

A-LEVEL CLASSICAL CIVILISATION

CIV4B Alexander
Mark scheme

2020
June 2014

Version/Stage: Final V1.0

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

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

Level 4	<p>Demonstrates</p> <ul style="list-style-type: none"> • accurate and relevant knowledge covering central aspects of the question • clear understanding of central aspects of the question • 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 • ability generally to use specialist vocabulary when appropriate. 	8-10
Level 3	<p>Demonstrates</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to use specialist vocabulary when appropriate. 	5-7
Level 2	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-4
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • an occasional attempt to make a relevant comment with no accurate knowledge to support it. 	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

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**

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

Unit 4B Alexander

Section 1

Option A

01 What was the name of the ‘city’ mentioned in line 2 of the Passage?

Tyre.

(1 mark)

02 Why was Aristander’s announcement in the Passage ‘greeted with laughter’?

Because it was already the last day of the month/near the end of the month.

(1 mark)

03 What actions did Alexander take as a result of Aristander’s announcement? Make three points.

He changed the day of the month (from 30th to 28th) [1] the trumpet was sounded [1] he attacked the city [1] more fiercely than he had (originally) intended [1] and it was captured [1].

(3 marks)

04 How far do you think Plutarch suggests Alexander’s career from his accession up to Gaugamela was due to divine favour?

Explain your answer with reference to the sources you have studied.

Points might include:

- possibly the (forced) response from the Delphic Oracle
- prodigies attending the departure of the army for Asia, eg sweating statue of Orpheus
- spring in Lycia casting up a tablet from the water foretelling the defeat of the Persians by the Greeks
- the tide receding at Pamphylia
- Fortune providing the ideal terrain at Issus
- Tyrians dreaming that Apollo was supporting Alexander
- Alexander dreaming of a satyr interpreted as a sign he would capture Tyre
- gods assisting him on his journey to Siwah.

Students may include examples where Plutarch attributes Alexander’s success to his character eg

- Philip believed him self-willed
- vehement and impulsive nature
- style of generalship (Issus)
- his response after Siwah that gods make the noblest and best their own.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 How important to Alexander was respect for the gods? Explain your answer with reference to the sources you have studied.

Students should compare points from each account. The best answers may well draw a conclusion as to the attitude of the author.

Points might include:

Plutarch

- concern about his treatment of Thebes, angering Dionysus and leading to the murder of Cleitus and refusal of Macedonians to cross the Ganges
- concern to get the *imprimatur* of Delphi before the Asian expedition
- sacrifices to gods at Troy
- his gift of incense to Leonidas
- gifts to Zeus Ammon after his favourable reception
- frequent games, literary festivals and sacrifices before and after battles
- swears by Zeus Ammon to kill Craterus and Hephaestion if they continued to quarrel. These two he loved best in world
- Alexander completing Cleitus' sacrifice when he leaves it unfinished
- fear that the gods might allow his power to fall into unworthy hands
- setting up of altars to Twelve Gods of Greece when the Macedonians refused to go on
- dangers of dishonouring gods but also of harbouring superstition
- assiduous in religious duties right up to the end of his life.

Arrian

- sacrifices, games and ceremonial parades at regular intervals
- sacrifices after cutting the Gordian Knot – Loosing of the Knot – after signs from heaven
- offerings to local deities, eg Athene at Magarsus, Amphilochus at Mallus
- alleged wish to sacrifice to Heracles in Tyre
- presentation to Heracles of captured Tyrian ship
- paying respects at Siwah
- sacrifices to Apis Bull in Egypt and for blessing on Alexandria in Egypt
- sacrifice at Ecbatana – his custom to celebrate a happy occasion
- razing of the shrine of Asclepius after Hephaestion's death
- gifts to Epidaurians despite Asclepius not saving Hephaestion
- considering becoming the Arabs' third god if he respected their institutions
- acknowledgement of delegations from Greece presenting golden chaplets to Alexander (sign of his divinity)
- even during last days continued daily religious duties
- Respect for Marduk/Bel in Babylon

Students may wish to discuss Alexander's view of his own divinity in connection with his duties to other gods, and/or to consider a cynical use of the gods

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 When did the 'plot' of Philotas happen?

329/330 BC / shortly after the death of Darius

(1 mark)

07 What does Arrian say were the most serious of these 'irrefutable proofs' (line 7)? Make two points.

Two from: Philotas had known about a plot [1] but had said nothing about it [1] despite visiting Alexander's tent twice a day [1].

(2 marks)

08 What two reasons does Arrian give for the subsequent assassination of Parmenio?

That Alexander could not believe Parmenio did not know about the conspiracy [1] that he had too much influence with the army (so had to go) [1]. Parmenic was too dangerous/would want revenge [1].

(2 marks)

09 How far does Plutarch's account of the 'plot' of Philotas differ from Arrian's?

Students should compare points from each account. The best answers may well draw a conclusion as to the attitude of the author.

Points might include:

Plutarch

- more background, eg Philotas' character, Antigone
- Alexander had plenty of evidence from Philotas' loose tongue
- Alexander exercises restraint either from loyalty to Parmenio or fear of consequences
- catalyst was the conspiracy of Dimnos which was told to Philotas but he didn't act on it
- Dimnos killed so no clear proof of plot and Alexander advised that Dimnos was an agent of another
- Philotas denounced by his enemies
- Philotas arrested and tortured, with Alexander listening behind a curtain
- Philotas executed and Alexander bemoans his weakness.

Arrian

- much more spare account
- Alexander had heard information previously but had not believed it for friendship
- no mention of Antigone or character sketch of Philotas
- Arrian goes straight to Philotas' trial and says that Alexander put the charges in person
- no mention of torture
- witnesses give evidence of Philotas not passing on details of conspiracy – no background given
- Philotas shot by the Macedonians.

Students should draw comparison between the accounts to fulfill the evaluative element of this question.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

10 To what extent did the ‘plot’ of Philotas cause a change in Alexander’s style of leadership?

Support your answer with reference to the sources you have studied.

Points might include:

- Alexander’s swift action (both authors) after Philotas’ death in executing Parmenio
- followed soon after by the killing of Cleitus another of the “old guard”
- Parmenio’s son-in-law Alexander of Lyncestis was also put to death as a possible pretender
- reorganization of the Companion Cavalry with split command and Hephaestion promoted
- death of Darius and capture / execution of Bessus a real turning point
- Plutarch says (45) Alexander began wearing Persian dress in the autumn of 330
- Cleitus implies there has been a change in Alexander’s style (51) by 328
- introduction of *proskynesis* 327
- Pages’ conspiracy
- change in purpose of campaign becomes more obvious, Alexander burns baggage prior to the invasion of India
- greater dissent amongst troops – introduction of more local troops to replace Macedonians
- Arrian 7.9 comments after Opis that Alexander had grown used to Oriental subservience and his old manner had changed
- autocratic nature of Exiles Decree?

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Students may consider whether any change in style or leadership was as a result of or contributory factor in the “plot”.

Section 2

Option C

- 11 **How far do you think Alexander lived up to the image of himself that he and those around him projected?**

Support your answer with evidence from throughout Alexander’s life and refer to both Plutarch and Arrian.

An adequate response to this synoptic title requires specific examples from both authors and from Alexander’s early life as well as from his campaigns in Asia Minor, Egypt, Persia and India as well as clear evaluation of the importance of each to the image that Alexander wished to portray. Points might include:

Positive points

- prophecies at his birth
- Olympias’s revelation of his divine conception and related stories
- Bucephalus story
- Plutarch’s description of his appearance and his body’s “peculiar fragrance”
- desire only to compete against worthy opponents at Olympia
- maturity when dealing with Persian ambassadors in Macedon
- rivalry with Philip
- being called Alexander Achilles by Lysimachus
- signal success at a young age at Chaeronea
- dealings with priests at Delphi and Siwah
- his impetuosity in battle – various exchanges with the experienced Parmenio, eg Gaugamela and over Darius’ letter his belief in his own divine parentage
- having little regard for his safety eg Granicus, Tyre, Malli
- at Cilician Gates, just knowledge that Alexander was coming caused the enemy to surrender
- response to Cleitus.

Possible negative points

- after an arrow wound he comments that blood flows not ichor (Iliad)
- his tactics at various battles were risky and could have been disastrous, eg Granicus, nearly being outflanked before Issus, against the Mallians
- his humility in the face of the captured Persian royal women when they mistake Hephaestion for him
- his death.

Students might also consider later assessments of Alexander's career both positive and negative.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

12 'Alexander was as interested in acquiring a range of knowledge as he was in conquest.'

To what extent do you agree with this statement? Support your answer with reference to both Plutarch and Arrian.

Points might include:

- Alexander's meeting with the Persian ambassadors in Macedon
- his annoyance with Aristotle for publishing information that he had learnt from him as a boy
- his interest in medicine learnt from Aristotle and passion for learning and books in particular Homer's *Iliad*
- sent to Harpalus for books when he was in the Asia
- sparing of Pindar's descendants at Thebes
- meeting with Diogenes the Cynic
- his fondness for keeping philosophers with him – Anaxarchus, Calanus, etc
- the episode of the Indian philosophers
- literary and dramatic contests held *passim* eg on arrival in Egypt
- his taking historians with him to chronicle his achievements
- his treatment of Darius' womenfolk
- the incident of the naphtha Plut 35
- his reaction to statue of Xerxes toppled over in Babylon
- his visit to Cyrus' tomb
- his adoption of barbarian dress to adapt himself to local habits
- attempts to reconcile local and Macedonian custom – the Epigoni
- Alexander's ability to quote Euripides, and Homer
- the crossing of the Gedrosian desert as a sign of his endurance
- his desire to see the Ocean, cross the Ganges etc
- marriages at Susa
- impulse to sail around Africa and re-enter the Mediterranean from Pillars of Heracles, alleged intention to head west after his return from India.
- Sogdian Rock, Rock of Aornus, (not in prescribed books)
- Nearchus' orders to sail up the Persian Gulf on the journey back from India
- Alexander's sudden impulse to sail down the Euphrates on his return to Persepolis
- his desire to see if the Caspian Sea was connected to the Black Sea

Arrian states Alexander's passion was for glory only.

Students should make some kind of evaluation of Alexander's priorities and come to a reasonable conclusion.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Assessment Objectives Grid
Unit 4B Alexander**

Section 1

**Either
Option A**

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

**Or
Option B**

	AO1	AO2	TOTAL
06	1		1
07	2		2
08	2		2
09	4	6	10
10	8	12	20
TOTAL	17	18	35

Section 2

**Either
Option C**

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

**Or
Option D**

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

