

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2012 series

9274 CLASSICAL STUDIES

9274/03

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 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2012	9274	03

1 The changing world of Athens: its friends and enemies

How far do you agree that Athenian citizens gained a great deal from the Athenian Empire? In your answer, you should consider the passage above and your wider reading as well as the two passages below:

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 the article by PJ Rhodes raises the issue of state pay and its impact on the political life of Athens, particularly on those from less privileged backgrounds. Rhodes goes on to connect this with the resources of empire, in particular the tribute paid by members of the Delian League in the latter half of the fifth century. The question focuses on what Athenian citizens gained from the Empire, and Rhodes brings up the issue of pay for active participation in the democratic institutions. Candidates should discuss a range of potential gains for Athenian citizens, which could include the increased opportunities for earning some reward for political activity, the opportunities (and payment) for military service and general increase in economic activity of all sorts in the years before the Peloponnesian War; but they may also choose to consider less tangible gains, such as those raised in Pericles' Funeral Speech.

Candidates may choose to draw on a range of inscriptional evidence to show the economic gain to Athens from the possession of empire, and they may also discuss in some detail what we can learn from the *Ath.Pol.* about the development of the democracy during the fifth century and the impact of this on both the economic and political lives of ordinary Athenians.

The Aristophanes passage suggests that the rewards of Empire were not distributed equally in Athens. Credit discussion of Aristophanes' political views as presented in his plays, and the extent to which we can rely on them for an account of what ordinary Athenians gained. Candidates may choose to approach Aristophanes from a variety of perspectives: credit understanding of context and use of detail. They may also develop the idea that the democratic system in Athens provided greater opportunities for some but not others, and they may argue that this changed over the course of the period studied. The passage of Thucydides is one of a number that presents some clear information about the economic balance sheet for Athens. Candidates may choose to draw on other material (e.g. Xenophon, the *Ath.Pol.*) to extend this, though they should draw the discussion back to Athenian citizens. Credit discussion of the use of these monetary resources in ways which benefit Athenians, such as state pay, pay for service in the ships (the mention of Potidaea), etc.

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2012	9274	03

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

2 The Roman Empire: civilisation or submission?

To what extent did the power of the emperor extend to every corner of the Roman world? In your answer, you should consider the passage above and your wider reading as well as the two passages below:

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, Goodman outlines the strength of power of the Roman Empire and the reach of the power of the Roman emperors. The question asks candidates to respond to these claims in the light of the two passages which follow. Both support the argument to a degree, but the passage from Agricola suggests that the Britons had to be well treated, whilst that from Josephus gives a clue as to the military power required to maintain the empire.

Both passages are intended to give candidates a starting point for the discussion of the powers of the Roman emperors.

Better answers may consider the range of ways in which the Romans attempted to control subject states, including the idea of client kingdoms, as well as the growth of the imperial cult during this period, and its clashes with established religions, such as Judaism. Such answers will also consider a range of examples, together with in-depth analysis.

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 text.