



GCE

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F385**: Greek Historians

Mark Scheme for June 2013

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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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Annotations

Annotation	Meaning
✓	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material;
?/!	improbable or confused statements
Rep	conspicuous repetition
L?	illegible words
.....	Highlight

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>What has happened between the battle of Marathon and the start of this passage?</p> <p>The Spartans praise the Athenians for doing so well. Darius spent three years planning retaliation but died. Xerxes took over. He was not particularly concerned about carrying on the war, but Mardonius talked him into it, helped by some oracles. Xerxes punished the Egyptians for their revolt and addresses the Persian nobles, ordering them to support his invasion of Greece. Mardonius says some words of encouragement. Artabanus advises caution but gets told off by Xerxes. However, Xerxes is about to change his mind, even though a dream tells him not to. He calls off the invasion and tells the Persians this.</p>	10		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1
	(b)	<p>In what ways is this passage typical of Herodotus' style of writing?</p> <p>Some typical examples of Herodotus' style are:</p> <ul style="list-style-type: none"> • The characterisation is strong and we can understand both Xerxes' character and that of the Persians. • The dream figure uses direct speech, which is typical of Herodotus. • The use of oracles and dreams to explain actions is also typical. • Xerxes 'leaps' out of bed, which is typical of the vivid action in Herodotus' narrative. • The ridiculous idea of dressing Artabanus up to allow him to have the same dream as Xerxes is typical of the comic portrayal of Xerxes. 	20		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1 AO2 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1

Question		Answer	Marks	Guidance	
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	(c)	<p>Using this passage as a starting point, explain how Herodotus uses the supernatural and oracles in his work.</p> <p>Expect discussion of some of the following:</p> <ul style="list-style-type: none"> • Croesus' use of Delphi; • the omens before the battle of Marathon; • this dream figure; • the use of oracles to explain why characters behave the way they do and carry out the actions they do. 	25		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1 AO2 = 15 Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2
2	(a)	<p>What has Plutarch described between the fall of Samos and the start of this passage?</p> <p>Pericles was criticised for sending too small a force to Corcyra, so he sent a larger force. Several other states came to complain, but Pericles refused to lift the Megarian Decree. Pericles' name is blackened by the imprisonment and death of Pheidias. The Spartans try to remove Pericles from power by invasion, but he fights them off. The plague damages morale. He loses favour with the Athenians. They eventually beg him to come back, which he did, after persuading them to overturn the law on illegitimate sons.</p>	10		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1

Question		Answer	Marks	Guidance	
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	(b)	<p>In what ways is this passage typical of Plutarch's style of writing?</p> <p>The passage is consistent with Plutarch's unemotional, yet engaging, style of writing. He fills his narrative with plenty of details, such as the smaller details about the disease. He then, typically, cites a source and assesses it.</p>	20		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1 AO2 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1
	(c)	<p>'Plutarch's Lives are designed to show us people we want to be like.' Explain how far you agree with this statement.</p> <p>Pericles is certainly presented in a favourable light. He seems to be doing the right things for the right reasons, and his character is shown as being someone who thinks through and tries to do right by his family and the state. He tries to help other states and is very concerned about his public image.</p>	25		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1 AO2 = 15 Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2

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3		<p>'Herodotus should be seen as a storyteller more than an historian.' How far do you agree with this statement?</p> <p>Answers might include the following:</p> <ul style="list-style-type: none"> • His lack of written evidence made him less of a historian than a modern one. He relied on hearsay and stories. • Much of his work is a retelling of stories heard on travels. • His interest in non-Greek cultures makes him rely on anecdotal evidence. • He relies on oracles and fabricated speeches, as well as myth. • His brilliantly crafted characters of Xerxes and his courtiers. • His digressions obfuscate any attempt to be a historian by modern day standards. 	45	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22–25</td></tr> <tr><td>Level 4</td><td>17–21</td></tr> <tr><td>Level 3</td><td>12–16</td></tr> <tr><td>Level 2</td><td>6–11</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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4		<p>'Thucydides says that his work is intended to inform the future about the Peloponnesian war, but it was really meant to inform the people of Athens in his own time.' How far do you agree with this statement?</p> <p>Answers might include the following:</p> <ul style="list-style-type: none"> • Thucydides' stated aims of his work; • his levels of impartiality; • the discussion of the events in Athens which might have been useful to his contemporaries; • people in other states may have been interested in an Athenian viewpoint; • why people then and now might have read his work; • the intended audience of his work. 	45	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22–25</td></tr> <tr><td>Level 4</td><td>17–21</td></tr> <tr><td>Level 3</td><td>12–16</td></tr> <tr><td>Level 2</td><td>6–11</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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5		<p>Which of the three historians that you have read do you think is the least biased?</p> <p>Answers might include the following:</p> <ul style="list-style-type: none"> • Herodotus' interest in barbarians might make him seem biased. Indeed he has been criticised for this. However, it is probably more useful as evidence against his bias. He is more interested in telling stories and creating interesting and credible characters. • Thucydides is rather proud of his lack of bias, although he is not entirely right to be. He is aiming to explain why the war happened as it did, which is a bias in itself. As we do not have much in the way of an alternative, it is difficult for us to be able to assess his bias. However, he does create speeches and has chosen what to include and not to include. • Plutarch does seem to have collated his materials from different sources which might affect his level of bias. Although he writes in a vigorous style, he does appear to be more reliable, as he does not seem to impart his own opinions too strongly into his work. He is, possibly, more akin to a modern historian in this aspect than the other two. 	45	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22–25</td></tr> <tr><td>Level 4</td><td>17–21</td></tr> <tr><td>Level 3</td><td>12–16</td></tr> <tr><td>Level 2</td><td>6–11</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9–10	18–20	9–10	14–15	22–25
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate. 	<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms. 			
Level 4	7–8	14–17	7–8	10–13	17–21
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate. 	<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms. 			
Level 3	5–6	9–13	5–6	6–9	12–16
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate. 	<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms. 			
Level 2	2–4	5–8	2–4	3–5	6–11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate. 	<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms. 			
Level 1	0–1	0–4	0–1	0–2	0–5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate. 	<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 			

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