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London Examinations
GCE Advanced Level

Mark Scheme with Examiners' Report

London Examinations Advanced Level GCE in Ancient History (9278)

June 2003



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ANCIENT HISTORY 9278

**Mark Scheme with Chief
Examiner's Comments**

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Grade Boundaries

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ANCIENT HISTORY 9278, MARK SCHEME WITH CHIEF EXAMINER'S COMMENTS

Paper 1

Question 1

A two part question, the second part of which must be addressed. Avoid dwelling more than is necessary by way of introduction on the setting up of the Delian League. Between 478-445 there is ample factual material dealing with the variation in relations and the link with key figures at Athens e.g. Cimon. There needs to be some attempt at 'why' as well as just how. For the second part a brief statement of the peace terms together with an analysis of their chance of success, inevitably coloured by hindsight – i.e. a knowledge of what actually happened.

Question 2

Requires an organisational framework to establish how/why these two bodies came into existence and how they operated having done so, with the emphasis on comparison. Most candidates will probably know more about and thus place greater emphasis on the Delian League but there must be at least reasonable coverage of the 2nd Confederacy in order to achieve a C or above.

Question 3

This is a variation on the causes of the Peloponnesian War which requires candidates to be focused on Pericles. Clearly, if they seek to make a case that other factors were far more important then they will have to be mentioned but this is not just a basic causes question.

Question 4

This requires a good knowledge of Cleon as presented by Thucydides and, for a good grade, other comparative material e.g. Aristophanes. It is a good opportunity to demonstrate some competence in source analysis.

Question 5

This is meant to be a little more than a critical analysis of the Sicilian Expedition though that is certainly a major part of it. It requires a knowledge of and the ability to use Thucydides' own coverage.

Question 6

This requires an analysis of how the Spartans managed to win the Peloponnesian War, focusing on its final phase. Clearly the major factor of Persian intervention has to be given due prominence.

Question 7

This requires a definition of 'failure', flowing from which should come an analysis of what the Spartans did after 478 and 404 respectively. The situations were not the same and this also needs to be brought out.

Question 8

This is a rather specialist question which would appear to the military historians. The change to the use of mercenaries and the impacts of Philip and Alexander are examples of factors of relevance.

Question 9

A two part question of which the second part requires much the shorter coverage. Any candidate who had studied the early decades of the 4th century BC should be well placed to answer this.

Question 10

Demosthenes is mentioned by way of flavour! The question really requires an analysis of why the various Greek states were unable to resist the advance of Philip. Note the focus is on military opposition.

Question 11

A straightforward evaluation of one particular situation.]

Question 12

This is meant to be a little provocative. A good candidate will rise but only so far to this. What is required is a balanced judgement of Alexander's achievements.

Question 13

a) This requires specific focus on the levels and ways in which ordinary citizens could participate in the political life of Athens under Pericles; payments as well as opportunities.

b) This could become daunting because of its potential scope. It is meant to be focused on political life rather than forensic necessity, so the sophists would not seem appropriate. Wisdom of selection is essential in tackling such a question in so little time.

Question 14

a) This does not require digression about Socrates's impact on philosophy but focus on why he was condemned by his fellow Athenians and an attempt to empathise with those who did this to see if at least in their terms, it could have seemed justified.

b) A very subjective question which gives scope to any student interested in Art.

Paper 2

Question 1

a-e Provide precise, clear, factually correct or effectively interpreted responses to the questions set on the passages. Refer to what is actually there in the passage before you but be prepared to go beyond this as appropriate. Use the mark allocation for each sub section as a guide to the scale of response required.

Question 2

The first part is fairly straightforward coverage of Persian desire for expansion plus the Ionian revolt. The second part requires the ability to make judgements that are not just the simplistic product of hindsight.

Question 3

This is very much a military historian's question requiring a detailed knowledge of the battle, as far as sources allow, and some analytical judgement based on that knowledge.

Question 4

This may be interpreted in a wider rather than a narrower sense and include both topographical aspects as well as the impact of the weather.

Question 5

Requires a specific evaluation of Athens importance at the time of the 480 invasion, the degree to which the rest of Greece was lost without her and her own opportunity to have done a deal with the Persians.

Question 6

This is too big a question to be done at all comprehensively in the time and so requires not only knowledge but the capacity to be selective and use what is chosen to best effect.

Question 7

This is very specifically a source companion question. The first part requires a knowledge of what each author does or does not include and how it is handled. The second part requires evaluation but not necessarily a clean preference. It is a perfectly acceptable answer to conclude that both have strengths and weaknesses and thus both need to be used to complement each other.

Question 8

Requires knowledge of Herodotus, preferably made clear and specific, and the capacity to evaluate whether this leadership factor was decisive in the outcome. Some though not excessive comparison with Greek leadership is appropriate.

Question 9

This flows just a little from q. 7 in which Herodotus makes several references to the prophetic and the supernatural, but there are so many examples that any candidate should be able to be selective.

Question 10

This is potentially big but in the available time all that is required is focus on the key issues in evaluating Herodotus as a primary historical source: - anecdotal, digressive, some bias, not quite contemporary, no historiographic tradition.

ANCIENT HISTORY 9278, GRADE BOUNDARIES

Grade	A	B	C	D	E	N
Lowest mark for award of grade	66	58	50	42	35	28

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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