www.xtrapapers.com

OCR
Oxford Cambridge and RSA

# GCE

# Classics: Classical Civilisation

Unit **F385:** Greek Historians

Advanced Subsidiary GCE

# Mark Scheme for June 2017

www.xtrapapers.com

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

These are the annotations, (including abbreviations), used in RM Assessor, which are used when marking

| Annotation | Meaning of annotation |
|---|---|
| BP | Blank Page – this annotation **must** be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response. |

| Symbol | Description | Comment |
|---|---|---|
| | Tick | worthy of credit |
| | ? | unclear |
| S | S | error of spelling |
| E | E | error of grammar, punctuation or expression |
| F | F | error of fact |
| ^ | ^ | omission |
| | H Line | to draw an attention to an error |
| | H Wavy Line | to draw attention to something |
| ..... | Highlight | as directed by PE |
| REL | REL | irrelevant point |
| REP | REP | conspicuous repetition |
| L | L | illegible word or phrase |

**SUBJECT SPECIFIC MARKING INSTRUCTIONS**

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

**12. ASSESSMENT OBJECTIVES**

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

**AO1 50% Demonstrate Knowledge and Understanding**

- recall and deploy relevant knowledge and understanding of literary, cultural, material, historical sources or linguistic forms in their appropriate contexts.

**AO2 50% Analysis, Evaluation and Presentation**

- AO2(a) analyse, evaluate, and respond to Classical sources (literary, cultural, material historical or linguistic) as appropriate;
- AO2(b) select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. You are required to identify a candidate's performance under each assessment objective and award marks accordingly.

**Marking Scripts:**
Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

**QUERIES ON UNEXPECTED ANSWERS?** Consult your Principal Examiner.

**Using annotations**

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

**Ticks**: these are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

**DO USE** ticks to draw attention to anything worthy of credit [even single words].

**DO NOT USE** ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

**Highlighting:** use highlighting as directed by your Principal Examiner.

**QUALITY OF WRITTEN COMMUNICATION**

- There are no separate weightings for AO2(a) and AO2(b).
- QCA guidelines stipulate that all three strands of Quality of Written Communication must be explicitly addressed. For further information, see the specification grids.
- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Principal Examiner.

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| | **(a)** | **a.** | **b. Briefly describe what Herodotus has told us about the Persian plans to invade Greece since the death of Darius.**<br>**c.**<br>d. Answers might include:<br>• Xerxes became emperor after Darius' death.<br>• Mardonius encouraged Xerxes to invade Greece.<br>• Artabanus withdrew his opposition after spending the night in Xerxes' bed.<br>• Xerxes gathered a huge army.<br>• He had a canal dug through Mt. Athos.<br>• The army set out towards the Hellespont.<br>• Xerxes sent ambassadors to all the Greek states, apart from Athens and Sparta, demanding earth and water. | e. 10 | f. These are the main details – credit anything of relevance, and reward in accordance with the grid descriptors. | **AO1 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | (b) | g. | **h. How typical is this passage of Herodotus' style of writing?**<br>**i.**<br>j. Answers might include:<br>**k. Typical**<br>• Geographical information<br>• digression<br>• details of bridge construction<br>• description of Xerxes' reaction<br>• 'I have heard' (use of sources)<br>• direct speech<br>• personal comment (invidious orders)<br>• precise numbers.<br>**l. Not Typical**<br>• no supernatural elements<br>• numbers not exaggerated<br>• nothing about the Greeks. | m. 20 | n. | **AO1 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1<br><br>**AO2 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| | **(c)** | **o.** | **p. 'Herodotus always portrays Xerxes as an emotional and tyrannical ruler.' Using this passage as a starting point, explain how far you agree with this statement.**<br>**q.**<br>r. Answers might include:<br>**s. Passage**<br>• bridging of the Hellespont<br>• lashing and branding of the Hellespont<br>• words spoken as the whipping happened<br>• execution of the engineers.<br>**t. Elsewhere**<br>• treatment of Artabanus<br>• laughing rejection of Demaratus' advice<br>• Athos canal<br>• treatment of Pythius' son<br>• beheading of Leonidas' body<br>• refusal to listen to Artemisia<br>• execution of Phoenician captains after Salamis.<br>**u. But**<br>• refusal to execute Spartan ambassadors<br>• weeping over human mortality<br>• initial treatment of Pythius<br>• decoration of plane tree<br>• burial of Artachaees.<br>v.<br>w. Candidates may argue that even Xerxes' humanitarian acts were | x. 25 | y. | **AO1 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1<br><br>**AO2 = 15**<br>Level 5 14–15<br>Level 4 10–13<br>Level 3 6–9<br>Level 2 3–5<br>Level 1 0–2 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | | | prompted by an emotional response to the situation. | | | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| **2** | **(a)** | **z.**<br>**aa.** | **bb. Briefly explain what Thucydides has told us about the dispute over Potidaea which led to the debate at Sparta.**<br>**cc.**<br>dd. Answers might include<br>ee.<br>• Athens made demands of Potidaea, asking for the razing of their walls and expulsion of the Corinthians.<br>• The Potidaeans asked for the demands to be withdrawn.<br>• When the Athenians refused, Potidaea revolted.<br>• Corinth sent a force to reinforce Potidaea.<br>• The Athenians were victorious in a battle.<br>• They built a wall and settled down to besiege Potidaea.<br>• The Corinthians complained to Sparta that Athens had broken the truce. | ff. 10 | gg. These are the main details – credit anything of relevance, and reward in accordance with the grid descriptors. | **AO1 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1 |
| | | **hh.** | | ii. | jj. | |
| | **(b)** | **kk.** | **How typical is this passage of the way Thucydides uses speeches in his writing?**<br><br>Answers might include:<br>**Typical**<br>• one of a pair of speeches<br>• balancing an argument<br>• used to help explain a historical event and people's motivations | ll. 20 | mm. | **AO1 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1<br><br>**AO2 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | | | • largely invented, as Thucydides was not present to hear it himself<br>• as outlined in his methodology (Book1.21).<br>**Not Typical**<br>• straightforward style, rather than normal rhetoric – typical of Sthenelaidas, rather than standard speeches<br>• not balanced in length with preceding speech<br>• not similar to speeches made by Pericles. | | | Level 2 2–4<br>Level 1 0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| | **(c)** | **nn.** | **Using this passage as a starting point, explain how effectively you feel Thucydides explains the reasons for the Peloponnesian War breaking out.**<br><br>Answers might include:<br>**Passage**<br>• The passage shows Spartan hatred and distrust of Athens.<br>• It reveals the attitude of Sparta's leaders, and their reasons for wanting war.<br>• It shows how the vote for war was taken.<br>**Elsewhere**<br>Thucydides deals with the events leading up to the war, both the long term and the short term.<br>**Long Term**<br>• He describes events in the Pentecontaetia.<br>• He details Athens' growing power and the change from Delian League to Athenian Empire.<br>• He comments on the change in Sparta's attitude towards Athens during this time.<br>**Short Term**<br>• He recounts the disputes that led up to the debate in Sparta.<br>• These include Epidamnus, Corcyra and Potidaea.<br>• He describes the attitudes prevalent in both Athens and Sparta. | oo. 25 | pp. | **AO1 = 10**<br>Level 5 9–10<br>Level 4 7–8<br>Level 3 5–6<br>Level 2 2–4<br>Level 1 0–1<br><br>**AO2 = 15**<br>Level 5 14–15<br>Level 4 10–13<br>Level 3 6–9<br>Level 2 3–5<br>Level 1 0–2 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | | | • He uses speeches to reveal how both sides decided on war.<br><br>Thucydides not only gives an account of the events leading up to the war, but also attempts to analyse the reasons for the war breaking out. His final analysis is 'the Spartan fear of Athenian aggression'. | | | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| **3** | | **qq.** | **Herodotus has been described as both 'The Father of History', and 'The Father of Lies'.**<br>**Which of these do you think is a better description of Herodotus and his style of writing history?**<br><br>**In your answer, you should**<br>• **consider the sort of information Herodotus gives in his work and his style of writing**<br>• **analyse how far this information is accurate and how this affects Herodotus' style of writing history**<br>• **use evidence from Herodotus' *Histories.***<br><br>Answers may include:<br>**Father of History**<br>• Herodotus records the events of the Persian Wars.<br>• He considers events from both perspectives.<br>• He is a source for future historians.<br>• His evidence has archaeological backing.<br>• he uses a variety of sources.<br>**Father of Lies**<br>• exaggeration of numbers and details<br>• direct speech he could not possibly have evidence for<br>• epic storytelling style<br>• concentration on individuals | rr. 45 | ss. | **AO1 = 20**<br>Level 5 18–20<br>Level 4 14–17<br>Level 3 9–13<br>Level 2 5–8<br>Level 1 0–4<br><br>**AO2 = 25**<br>Level 5 22–25<br>Level 4 17–21<br>Level 3 12–16<br>Level 2 6–11<br>Level 1 0–5 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | | | • use of the supernatural.<br><br>It does not matter what conclusion the candidates come to, as long as Herodotus' work forms the basis of their argument. | | | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| 4 | | tt. | **'Plutarch shows Themistocles as being more interested in himself than in Athens.' Explain how far you agree with this statement.**<br><br>**In your answer, you should**<br>• **consider what Plutarch tells us about what Themistocles said and did**<br>• **analyse how far the motives for his actions were selfish and how far they were patriotic**<br>• **use evidence from Plutarch's *Life of Themistocles.***<br><br>Answers might include:<br>**Athens**<br>• use of Laurium silver to build trireme fleet<br>• surrendering of leadership of the Greek fleet to Eurybiades<br>• interpretation of the 'Wooden Walls' oracle<br>• tricking Xerxes to force the Battle of Salamis<br>• formulation of Greek tactics at Salamis<br>• refusal to take part in the Persian attack against Athens when in exile, and subsequent suicide.<br>**Himself**<br>• political ambitions from an early age<br>• ostracism of Aristides<br>• taking of bribes | uu. 45 | vv. . | **AO1 = 20**<br>Level 5 18–20<br>Level 4 14–17<br>Level 3 9–13<br>Level 2 5–8<br>Level 1 0–4<br><br>**AO2 = 25**<br>Level 5 22–25<br>Level 4 17–21<br>Level 3 12–16<br>Level 2 6–11<br>Level 1 0–5 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | | | • arguing with Greek leaders, especially Adeimantus, during the Persian invasion<br>• ingratiating himself with Xerxes<br>• abuse of his position after Salamis<br>• ostracism from Athens, followed by fleeing to Persia.<br><br>Themistocles was certainly instrumental in helping Athens and the Greeks defeat the Persian invasion. He also helped to make Athens into a powerful state. However, he took advantage of the situation to enrich himself, and seemed to be playing the two sides against each other, with a positive outcome for himself whichever side won. | | | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| **5** | | **ww.** | **Which of the three historians you have studied have you enjoyed reading the most?**<br><br>**In your answer, you should**<br>• **consider what makes reading history enjoyable**<br>• **analyse how far the work of each of the historians is enjoyable to read**<br>• **use evidence from Herodotus' *Histories,* Thucydides *History of the Peloponnesian War* and Plutarch's *Life of Themistocles* and *Life of Pericles.***<br><br>Answers might include;<br>**Herodotus**<br>• storytelling style<br>• entertaining digressions<br>• descriptions of individuals<br>• inclusion of supernatural elements.<br>**Thucydides**<br>• factual account of events<br>• political analysis<br>• relevance to the modern world.<br>**Plutarch**<br>• account of the lives of individuals<br>• personal anecdotes<br>• details of historical events.<br><br>It does not matter which historian the candidates choose; the choice must be | xx. 45 | yy. Candidates need to consider the work of all three historians. | **AO1 = 20**<br>Level 5 18–20<br>Level 4 14–17<br>Level 3 9–13<br>Level 2 5–8<br>Level 1 0–4<br><br>**AO2 = 25**<br>Level 5 22–25<br>Level 4 17–21<br>Level 3 12–16<br>Level 2 6–11<br>Level 1 0–5 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | Content | Levels of response |
| | | | based on the works of the historians. | | | |

## APPENDIX 1

<table>
<tr><td></td><td colspan="2">AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</td><td colspan="3">AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate.<br>AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.</td></tr>
<tr><td>Level 5</td><td>9–10</td><td>18–20</td><td>9–10</td><td>14–15</td><td>22–25</td></tr>
<tr><td></td><td colspan="2">• A very good collection/range of detailed factual knowledge;<br>• Fully relevant to the question;<br>• Well-supported with evidence and reference where required;<br>• Displays a very good understanding/awareness of context, as appropriate.</td><td colspan="3">Thorough analysis of evidence/issues;<br>Perceptive evaluation with very thoughtful engagement with sources/task;<br>Very well structured response with clear and developed argument;<br>Fluent and very effective communication of ideas;<br>Very accurately written with effective use of specialist vocabulary/terms.</td></tr>
<tr><td>Level 4</td><td>7–8</td><td>14–17</td><td>7–8</td><td>10–13</td><td>17–21</td></tr>
<tr><td></td><td colspan="2">A good collection/range of detailed factual knowledge;<br>Mostly relevant to the question;<br>Mostly supported with evidence and reference where required;<br>Displays a good understanding/awareness of context, as appropriate.</td><td colspan="3">Good analysis of evidence/issues;<br>Sound evaluation with thoughtful engagement with sources/task;<br>Well structured response with clear argument;<br>Mostly fluent and effective communication of ideas;<br>Accurately written with use of specialist vocabulary/terms.</td></tr>
<tr><td>Level 3</td><td>5–6</td><td>9–13</td><td>5–6</td><td>6–9</td><td>12–16</td></tr>
<tr><td></td><td colspan="2">A collection/range of basic factual knowledge;<br>Partially relevant to the question;<br>Partially supported with evidence and reference where required;<br>Displays some understanding/awareness of context, as appropriate.</td><td colspan="3">Some analysis of evidence/issues;<br>Some evaluation with some engagement with sources/task;<br>Structured response with some underdeveloped argument;<br>Generally effective communication of ideas;<br>Generally accurately written with some use of specialist vocabulary/terms.</td></tr>
<tr><td>Level 2</td><td>2–4</td><td>5–8</td><td>2–4</td><td>3–5</td><td>6–11</td></tr>
<tr><td></td><td colspan="2">Limited factual knowledge;<br>Occasionally relevant to the question;<br>Occasionally supported with evidence;<br>Displays limited understanding/awareness of context, as appropriate.</td><td colspan="3">Occasional analysis of evidence/issues;<br>Limited evaluation or engagement with sources/task;<br>Poorly structured response with little or no argument;<br>Occasionally effective communication of ideas;<br>Occasionally accurately written with some recognisable specialist vocabulary/terms.</td></tr>
<tr><td>Level 1</td><td>0–1</td><td>0–4</td><td>0–1</td><td>0–2</td><td>0–5</td></tr>
<tr><td></td><td colspan="2">Little or no factual knowledge;<br>Rarely relevant to the question;<br>Minimal or no supporting evidence;<br>Displays minimal or no understanding/awareness of context, as appropriate.</td><td colspan="3">Very superficial analysis of evidence/issues;<br>Little or no evaluation or engagement with sources/task;<br>Very poorly structured or unstructured response;<br>Little or no effective communication of ideas.<br>Little or no accuracy in the writing or recognisable specialist vocabulary/terms.</td></tr>
</table>

www.xtrapapers.com

**OCR (Oxford Cambridge and RSA Examinations)**
**1 Hills Road**
**Cambridge**
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

**www.ocr.org.uk**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**
**is a Company Limited by Guarantee**
**Registered in England**
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**
**Registered Company Number: 3484466**
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**
**Head office**
**Telephone: 01223 552552**
**Facsimile: 01223 552553**

**© OCR 2017**

PART OF THE CAMBRIDGE ASSESSMENT GROUP

LLOYD'S REGISTER QUALITY ASSURANCE · ISO9001 · UKAS MANAGEMENT SYSTEMS 001