

Ancient History (JACT)

Advanced GCE **2459**

Document Study 2 Greek History

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

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

Section A				
Herodotus on Persia				
Question		Answer		Max Mark
1		Darius' Foundation charter from Susa [LACTOR 16, no.45]		
	(a)	How accurate and reliable is this passage as a guide to how the Persians' view of the position of the king within Persian society?		
		AO1	Good answers will show knowledge of the position of the king within society and relate this to his position as the appointed by Ahura Mazda. Knowledge of Ahura Mazda and his role in creation should be credited.	[5]
		AO2	Good answers will consider 'accurate and reliable' by considering Darius' aims in this inscription, and how they relate to other evidence.	[5]
		AO3	Good answers will pick out most of the relevant detail from the passage, including the importance of both Ahura Mazda and the royal family, and note that it is from his Foundation Charter, with some discussion of Darius's purposes by way of evaluation. Reference to other inscriptional evidence to support their answer will be well rewarded.	[10]
	(b)	On the basis of this passage and your own knowledge and understanding, how well does Herodotus understand the role of religion in Persian society?		
		AO1	Answers should show knowledge of the examples religious activity amongst the Persians given in Herodotus: Darius' response to the burning of Sardis, Xerxes' dreams and their interpretation.	[5]
		AO2	Good answers will consider Herodotus' Greekness and its impact on his understanding: this should include an understanding of the different nature of Persian religion and its relationship with politics. They may also look at his sources, and consider how he might have known about details within the Persian religion. Answers might also question what is meant by 'society': Herodotus only seems to deal with the court circle in Persian politics. The Persian emphasis on attacking Greek sanctuaries (unnoticed by Herodotus) might help to evaluate his reliability.	[10]
		AO3	Answers should show knowledge of passages of Herodotus which show the impact of religion on Persian society. These might include the dreams of Xerxes and the treatment of Apis by Cambyses, but they might also note that Herodotus does not portray the Persian kings in the same way that their inscriptions do (eg discussion between Artabanus and Xerxes, 7.46). The best answers will contrast this with inscriptional evidence showing the significance of Ahura Mazda in the political set-up.	[10]

Question		Answer	Max Mark
3*		Hieroglyphic inscription on the base of Darius' statue from Susa [LACTOR 16, no 50] Herodotus 1.134	
	(a)	How consistent and useful are these passages as evidence for attitudes to authority within the Persian empire?	
		AO1 Details from the passages and about their origins should be rewarded, as should other relevant information about the nature of authority within the Persian empire.	[5]
		AO2 Evaluation of how helpful these passages might be in considering authority. Answers might also consider what is meant by authority: political or religious or social, and draw relevant distinctions.	[5]
		AO3 Details from the passages about the authority within the empire. Evaluation based on the nature of the sources: an inscription and a passage from Herodotus with appropriate caution about each.	[10]
	(b)	On the basis of these passages and your own knowledge and understanding, how reliable is Herodotus' account of Persian social customs?	
		AO1 Details of Persian social customs, such as their education system, methods of greeting, religion and the position of the king	[5]
		AO2 Evaluation of how reliable, using the basic information on Persian customs from elsewhere.	[10]
		AO3 Details of Herodotus' account of Persian customs, and Herodotus' method of discovering information about these should be rewarded. Evaluation of his reliability, when compared with other (mainly inscriptional evidence) is essential for the higher bands.	[10]

Section B			
The Athenian Empire, 450-410 BC			
Question		Answer	Max Mark
4		Plutarch, <i>Perikles</i> 20.1-2	
	(a)	How useful is this passage as evidence for Perikles' view of Athens' role within the Greek world?	
		<p>AO1 Factual knowledge of Athens' position in the Greek world, as leader of the Delian League/Athenian Empire. Details of 'changes', e.g. the Samos' rebellion, should be rewarded. Answers should show knowledge of Perikles' policies in relation to the empire and its nature.</p> <p>AO2 Answers should look closely at 'how reliable' the passage might be in this regard, and what might be meant by 'Athens' role'. They could distinguish between actions taken by Perikles and the Athenians and their 'vision'.</p> <p>AO3 Answers should consider the passage carefully, looking at the idea of bringing the Greeks together, and the detail into which Plutarch goes. They should also evaluate Plutarch as a source, and perhaps contrast the view in this passage with passages from Thucydides, and other inscriptional evidence of the development of Athenian power in this period.</p>	<p>[5]</p> <p>[5]</p> <p>[10]</p>
	(b)	On the basis of this passage and your own knowledge and understanding, how far did the development of their empire affect the Athenians' view of themselves?	
		<p>AO1 Details of the nature of Athenian power at this time, and the various actions by Athens in crushing revolts, as well as the tribute/ships balance, and the developments in Athens as a result of increased finance. Knowledge of the role of the navy and the employment which if offered should also be rewarded.</p> <p>AO2 The idea of leadership can be taken from the passage and considered. The question of whether this role for Athens greatly affected the development of the state should be considered: were they causally connected, or would the developments in Athens have happened anyway.</p> <p>AO3 Details from the passage showing the reach of Perikles' attempts should be included. Answers should also include details from Thucydides of Perikles' funeral oration or other parts of his programme together with other aspects of the development of Athens.</p>	<p>[5]</p> <p>[10]</p> <p>[10]</p>

Question		Answer	Max Mark
5		[Xenophon] <i>Constitution of the Athenians</i> 1.14-15	
	(a)	How useful is this passage for our understanding of the role of the law courts in helping the Athenians to control their allies?	
		AO1 Details of the legal process in Athens, as well as details of the requirement for allies to come to Athens to have their cases heard. AO2 Answers should focus on how useful the passage is, and how the courts might have been used to control the allies. AO3 Evaluation of [Xenophon] as a source is essential, with particular reference to the difficulties surrounding this text and the uncertainty of its origin. Use of Thucydides and Plutarch by way of comparison should also be credited. Use of relevant inscriptional evidence on the role of the courts in the empire should be credited.	[5] [5] [10]
	(b)	On the basis of this passage and your own knowledge and understanding, to what extent do you think individual Athenians saw the empire as a source of personal gain?	
		AO1 Details of how individuals might have gained from the empire: trade and political/military advancement. Specific individuals should be included: Perikles or Alciabiades, for example. Details of developments in Athens could be credited, if used appropriately. AO2 Discussion about what is meant by 'individual Athenians': leading politicians may be, but not the average farmer. Candidates might argue that it was for the gain of the whole state, and therefore individuals gained. AO3 Candidates should take relevant details from the passage and evaluate their use in this question. Careful evaluation of [Xenophon] is essential. Candidates might also refer to Archaeological evidence, Thucydides and Plutarch to support their answers.	[5] [10] [10]

Question		Answer	Max Mark
6*		Thucydides 8.21 [Xenophon] <i>Constitution of the Athenians</i> 3.10-11	
	(a)	How reliable and consistent are these passages in showing the extent of the Athenian involvement in the internal politics of allied states?	
		AO1 (5) Details of the events in Samos and other allied states should be included. Answers should note the ways in which the Athenians interfered,	[5]
		AO2 (5) Answers should consider both consistent and reliable: there is no doubt about the interference, but the nature of the involvement and its effects are shown differently.	[5]
		AO3 (10) Careful evaluation of the attitudes of both [Xenophon] and Thucydides to the Athenian Empire should be included.	[10]
	(b)	On the basis of these passages and your own knowledge and understanding, why do you think some states were keen to remain under Athenian rule?	
		AO1 Factual information about states who did remain under Athenian control, and those who tried to rebel should be rewarded. Likewise, the benefits of remaining under Athenian rule should be outlined (security/trade) and the dangers of attempting to leave (eg Mytilene).	[5]
		AO2 Candidates should consider why states might have been keen to remain under Athenian rule, and whether we can really know the answer to this question.	[10]
		AO3 Candidates should note the negative sides outlined in the passages, and then look at other evidence from Thucydides or Plutarch, as well as inscriptional evidence, which might support or undermine this image.	[10]

Question		Answer	Max Mark
8		Plato <i>Crito</i> 48a-b	
	(a)	How far does this passage help us to understand Socrates' philosophical views and method?	
		<p>AO1 Answers should include details of some of Socrates' philosophical method and views: this might include dialect and the idea of Forms. The notion that a philosophical truth must be lived to be real is also in the passage. The notion also that there is an absolute truth, in which certain people are experts, might also be included. The connection between the discovery of truth and life itself should also be noted: philosophical enquiry is not just theoretical.</p> <p>AO2 Answers should note the philosophical ideas included in the passage, and how central they are to understanding Socrates' wider philosophy. The best answers will focus on the 'how far' and note that some of the philosophical ideas/methods are hinted at, but that neither dialectic nor the Forms are fully developed in this passage.</p> <p>AO3 Answers should evaluate Plato with the usual caution, and note the nature of the <i>Crito</i> as a dialogue. They can also compare the ideas in the passage with views put forward in the <i>Apology</i> and both Aristophanes and Xenophon.</p>	<p>[5]</p> <p>[5]</p> <p>[10]</p>
	(b)	On the basis of this passage and your own knowledge and understanding, to what extent do you think Socrates' philosophical views were the cause of his conviction?	
		<p>AO1 Details of philosophical ideas which may have led to his conviction, including the notion of Dialectic. Philosophical ideas which were ascribed to Socrates, but not from him, might also be included (such as those mentioned in the <i>Apology</i> coming from Anaxagoras). Answers might also include information about some of the politicians and others whom Socrates disturbed in his discussions, as well as other factors in his conviction, such as Alcibiades and Critias.</p> <p>AO2 Answers should carefully evaluate 'to what extent' and consider whether the philosophical views were responsible. They might distinguish between the method and the views, as well as the effects of the method and the views behind them.</p> <p>AO3 Answers should carefully evaluate the sources which we have on Socrates. This passage from the <i>Crito</i> should be considered with reference to the wider purpose of the dialogue, and other sources, both Aristophanes and Xenophon, considered with due caution, given their interest in defending Socrates' reputation after his death.</p>	<p>[5]</p> <p>[10]</p> <p>[10]</p>

Question		Answer	Max Mark
9	(a)	How far do these passages help us to understand how the Athenians may have viewed Socrates?	
		AO1 Details of his habits and the charges brought against him. Both the day-to-day views of Socrates and the wider political views could be described.	[5]
		AO2 The passages cover both aspects of his image, and should be considered in this way.	[5]
		AO3 Details of how he was seen as described in this passage should be credited. Candidates should also evaluate the two passages, and note the common aim of the authors.	[10]
	(b)	On the basis of these passages and your own knowledge and understanding, to what extent do you think that Socrates' behaviour was responsible for the charges brought against him?	
		AO1 Details of Socrates' philosophical questioning of politicians and others, as well as his involvement in public life, such as Delium and Aegispotami could be used. Details of his involvement with Critias and the 30 likewise, whilst his relationship with Alcibiades' 'success' could also be included.	[5]
		AO2 Answers should focus on 'to what extent' and the idea of responsibility for the charges. Candidates should deal with the idea of the charges being brought, rather than the conviction or sentencing.	[10]
		AO3 Details from the passages should be used to show the opposite side of the argument, whilst other sources (Aristophanes and Plato) could be used to show his involvement. However, care should be taken over considering whether they exaggerate his importance.	[10]

A2 DOCUMENT STUDY [10 marks given for AO1b – given over whole paper]**Question (a) (20 marks)**

Band	AO1	AO2	AO3
1	5 Specific, relevant factual knowledge to support an answer.	5 Well-organized discussion of some issues relevant to the question; balanced judgements based on relevant knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2			9 Detailed use of the source(s) and interpreted for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	4 Mainly Relevant factual knowledge to support the answer	4 Discussion of some issues relevant to the question; some judgements supported by relevant knowledge or use of evidence	7-8 Some use of source(s); limited interpretation of the source(s) to support the answer; superficial understanding of the value of the source as evidence
4			6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge mainly relevant to the question in places	3 Discussion of issue(s) relevant to the question; superficial judgements in places, occasionally supported by relevant knowledge or use of evidence	4-5 Some reference to specific source material; limited interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question.	2 Superficial discussion; judgements rarely supported by relevant knowledge or use of evidence	2-3 General reference to the source material or context of source
7	1 little factual knowledge related to the question.	1 Superficial and general discussion.	
			1 Limited interpretation of the source material not relevant to the question

Question (b) (25 marks)

Band	AO1	AO2	AO3
1	5 Specific relevant factual knowledge to support an answer.	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2		9 Mainly well organized discussion of some issues relevant to the question; and/or balanced judgements, mostly supported by relevant factual knowledge and use of evidence	9 Detailed use of the source(s) and interpreted for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	4 Mainly relevant factual knowledge to support the answer	7-8 Occasionally well-organized discussion of some issues relevant to the question; and balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	7-8 Some use of source(s); limited interpretation of the source(s) to support the answer; superficial understanding of the value of the source as evidence
4		6 Some discussion relevant to the question; superficial judgements in places, occasionally supported by relevant knowledge or use of evidence	6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge mainly relevant to the question in places	4-5 Reference to issue(s) relevant to the question; occasional judgements rarely supported by factual knowledge or evidence	4-5 Some reference to specific source material; limited interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question.	2-3 Superficial discussion, judgements rarely supported by relevant knowledge or use of evidence	2-3 General reference to the source material or context of source
7	1 Little factual knowledge related to the question.	1 Superficial and general discussion	1 General, unclear or irrelevant 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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