



# SPECIMEN

**Advanced GCE  
GCE CLASSICS**

Unit AH3: Greek History: conflict and culture

**Specimen Paper**

Additional Materials: Answer Booklet (12 pages)

**F393 QP**

Morning/Afternoon

Time: 2 hours



### INSTRUCTIONS TO CANDIDATES

- Choose **one** option. Answer **any two** questions. Both questions must be from the same option.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.

### ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **5** printed pages and **1** blank page.

**Option 1: Greece and Persia 499-449BC**

Answer **two** questions.

**You are reminded that you must use original relevant sources in your answer, and that marks are awarded for the quality of written communication of your answer.**

- 1 How far do the sources give an adequate account of the causes of the conflicts between Greece and Persia? **[50]**
- 2 How far do the sources enable us to understand the impact of the conflict with Persia on the Greeks' sense of collective identity? **[50]**
- 3 Do the sources enable us to assess accurately the Athenians' part in the defeat of the Persians in 480-479BC? **[50]**
- 4 Does Herodotus' account of the Ionian Revolt give a balanced picture of its significance in the development of relations between the Greeks and Persians? **[50]**

**Paper Total [100]**

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**Option 2: Greece in conflict 460-403BC**

Answer **two** questions.

**You are reminded that you must use relevant ancient sources in your answer, and that marks are awarded for the quality of written communication of your answer.**

- 5 How accurately can we assess Pericles' responsibility for the outbreak of war between Athens and Sparta in 431BC? [50]
- 6 How far do the sources give us a reliable account of the changes in Athenian attitudes towards their allies? [50]
- 7 Does Thucydides give us an adequate account of the importance of Sicily for the Athenians? [50]
- 8 To what extent do the sources give us an accurate picture of the Spartans' relationship with their allies? [50]

**Paper Total [100]**

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**Option 3: The culture of Athens 449-399BC**

Answer **two** questions.

**You are reminded that you must use relevant ancient sources in your answer, and that marks are awarded for the quality of written communication of your answer.**

- 9** Do the sources enable us to assess accurately Socrates' relationship with the sophists? **[50]**
- 10** What do the fifth century plays tell us about the concerns of Athenian citizens in this period? (You may limit your answer to **two** plays.) **[50]**
- 11** Do the sources, both literary and archaeological, enable us to assess accurately the Athenians' motives in starting the building programme in Athens? **[50]**
- 12** How far do the sources suggest that Athenian citizens saw themselves as superior to other people? **[50]**

**Paper Total [100]**

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

**GCE CLASSICS**

**F393 MS**

Unit AH3: Greek History: conflict and culture

**Specimen Mark Scheme**

The maximum mark for this paper is **100**.

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This document consists of **11** printed pages and **1** blank page.

<b>Option 1: Greece and Persia 499-449BC</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
<p><b>1</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>How far do the sources give an adequate account of the causes of the conflicts between Greece and Persia?</b></p> <p>Answers should include knowledge of what the sources say about the causes of conflict, including the Ionian revolt and perhaps the role of key individuals, such as Darius and Xerxes.</p> <p>Herodotus is the main source, candidates may state this fact and are likely to draw heavily on his account.</p> <p>Answers might demonstrate knowledge of the expansion of the Persian Empire and its development.</p> <p>Answers should evaluate Herodotus' account, making reference to such issues as:</p> <ul style="list-style-type: none"> <li>• his Hellenic outlook;</li> <li>• his sources;</li> <li>• his reliance on the role of individuals and individual motivations.</li> </ul> <p>This may be done with reference to a knowledge of other factors which affected relations between Greece and Persia.</p> <p>Answers may compare Herodotus' account of the causes with reasons for the conflicts given by other sources such as Plutarch and Aeschylus.</p>	<b>[50]</b>
<p><b>2</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>How far do the sources enable us to understand the impact of the conflict with Persia on the Greeks' sense of collective identity?</b></p> <p>Answers should demonstrate knowledge of the conflict between the Greeks and the Persians, and the development of co-operation between Greek states, most especially the Hellenic league.</p> <p>Answers may consider the emergence of the Delian League and how this might have been seen by Greek states.</p> <p>Answers should evaluate the evidence</p> <p>Some answers will show an understanding that much of it is centred on Athens.</p> <p>Candidates may use any relevant sources, such as:</p> <ul style="list-style-type: none"> <li>• Herodotus;</li> <li>• Plutarch;</li> <li>• Thucydides;</li> <li>• archaeological evidence.</li> </ul>	<b>[50]</b>



Option 1: Greece and Persia 499-449BC		
Question Number	Answer	Max Mark
<p><b>3</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>Do the sources enable us to assess accurately the Athenians' part in the defeat of the Persians in 480-479BC?</b></p> <p>Answers might refer to sources such as:</p> <ul style="list-style-type: none"> <li>• Herodotus' accounts of Thermopylae, Salamis, Plataea and Mycale;</li> <li>• Plutarch;</li> <li>• Aeschylus' Persians.</li> </ul> <p>Answers should evaluate the evidence from the available sources, assessing the detail in Herodotus' accounts with relevance to the answer as a whole.</p> <p>Answers might:</p> <ul style="list-style-type: none"> <li>• consider the evidence's relationship to the relative silence from states other than Athens;</li> <li>• evaluate Herodotus' account with reference to other sources, such as Aeschylus and Plutarch.</li> </ul>	<p><b>[50]</b></p>
<p><b>4</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>Does Herodotus' account of the Ionian Revolt give a balanced picture of its significance in the development of relations between the Greeks and Persians?</b></p> <p>Answers should include detailed knowledge of Herodotus' account of the Ionian revolt.</p> <p>Answers may include some consideration of other factors, such as economic and social causes of the revolt and its effects on Athens. A thorough knowledge of the involvement of the Athenians and the Persian response is essential.</p> <p>Answers should evaluate Herodotus' narrative, with due caution about its Hellenic view point.</p> <p>Answers may consider whether</p> <ul style="list-style-type: none"> <li>• the actions of one area within the Persian empire with the assistance of Athens might have led to such a full scale campaign,</li> <li>• whether other explanations might be more valid.</li> </ul>	<p><b>[50]</b></p>

<b>Option 2: Greece in conflict 460-403BC</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
<p><b>5</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>How accurately can we assess Pericles' responsibility for the outbreak of war between Athens and Sparta in 431BC?</b></p> <p>Answers should show knowledge of:</p> <ul style="list-style-type: none"> <li>• the disputes leading up to the war;</li> <li>• Pericles' strategy;</li> <li>• his response to events at the beginning of the conflict.</li> </ul> <p>Answers may also consider the effects of increasing Athenian power, and Pericles' role in this.</p> <p>Answers should evaluate the sources, including:</p> <ul style="list-style-type: none"> <li>• Aristophanes;</li> <li>• Plutarch;</li> <li>• Thucydides, (with due caution about Thucydides' approach to Pericles.)</li> </ul> <p>Answers might include discussion of:</p> <ul style="list-style-type: none"> <li>• evidence for the Megarian Decree;</li> <li>• evidence for Pericles' response to the Spartan ultimatum;</li> <li>• other evidence of Athenian imperial ambition, including the building programme.</li> </ul>	<p><b>[50]</b></p>

Option 2: Greece in conflict 460-403BC		
Question Number	Question Number	Question Number
6	<p><b>How far do the sources give us a reliable account of the changes in Athenian attitudes towards their allies?</b></p> <p>(AO1) Answers should show thorough knowledge of the original purpose of the Delian League/Athenian Empire. Answers may also include knowledge of events in a variety of allied states and other states – such as:</p> <ul style="list-style-type: none"> <li>• Samos;</li> <li>• Potidaea;</li> <li>• Megara;</li> <li>• Methone;</li> <li>• Mytilene;</li> <li>• and perhaps Melos.</li> </ul> <p>(AO2) Answers might make use of inscriptional evidence, including:</p> <ul style="list-style-type: none"> <li>• the Coinage Decree;</li> <li>• the Chalcis Decree;</li> <li>• the Methone Decree.</li> </ul> <p>This should be combined with a detailed knowledge of Thucydides. Answers will evaluate these sources, and show the difficulties involved in tracing the development of Athenian attitudes. Answers may also make use of the Old Oligarch and Aristophanes.</p>	[50]

Option 2: Greece in conflict 460-403BC		
Question Number	Answer	Max Mark
<p><b>7</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>Does Thucydides give us an adequate account of the importance of Sicily for the Athenians?</b></p> <p>Answers should include detailed knowledge of Thucydides' account of:</p> <ul style="list-style-type: none"> <li>the later campaign in 415BC;</li> <li>of earlier activity in the 420s BC;</li> <li>the development of the Athenian empire and Athenian imperial aspirations.</li> </ul> <p>Answers should evaluate Thucydides' narrative, and may compare this with other relevant evidence on the Athenian empire for example <i>Old Oligarch</i>, Aristophanes etc.</p> <p>Answers may show awareness of:</p> <ul style="list-style-type: none"> <li>political and military motives,</li> <li>economic motives;</li> <li>the limited knowledge of Sicily shown by Athenians in 415 (according to Thucydides).</li> </ul>	<p>[50]</p>
<p><b>8</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>To what extent do the sources give us an accurate picture of the Spartans' relationship with their allies?</b></p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>knowledge of Thucydides' accounts of events surrounding the outbreak of the Peloponnesian War and the Peace of Nicias;</li> <li>knowledge of the difference between the Athenian Empire and the Peloponnesian League, and use the events of the period to demonstrate this.</li> </ul> <p>Answers should include evaluation of the available evidence, with due scepticism about its accuracy and availability.</p> <p>Answers may note the lack of evidence from Spartan sources.</p>	<p>[50]</p>

Option 3: The culture of Athens 449-399BC		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
<p><b>9</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>Do the sources enable us to assess accurately Socrates' relationship with the sophists?</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• knowledge of the distinctive features of Socratic philosophy – especially the elenchus;</li> <li>• Socrates' relationship with other sophists such as Gorgias and Protagoras;</li> <li>• a distinction between the sophistic interest in rhetoric and other branches of philosophy, contrasted with Socrates' interest in truth/morality.</li> </ul> <p>Answers should include a careful evaluation of the sources – most especially Plato and Aristophanes. The idea of an 'accurate assessment' must form the basis of such an evaluation.</p>	[50]
<p><b>10</b></p> <p>(AO1)</p> <p>(AO2)</p>	<p><b>What do the fifth century plays tell us about the concerns of Athenian citizens in this period? (You may limit answer to two plays.)</b></p> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• show detailed knowledge of two plays – e.g. <i>Oedipus</i>, <i>Medea</i>, <i>Acharnians</i>.</li> <li>• make due use of appropriate sections to draw together an argument – candidates cannot be expected to recall the whole play in detail in an answer,</li> <li>• make detailed use of the text.</li> </ul> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• attempt to identify what is meant by 'concerns' and 'Athenian citizens'. They may differentiate within these;</li> <li>• include evaluation of the sources, with due reference to their genre;</li> <li>• focus on issues and not just give a general account of the plays.</li> </ul>	[50]

<b>Option 3: The culture of Athens 449-399BC</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<p><b>11</b></p> <p><b>Do the sources, both literary and archaeological, enable us to assess accurately the Athenians' motives in starting the building programme in Athens?</b></p> <p>(AO1)</p>	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• some detailed knowledge of the buildings and their sculpture;</li> <li>• some knowledge of the literary sources – Plutarch, Thucydides and possibly Pausanias;</li> </ul> <p>It will not be possible to cover everything, but answers should include a suitable choice with adequate detail.</p>	
(AO2)	<p>Candidates must not only recall but also evaluate the evidence, and show how difficult it is to do this with the building programme. The difficulties of attributing further meaning to the buildings and their ornamentation should be considered.</p>	<b>[50]</b>
<p><b>12</b></p> <p><b>How far do the sources suggest that the Athenian citizens saw themselves as superior to other people?</b></p> <p>(AO1)</p>	<p>A range of material can be adduced here – both literary and archaeological.</p> <p>Answers might focus on these key areas:</p> <ul style="list-style-type: none"> <li>• the barbarian-Hellene distinction;</li> <li>• the Athenian-non-Athenian division;</li> <li>• slaves.</li> </ul>	
(AO2)	<p>Candidates will be expected to use a range of evidence, and evaluate it accordingly. Evidence used might be:</p> <ul style="list-style-type: none"> <li>• sculpture;</li> <li>• Thucydides;</li> <li>• Aristophanes;</li> <li>• tragedy.</li> </ul>	<b>[50]</b>

**A2 Classics Marking Grid for units AH3-AH4: notes**

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

	<b>AO1</b>	<b>AO2</b>
<i>Essays</i>	20	30
<i>Total</i>	40	60
<i>Weighting</i>	40%	60%
<i>Total mark for each A2 unit</i>	100	

**Quality of Written Communication:** The QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3 – 5.

There are no separate weightings for AOs 2a and 2b, but in assigning a mark for AO2 examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level descriptor band.

## A2 Classics Marking Grid for units CC7-CC10 and AH3-AH4: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
	9-10	17-20	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding of sources and evidence;</li> <li>Awareness of context.</li> </ul>
Level 5	9-10	17-20	<ul style="list-style-type: none"> <li>Specific factual knowledge, selected with care;</li> <li>Fully relevant to the question;</li> <li>Well supported with evidence and reference where required;</li> <li>Strong awareness of context as appropriate.</li> </ul>
Level 4	6-8	12-16	<ul style="list-style-type: none"> <li>Generally well chosen factual knowledge;</li> <li>Relevant to the question;</li> <li>Usually supported with evidence and reference where required;</li> <li>Awareness of context as appropriate.</li> </ul>
Level 3	4-5	8-11	<ul style="list-style-type: none"> <li>Some factual knowledge, not always well chosen;</li> <li>At least partially relevant to the question;</li> <li>Some supporting evidence and reference where required;</li> <li>Limited awareness of context.</li> </ul>
Level 2	2-3	4-7	<ul style="list-style-type: none"> <li>Restricted selection of factual knowledge, possibly including some inaccurate detail;</li> <li>Little evidence of relevance to the question;</li> <li>Occasional use of appropriate supporting evidence;</li> <li>Context occasionally or very superficially indicated.</li> </ul>
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.



**A2 Classics Marking Grid for units CC7-CC10 and AH3-AH4: AO2(a and b)**

<b>(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</b> <b>(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</b>	<b>Max. mark and mark ranges</b>		<b>Characteristics of performance</b>
	<b>15</b>	<b>30</b>	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and use of technical vocabulary;</li> <li>• Control of appropriate form and style;</li> <li>• Accuracy of writing.</li> </ul>
<b>Level 5</b>	13-15	25-30	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
<b>Level 4</b>	9-12	18-24	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
<b>Level 3</b>	6-8	12-17	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or under-developed; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
<b>Level 2</b>	3-5	6-11	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
<b>Level 1</b>	0-2	0-5	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

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