



**General Certificate of Education  
June 2011**

**Classical Civilisation**

**2021**

**Alexander**

**A2 Unit 4B**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).  
Registered address: AQA, Devas Street, Manchester M15 6EX

## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

**Information in round brackets is not essential to score the mark.**

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

## QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• accurate and relevant knowledge covering central aspects of the question</li><li>• clear understanding of central aspects of the question</li><li>• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion</li><li>• ability generally to use specialist vocabulary when appropriate.</li></ul>	<b>9-10</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>5-8</b>
<b>Level 2</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• some relevant opinions with inadequate accurate knowledge to support them.</li></ul>	<b>3-4</b>
<b>Level 1</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy, accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li></ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

<b>Level 5</b>	Demonstrates <ul style="list-style-type: none"><li>• well chosen, accurate and relevant knowledge covering most of the central aspects of the question</li><li>• coherent understanding of the central aspects of the question</li><li>• ability to sustain an argument which</li><li>• has an almost wholly analytical and/or evaluative focus,</li><li>• responds to the precise terms of the question,</li><li>• effectively links comment to detail,</li><li>• has a clear structure</li><li>• reaches a reasoned conclusion</li><li>• is clear and coherent, using appropriate, accurate language and</li><li>• makes use of specialist vocabulary when appropriate.</li></ul>	<b>19-20</b>
<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question</li><li>• understanding of many of the central aspects of the question</li><li>• ability to develop an argument which<ul style="list-style-type: none"><li>has a generally analytical and/or evaluative focus,</li><li>is broadly appropriate to the question,</li><li>mainly supports comment with detail and</li><li>has a discernible structure</li></ul></li><li>is generally clear and coherent, using appropriate, generally accurate language and</li><li>generally makes use of specialist vocabulary when appropriate.</li></ul>	<b>14-18</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>9-13</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>5-8</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy, accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-4</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that candidates should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- |                |   |              |
|----------------|---|--------------|
| <b>Level 5</b> | <p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen, accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question</li> <li>• coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world</li> <li>• ability to sustain an argument which               <ul style="list-style-type: none"> <li>is explicitly comparative,</li> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>fluently links comment to detail,</li> <li>has a clear and logical structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul> | <b>37-40</b> |
| <b>Level 4</b> | <p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate, accurate and relevant knowledge from different sources which covers many of the central aspects of the question</li> <li>• sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion</li> <li>• ability to develop an argument which               <ul style="list-style-type: none"> <li>makes connections and comparisons,</li> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail and</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>            | <b>27-36</b> |

<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge from different sources</li><li>• some understanding of some aspects of the question, including some awareness of classical values</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>17-26</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>8-16</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy, accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-7</b>

**Mark Scheme**  
**Unit 4B      Alexander**

**Section One**

**Option A**

**01 Why did Darius choose to fight at Gaugamela? Give three reasons.**

**THREE from:** to save his empire / to prevent Alexander from taking Susa (or other cities) (1) plain suited his larger army (1) he could use local military support / support from NE of empire (1) the plain suited his cavalry (1) and his superior numbers (1) he had prepared the ground (1) by levelling some of the ground for his chariots (1) burying spikes to impede Macedonian cavalry (1)

*(3 marks)*

**02 What did Darius do after he escaped from the battlefield?**

**ONE from:** Darius fled to Hamadan / Ecbatana / Media (1) with 10,000 (loyal) supporters (1) waited (1) planned flight to Balkh / Afghanistan (1) but went to defend Caspian Gates (1) on finding out Alexander was approaching fast (1)

*(1 mark)*

**03 Who was Parmenio?**

Macedonian general (1) in command of left flank of Macedonian army (1) father of Philotas (1)

*(1 mark)*

**04 To what extent do Plutarch's and Arrian's portrayals of Darius at the battle of Gaugamela differ?**

Points might include some, but not necessarily all, of the following:

**Plutarch**

- relatively short account
- little on tactics (see below)
- interest in character of Darius: standing out physically but diminished by heavy defeat and means of escape
- Alexander's driving back of Persians described, followed by brief sketch of Darius in the centre surrounded by troops and vivid description of the slaughter of the Persian troops, including Darius' reactions
- some emphasis given to ignominious flight of Darius on a mare
- Alexander's failure to catch Darius attributed to the arrival of the second message from Parmenio.

**Arrian**

- much more detailed account, not all directly related to Darius himself (see examples below)
- interest in tactics, some described as directed by Darius (on both sides – see below)



- less interested in character
- Darius' poor tactics in keeping troops awake in same dispositions all night
- detailed description of disposition of Darius' troops, including Bactrian cavalry on left, Syrians on right and Darius in centre with crack troops, bodyguard with scythe-chariots in front – Arrian citing evidence from Aristobulus of Darius' dispositions
- explanation of how two armies faced each other, with Darius in the centre, as hostilities started
- Darius' attempt to encircle Macedonian right, trying to prevent extension and fighting on rough ground
- Darius' deployment of main infantry
- gap left by Persian cavalry trying to encircle Macedonian right exploited by Alexander, driving in a wedge of Companions, aiming for Darius at centre (emphasis throughout account of Darius' position at centre of his troops)
- short struggle as Macedonians break through
- very brief account of Darius being first to run away, implying cowardice.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**05 How important was Parmenio's contribution to Alexander's achievements? Support your answer with reference to both Arrian and Plutarch.**

Points on Parmenio's importance might include:

- status as Macedonian noble
- experienced general under Philip
- helping Alexander to throne by acting against Attalus
- Alexander's second-in-command
- moving troops across Hellespont
- two sons also high status as commanding hypaspists (Nicanor) and cavalry of Companions (Philotas)
- commander of left at Granicus, Issus and Gaugamela
- defensive role in battle
- other jobs, e.g. taking over Dascylium after Granicus, leading Companions from Sardis to Phrygia
- disagreement with Alexander on whether to engage in sea fight at Miletus (he proposed this)
- role in leading regime changes in Ionian cities formerly ruled by Persia
- arrest of Persian Sisines in foiling plot against Alexander
- advice to Alexander on ending war following Darius' proposal rejected by Alexander
- advice not to burn palace of Persian kings rejected, possibly implicated in plot
- different views from Alexander on extent of involvement in Asia
- independent missions (possibly to keep him occupied and out of the way) e.g. to move Persepolis treasures
- isolated by use of his troops by Alexander in east
- murdered as Philotas' father after alleged conspiracy of Philotas – seen as too dangerous to be left alive
- Parmenio's belief in traditional nature of Macedonian king running against Alexander's practices
- restraining influence on Alexander now gone etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**06 In which city did the marriages referred to in Passage A and Passage B take place?**

(At) Susa (1)

(1 mark)

**07 Alexander already had a wife. What was her name?**

Roxane

(1 mark)

**08 Give three details of the ‘Persian fashion’ of the marriage ceremony referred to in Passage A.**

Three from: they were seated (1) chairs set for bridegrooms (1) in order of precedence (1) healths drunk (1) brides entered (1) sat down by bridegrooms (1) who took them by the hand (1) and kissed them (1).

Also accept: there was a feast (1) they poured libations (from golden cups) (1)

(3 marks)

**09 To what extent were these marriages part of a policy for administering Alexander’s conquests and to what extent were they just to reward his Companions?**

Points might include the following:

**As policy**

- to counter tribal loyalties
- to counter family loyalties
- to provide mixed offspring, possibly as policy of fusion
- to provide dominant group to administer and keep his empire secure
- to reward loyal followers

**To reward Companions**

- to reward loyalty
- to give honour, especially with Alexander getting married too
- many such wives and children left behind when Macedonians went back home (could be taken as evidence of temporary reward) etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**10 How successfully did Alexander address the issues he faced in administering his empire? Support your answer with reference to both Arrian and Plutarch.**

Points might include the following:

**Issues**

- hanging on to what he had conquered
- wide geographical spread of empire
- range of peoples – different languages, customs, religions etc
- instituting new form of control
- keeping Macedonians happy
- dealing with battle-hardened troops far from home
- promoting harmony
- control of finance
- uprisings etc.

**How successful in addressing them**

- use of satraps, e.g. Mazaeus in Babylon but some misgoverned, e.g. Satrap in Carmania, who was put to death, and no overall reform of satrap system
- increasing tension with Greek states, e.g. Sparta
- uprisings, e.g. that of Bessus and one in Sogdiana suppressed
- slow consolidation fortress by fortress
- transplantation of some populations
- network of new Alexandrias
- intermarriage
- Alexander's image mixture of Macedonian and Persian
- isolation of opposition, e.g. from Parmenio
- attempts to ensure Macedonians not indispensable
- Macedonian control of military and finance
- effect of Alexander's death
- uniform coinage
- attempts to encourage trade
- economic improvements etc.

Apply Levels of Response at beginning of Mark Scheme.

*(20 marks)*

**Section Two**

**Option C**

**11 'Alexander was driven more by belief in his own divinity than by other motives.' How far do you agree with this opinion? Refer to both Arrian and Plutarch in your answer.**

As this is a synoptic essay it is important to look at all sides of the question, provide examples and consider what Arrian and Plutarch have to say. Points might include the following:

- lineage traced back to Heracles (father's side) and Aeacus (mother's)

- divine link through portent of serpent at his conception (versions of story told by Plutarch), stories encouraged perhaps by Alexander
- symbolism of sacrifices at tomb of Protesilaus, at sea to Poseidon and at tomb of Achilles
- and setting up of altars to Heracles and Athene near Troy
- precedent of his father Philip, deified at death and perhaps seeing himself on same level as gods (effigies in procession at Aegae in 336) but more likely to be showing his piety
- story of oracle at Didyma being silent till Alexander, perhaps marking transition in how Alexander was seen (piety, power etc.), especially with him going out of his way to make a visit to it
- loosening of Gordian knot (fulfilling the belief that he who did would rule Asia) greeted with thunder from Zeus (Arrian)
- Alexander's desire to visit Zeus Ammon at Siwah because Perseus and Heracles had done so (Arrian) giving him a sense of connection with the god
- Alexander received the answer from Zeus' oracle that 'his heart desired' (Arrian) – may have referred to his divinity but it may have confirmed what he already thought
- assumption of powers in Egypt possibly made him divine
- Alexander's belief in own divinity, but not making him conceited (Plutarch)
- attempted introduction of *proskunesis* could be interpreted either as having divine implications or as high-handed flaunting of power
- Alexander's question to the 7<sup>th</sup> Indian philosopher (Plutarch) – 'How can a man become a god?' – could be taken to refer to himself and his desired divine status
- offer of gold crowns by Greek cities in 324 (Arrian) may have been politically motivated rather than acknowledging Alexander as a god
- motive for invading Arabia was to become third god after Uranus and Dionysus (Arrian)
- demigod status given to Hephaestion implies status of Alexander must be higher, therefore divine
- other motivating factors, e.g. to surpass his father's achievements, to achieve more than any other man, to conquer the known world, megalomania, to spread Greek culture etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

### Option D

- 12 'Plutarch's biography of Alexander shows greater understanding of the wider issues than Arrian's more detailed history.' How far do you agree with this opinion? Refer to both Arrian and Plutarch in your answer.

This is a wide synoptic question which requires a balanced approach, the formulation of clear main points and the application of specific examples. Points might include the following:

#### Arrian

- factual style, e.g. in descriptions of battles, e.g. Granicus, Issus, Gaugamela, Hydaspes
- interest in strategy and tactics as a military historian, e.g. siege of Tyre
- balanced approach
- detailed and thorough
- narrative structured chronologically
- names sources and explains preferences, e.g. for Ptolemy, Aristobulus
- some brief insights into character, e.g. Alexander's sudden whims (e.g. to sail down Euphrates)

- lacking Plutarch's range or literary ability

### **Plutarch**

- interest as biographer in Alexander's character as well as deeds, sometimes through anecdotes like the taming of Bucephalus
- interest in Alexander's origins and early life, showing wider perspective
- emphasis on representation of Alexander's physical appearance (hence reference to Lysippus' sculpted representations)
- interest in wider issues, e.g. influence of Aristotle on Alexander
- gives outline of battles without Arrian's interest in detail
- powerful writing in places, e.g. slaughter of Persians at Gaugamela
- acknowledgement of sources
- his biography structured differently from Arrian's account etc.

Apply Levels of Response at beginning of Mark Scheme.

*(40 marks)*

**Assessment Objectives Grid**  
**Unit 4B Alexander**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	3		3
<b>02</b>	1		1
<b>03</b>	1		1
<b>04</b>	4	6	10
<b>05</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>06</b>	1		1
<b>07</b>	1		1
<b>08</b>	3		3
<b>09</b>	4	6	10
<b>10</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section Two**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>11</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or**  
**Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>12</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)