

# A-LEVEL CLASSICAL CIVILISATION

CIV3B The Persian Wars

Mark scheme

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2020  
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Version/Stage: Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from [aqa.org.uk](http://aqa.org.uk)

## 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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student'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>	<p>Demonstrates</p> <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>8-10</b>
<b>Level 3</b>	<p>Demonstrates</p> <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>5-7</b>
<b>Level 2</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <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>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• some patchy accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <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>	<p>Demonstrates</p> <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                             <ul style="list-style-type: none"> <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> </li> </ul>	<b>19-20</b>
<b>Level 4</b>	<p>Demonstrates</p> <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> <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>14-18</b>
<b>Level 3</b>	<p>Demonstrates</p> <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>	<p>Demonstrates</p> <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>	<p>Demonstrates</p> <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 students 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.

- Level 5** Demonstrates
- well chosen accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
  - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
  - ability to sustain an argument which
    - is explicitly comparative,
    - has an almost wholly analytical and/or evaluative focus,
    - responds to the precise terms of the question,
    - fluently links comment to detail,
    - has a clear and logical structure
    - reaches a reasoned conclusion
    - is clear and coherent, using appropriate, accurate language and
    - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate accurate and relevant knowledge from different sources which covers many of the central aspects of the question
  - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
  - ability to develop an argument which
    - makes connections and comparisons,
    - has a generally analytical and/or evaluative focus,
    - is broadly appropriate to the question,
    - mainly supports comment with detail and
    - has a discernible structure
    - is generally clear and coherent, using appropriate, generally accurate language and
    - generally makes use of specialist vocabulary when appropriate.
- 27-36**

<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>

## Unit 3B The Persian Wars

### Section 1

#### Option A

**01 To whom is Xerxes speaking, and of which Greek city is he a native?**

Demaratus [1] Sparta [1].

*(2 marks)*

**02 Briefly outline the circumstances in which this conversation takes place. Make three points.**

The Persian army has crossed the Hellespont [1] via the boat bridge [1] and Xerxes' troops and fleet [1] are assembled at Doriscus [1]. Herodotus gives a full description of the make-up of both [1] Xerxes then proceeds to review his forces [1], and sends for Demaratus [1].

*(3 marks)*

**03 How far is Xerxes influenced by the response he receives?**

Answers should be aware that

- Demaratus presents the Greeks as intent on repelling poverty and despotism
- he then foregrounds the Spartans' refusal to accept terms which imply slavery
- they will fight even if the rest of Greece gives in
- and even if they have inadequate forces to achieve anything.

Xerxes' immediate response

- questions the sense and truth of Demaratus' statement
- especially as the forces are free men with a choice.

Demaratus then reinforces his picture of the Spartans as fighters for what they believe in, whatever the odds, and capable of fighting together under a legitimate commander.

Xerxes' response is to laugh, and press on, expecting superior numbers to win.

Apply Levels of Response at beginning of Mark Scheme.

*(10 marks)*



**04 How important to Herodotus' narrative are dialogues between Persians and Greeks? Support your answer by reference to the books you have read.**

Answers may refer to:

- relationships between the Ionian tyrants and Persia
- the fate of Miletus
- Samian negotiations
- Darius' demand for earth and water and the varied responses
- Demaratus' exile to Persia
- Pisistratid advice to Darius
- the Alcmaeonids
- Demaratus' advice to Xerxes
- Sperchius and Bulis with Hydarnes and then Xerxes
- Greek spies at Sardis
- Herodotus' view of Argive relations with Persia
- Ephialtes' treachery at Thermopylae
- Demaratus' further advice after Thermopylae
- the Athenian exiles' sacrifice on the Acropolis
- Themistocles' strategy with Sicinnus
- Alexander as an ambassador to Athens and the response
- allow Artemisia.

Apply Levels of Response at beginning of Mark Scheme.

*(20 marks)*

**Option B**

**05 To whom is the Messenger speaking? Identify two hearers.**

Atossa [1] Chorus [1] audience [1].

*(2 marks)*

**06 What is Xerxes' reaction to the information he receives? Make three points.**

Instructs captains [1] to divide fleet into three [1] to guard possible exit points [1] and sends further ships to sail round the island [1]; threatens to decapitate them if the Greeks get out [1].

*(3 marks)*

**07 How important was Athenian trickery to the outcome of the subsequent battle?**

Points which may arise:

- Xerxes' unquestioning acceptance of the Athenian disinformation
- his immediate precautions
- the Greek fleet's actual behaviour
- Persian recognition of the real state of play
- implied exhaustion and fear
- credit for commentary on Themistocles and Sicinnus etc

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Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**08 How important a contribution does the Messenger's speech make to the dramatic effect of *The Persians* as a whole? Support your answer by reference to the whole play.**

Answers might reflect on:

- The Chorus' early fears
- and early lament for the loss of Persia's youth
- Atossa's dream
- contrast with Darius
- the messenger's presentation of his news before the Salamis account
- the Salamis account itself
- Chorus reaction
- Darius' attitude
- Xerxes' lament
- audience reaction

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

**09 To what extent do Herodotus and Aeschylus make the quality of leadership on both sides a key theme in their accounts of the Persian Wars? Support your answer by reference to both texts.**

Cue for a broad discussion which could include:

- Darius' and Xerxes' ambitions
- the reasons for their invasions
- the personalities and qualities of their agents and advisers
- including Mardonius and Artabanus
- the nature of their armies and navies
- the potentially fissile nature of the Greek opposition
- the qualities and personalities of Miltiades, Themistocles, Leonidas
- the Greek commitment to freedom
- the nature of their armies and navies
- the relationship between leaders and military on both sides.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Option D**

- 10** **'Both Aeschylus' *The Persians* and Herodotus' *The Histories* are primarily celebrations of an Athenian victory.' How far do you think that this is true? Support your answer by reference to both texts.**

This is an attempt to evoke discussion of the dramatic purpose of *The Persians*, contrasted with Herodotus' approach to an account of the Persian invasion. Issues which could be discussed include:

- likely reception of the play
- its audience
- the circumstances of its first production
- its use of conventions such as the chorus
- and the messenger speech
- its presentation of the Persians

contrasted with:

- a prose account
- for a later audience
- a different audience
- the advantages of hindsight for author and readers
- the advantages of a longer chronological spread.

And further, what are Herodotus' particular points of focus? How do he and Aeschylus differ in what they treat as important where they coincide? A good answer should take into account their very different media and points of departure.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Assessment Objectives Grid**  
**Unit 3B The Persian Wars**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	2		2
<b>02</b>	3		3
<b>03</b>	4	6	10
<b>04</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>05</b>	2		2
<b>06</b>	3		3
<b>07</b>	4	6	10
<b>08</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>09</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>10</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>