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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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The Mark Scheme is a guide to markers and is not prescriptive. It should be used with the marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1, 2 or 3 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin. Appropriate marks should be awarded for Assessment Objective 1b.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet in the top right box.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

| Section A | | |
|---|---|--|
| Herodotus and the conflict of Greece and Persia, 499-479 BC | | |
| Question | Answer | Max Mark |
| 1 | To what extent does Herodotus give a full and balanced account of the causes of the Ionian revolt? | |
| | <p>AO1 Knowledge of Herodotus' treatment of the causes of the Ionian revolt, to include the roles of Aristagoras and Histaeus. Other factual knowledge about the state of Ionia, including the nature of Persian rule and the state of the Persian empire in 499BC should be rewarded, as should treatment of the economic and social causes of the rebellion not given by Herodotus. Details of events in Athens in 509/8 and their effects should also be rewarded, as well as Aristagoras' visit to Sparta. Herodotus' background in Halicarnassus should also be rewarded.</p> <p>AO2 Argument should focus on 'full and balanced' and should note Herodotus' emphasis on individuals rather than wider economic or social ideas. Relationship with the expansion of the Persian empire at the time should also be considered, as should events in Athens.</p> <p>AO3 Detailed treatment of Herodotus' narrative with evaluation of his sources and his own personal connection with Ionia should be noted. Any use of Persian inscriptions to help build up a picture of the empire, and use this to help evaluate Herodotus should be well rewarded.</p> | <p>[15]</p> <p>[15]</p> <p>[15]</p> |
| 2 | How far does Herodotus enable us to understand Darius' motives for attacking Greece in 490BC? | |
| | <p>AO1 Detailed knowledge of Herodotus' account of Darius' actions in the run up to the battle of Marathon, including the events at Sardis and Athenian involvement in them should be given.</p> <p>AO2 Evaluation of 'how far' and motives should form the basis of the argument. This might include a consideration of whether or not he is too focussed on individual motives and revenge.</p> <p>AO3 Evaluation of Herodotus' sources for these events, and Darius' own self-presentation in showing his nature as an individual and ruler. The use of inscriptional evidence to help evaluate Herodotus' narrative should be well received; answers should also focus on how Herodotus' could have known what he tells us.</p> | <p>[15]</p> <p>[15]</p> <p>[15]</p> |

| Question | Answer | Max Mark |
|----------|---|-------------|
| 3 | 'Without Themistocles the Greeks would not have won the battle of Salamis.' How far do the sources support this view? | |
| | AO1 Details of Themistocles' role in the battle of Salamis, including his work before the battle on the Athenian fleet and his actions during the battle, should form the basis of the answer. Answers might also include the roles of other leading Athenians and Greeks, and the actions of the Persians. | [15] |
| | AO2 The focus of the answer should be on 'how far', and compare and contrast the different sources as given below. Candidates might also consider whether there would have been a battle of Salamis at all without Themistocles. | [15] |
| | AO3 Careful evaluation of Herodotus' account is needed, especially in relation to the accuracy and completeness of his account. Good answers will also include knowledge and evaluation of Aeschylus' and Plutarch's accounts to support their argument, and consider how the different motivations of each author might have affected their accounts. | [15] |
| 4 | How far do the sources allow us to assess Spartan leadership of the Hellenic League? | |
| | AO1 Thorough knowledge of roles of Athens, Sparta and Corinth in the development of the League. Credit should also be given for knowledge of the Theban attitudes at the time, if used appropriately. Knowledge of later events should also be credited, if it is brought into the argument. | [15] |
| | AO2 Answers should focus on the idea of assessing the nature of Spartan, and the problems involved in this. They could also consider what is meant by the leadership, and whether an accurate assessment of the motives at the time is possible. | [15] |
| | AO3 Use and evaluation of Herodotus is essential, as well as the problems of his sources for each state discussed. Plutarch, Aeschylus and Thucydides might also be used, and similarly evaluated. | [15] |

| Question | | Answer | Max Mark |
|----------|---|---|-------------|
| 5 | To what extent does Herodotus give a full and balanced account of the Persian strategy in the conflict with Greece during this period? | | |
| | AO1 | Details of Herodotus' accounts of Persian strategy, including the discussions with both Darius, and, more especially, Xerxes. Candidates may well use information about outside Herodotus about the expansion of the Persian empire, and the Persian desire to conquer greater lands. This should be rewarded. | [15] |
| | AO2 | Answers should focus on the ideas of full and balanced, not least considering whether he understands the workings of the Persian court properly and the motive of looking to expand the empire. In particular they should consider whether the theme of revenge has been over-played. | [15] |
| | AO3 | Answers should consider and evaluate Herodotus' sources and his use of them. They may also consider how Herodotus' own background, both as a Greek and being from Halicarnassus, may have affected his understanding. The use of inscriptional evidence about the status of the king and other aspects of society, such as religion, should be well rewarded if appropriately used. | [15] |

| Section B | | |
|---------------------------|--|-------------|
| Greek History, 446-413 BC | | |
| Question | Answer | Max Mark |
| 6 | 'The Athenian Empire provided Athenian politicians with great opportunities to advance their own political ambitions.' How far do the sources support this view? | |
| AO1 | Details of the relationship between allied states and the Athenians should be included: this might include Epidamnus, Corcyra, Potidaea, Mytilene and Plataea, as well as the states in Sicily. The roles of such individuals as Pericles, Cleon, Demosthenes, Nicias and Alcibiades should be considered. | [15] |
| AO2 | The argument should focus on the individual Athenian politicians and how their decisions may be affected by their own desire to advance their political careers. | [15] |
| AO3 | There is a wide range of sources: Thucydides, Aristophanes, Plato, Aristotle, Plutarch: all should be evaluated appropriately. Particular focus could be given to each author's interest in the individuals and their characteristics. | [15] |
| 7 | Assess the extent to which the Peloponnesian League was driven by Sparta's need for security at home. | |
| AO1 | Details of the Spartans relationship with the neighbours, and key events should be included. Details of the idea and function of the Peloponnesian League, as well as the states in it, should be included, as well as details of what is meant by 'internal security', and the roles of different parts of Spartan society. | [15] |
| AO2 | The focus of the answer should be on the idea of the League being driven by a Spartan need: this should lead to a consideration of other factors, such as the growth of Athenian power and the external threats. | [15] |
| AO3 | The sources include: Herodotus, Thucydides and Plutarch. Each should be evaluated and considered as fully as possible. The lack of evidence should also be considered as a factor in developing an argument. | [15] |
| 8 | To what extent did the plague in Athens mark a turning point in Athenian fortunes? | |
| AO1 | Details of the plague and the death and destruction it caused should be given. Likewise, answers could trace the development of Athenian policy before and after the plague. | [15] |
| AO2 | Answers should focus on 'to what extent', and should balance the evidence for the suffering brought about by the plague with the effects on Athenian policy and success. They might also consider whether the plague has a causal effect on Athenian policy. | [15] |
| AO3 | The main sources will be Thucydides, Aristophanes and Plutarch. In the case of Thucydides careful evaluation of his motives in describing the plague in such detail at this point in the narrative will be required. | [15] |

| Question | Answer | Max Mark |
|-----------|--|-------------|
| 9 | To what extent do the sources allow us to assess Alcibiades' significance in the changing fortunes of Athens? | |
| | AO1 Details of Alcibiades involvement both in the Sicilian Expedition of 415BC and his later return to Athens after time in Sparta should be included. Answers should not be limited to just the events in Sicily. | [15] |
| | AO2 The key to the argument should be looking at the ideas of 'significance' and 'changing fortunes': the best answers may consider whether he has a causal effect on these changing fortunes, or whether other factors were at play in the development of Athenian fortunes in this period. Answers might also look at what effects Alcibiades' departure/return actually had. | [15] |
| | AO3 The main sources will be Thucydides, Plato and Plutarch. Answers should include detailed evaluation of each source used, focusing on whether the authors were more interested in individuals than wider considerations, and this led to a distortion of events. | [15] |
| 10 | 'Women, metics and slaves contributed little to Athens during the Peloponnesian War.' How far do the sources support this view? | |
| | AO1 Details of the roles of women, metics and slaves should be given in as far as they are known. The focus on the Peloponnesian War should encourage candidates to consider the state of Athens at the time, and they may wish to look at the role of men as well in the context of the question. | [15] |
| | AO2 The focus on the answer should be on whether we can really answer the question at all: what is known of their actions during this time, other than supposition? | [15] |
| | AO3 Thucydides, Plato, Aristophanes, Plutarch and Aristotle will provide much of the source material. Each should be evaluated, and the general silence on these areas considered. | [15] |

| Section C | | |
|-----------------------------------|---|--|
| The Culture of Athens, 447-399 BC | | |
| Question | Answer | Max Mark |
| 11 | 'The Athenian democratic system gave individual citizens great power.' Assess whether the sources support this view. | |
| | <p>AO1 Details of the power available to individual citizens should be given; these might include the Assembly, Law-courts and offices for which they could be chosen. The theoretical power associated with each should be outlined.</p> <p>AO2 The argument should focus around the idea of 'great power': to what extent was this really true? The best answers will also consider what is meant by 'individual citizen' and differentiate between citizens who were able to make something of politics – either because of background or wealth – and those who were not.</p> <p>AO3 The range of available sources is large: Aristophanes, Thucydides, Plato, Aristotle and Plutarch, as well as appropriate inscriptional evidence. Answers cannot treat of all the evidence: they should evaluate and consider carefully what they use.</p> | <p>[15]</p> <p>[15]</p> <p>[15]</p> |
| 12 | In what ways do the surviving plays help us to understand how the Athenians saw the role of the citizen? (You may limit yourself to discussing two plays.) | |
| | <p>AO1 Factual knowledge of at least two plays will be needed. The focus of the answer should be on how citizens behave, and could include how the rulers operate as well. Answers should show knowledge of two plays, but a wider range with an appropriate level of detail should also be rewarded.</p> <p>AO2 Answers should focus on the idea of 'helping us to understand' the role of the citizen. They will focus on this, rather than the literary or other merits of the plays.</p> <p>AO3 Answers should evaluate the plays as historical sources, and consider whether they give us any help at all in this inquiry. The best may consider different playwright/genres differently, and even consider the date of production, where relevant. Answers may be based on tragedy and/or comedy.</p> | <p>[15]</p> <p>[15]</p> <p>[15]</p> |

| Question | Answer | Max Mark |
|----------|--|-------------|
| 13 | To what extent does the available evidence allow us to assess how the Greeks viewed the architectural transformation of Athens during this period? | |
| | AO1 Answers should give clear account of the different buildings during this period, both on the Acropolis and elsewhere in Athens. They might focus on the size, materials, intention and function of the developments. | [15] |
| | AO2 Answers may consider what is meant by 'Greeks': Athenians, members of the empire, Spartans etc, and use this as the basis of an argument to consider their views of the developments. The meagre nature of the sources should help to show the difficulties involved in this process. | [15] |
| | AO3 Knowledge of the archaeological remains should be credited, but for AO3 it must be evaluated. Candidates should also use Plutarch and other literary evidence (such as the silence in Thucydides) to help support their answer. The lack of non-Athenian evidence should also be considered. | [15] |
| 14 | Assess the importance of the Eleusian mysteries to the Athenians. | |
| | AO1 Details of the mysteries and who would have taken part in them should be included. Their relationship with more mainstream Athenian religion and details of other religious belief should be rewarded when it is relevant. Candidates may give further details of Athenian society – status of citizens, women, metics and slaves. All these should be rewarded if they are relevant to the argument. | [15] |
| | AO2 The best answers will consider what is meant by importance– spiritual, political, social – and look at each area in Athenian society. They may note that the very nature of the mysteries makes it very difficult to assess the importance, but that they provided an opportunities for all sections of society which were not offered elsewhere. | [15] |
| | AO3 A wide range of sources can be used, some of which will give more information on wider Athenian society than on the mysteries alone. Particular focus may be on Aristophanes and Thucydides, as well as some Plutarch. All should be evaluated to consider whether they give any real assistance in this area. | [15] |

| Question | Answer | Max Mark |
|----------|--|-------------|
| 15 | 'The sophists must ultimately be held responsible for the downfall of Athens.' To what extent do the sources support this view? | |
| | AO1 Details of the sophists' involvement in Athenian politics, including their influence on specific individuals such as Alcibiades and Critias, should be included, as should details of their beliefs and influence on the rhetoric of the time. Answers should differentiate between different sophists. | [15] |
| | AO2 The best answers will consider how they could be held responsible and in what sense 'ultimately' so. They may also debate whether Socrates is to be included, as well as looking at the changing nature of rhetoric during this period. | [15] |
| | AO3 Answers should evaluate the relevant sources: Plato, Thucydides, Gorgias and the fragments of other sophists, as well as Euripides and possibly some Aristophanes. | [15] |

A2 SOURCE-BASED GRID + 10 marks for AO1b (given over the whole paper)

| Band | AO1 | AO2 | AO3 |
|------|--|--|--|
| 1 | 14-15 Specific, relevant factual knowledge to support the answer | 14-15 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence | 14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence |
| 2 | 12-13 Mainly specific, relevant factual knowledge to support most of the answer | 12-13 Mainly well-organized discussion of issues relevant to the question; and/or with balanced judgements, mostly supported by relevant factual knowledge and use of evidence | 12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question and/or some understanding of the value of source(s) as evidence and/or – where appropriate – an awareness of conflicting views in or about evidence |
| 3 | 10-11 Some specific, relevant factual knowledge to support the answer in places | 10-11 Occasionally well organized discussion of some issues relevant to the question; and balanced judgements in places supported by relevant factual knowledge and use of evidence | 10-11 Detailed use of one source or less detailed use of more than one source with interpretation of the source material relevant to the question |
| 4 | 7-9 Factual knowledge mainly relevant to the question in places | 7-9 Some discussion of issues relevant to the question; judgements sometimes supported by relevant factual knowledge and/or use of evidence | 7-9 Specific references to relevant sources with limited interpretation in the context of the question |
| 5 | 5-6 Some factual knowledge, relevant to the question | 5-6 Occasional discussion relevant to the question; superficial judgements rarely supported by factual knowledge or evidence | 5-6 Occasional specific reference to relevant source material generally interpreted |
| 6 | 2-4 Occasional factual knowledge relevant to the question. | 2-4 Reference to issues; occasional, superficial judgements rarely supported | 2-4 General references to source material |
| 7 | 1 Little factual knowledge related to the question. | 1 Superficial and general discussion | 1 General, unclear reference to source material. |

AO1b for all components

| Band | AO1b |
|-------------|---|
| 1 | 10 Accurate, clear and concise communication throughout the answer. Accurate use of appropriate terminology and vocabulary specific to the question throughout the answer. |
| 2 | 9 Accurate, clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer. |
| 3 | 8 Clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer. Occasional unclear expressions. |
| 4 | 7 Some clear and concise communication in the answer. Some accurate use of appropriate terminology and vocabulary specific to the question. |
| 5 | 5-6 Clear and concise communication in the answer; occasionally accurate use of appropriate terminology and vocabulary specific to the question. |
| 6 | 3-4 Occasionally clear communication. Rarely accurate use of appropriate terminology and vocabulary specific to the question, with errors. |
| 7 | 2 Rare clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question in most of the answer. |
| 9 | 1 Almost no clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question. |

Awarding of marks for A01b

Examiners must take into account that the answers are written under examination conditions and occasional errors will occur even in band 1. Such errors as occur in spelling and punctuation should not be penalized unless (a) they are numerous and cover a range of expressions and/or (b) affect the understanding of the expressions. The organization of the arguments and discussions is awarded in A02 and should not affect the award of marks for A01b.

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