



A-LEVEL

Classical Civilisation

CIV3B The Persian Wars

Mark scheme

2020

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Version: 1.0 Final

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	Demonstrates <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	Demonstrates <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	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <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	<p>Demonstrates</p> <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	<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. 	8-16
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. 	1-7

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Unit CIV3B The Persian Wars

Section 1

Option A

0	1
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How had the Athenians done the Persians ‘great injury’ (line 6)? Make five points. [5 marks]

Five of eg Supported Ionian revolt [1] involved in assault on Sardis [1] supported the Eretrians [1] defeated Persians at battle of Marathon [1] saw Persian fleet off [1] before they could attack Athens [1]

Credit for any other evidence of anti-Persian activity on the Athenians’ part.

0	2
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What impression have you formed of the character of Mardonius? Support your answer both with details from this passage and by referring to Book 7 as a whole. [10 marks]

Likely points might include:

- practical
- opportunistic
- greedy
- revengeful
- committed to cause of defeating Greeks
- persuasive
- self-seeking
- good at manipulative diplomacy
- influence on Xerxes important
- wants to be governor of Greece, etc.

These should all be supported by reference to incidents reported in text. See particularly vii.3-13

Apply Levels of Response at beginning of Mark Scheme.

0 3

‘Herodotus’ narrative of the process leading up to Xerxes’ decision to invade Greece is the key element in the way he presents the campaign.’

How far do you agree? Explain and support your answer by referring to the text.
[20 marks]

Discussion might include some of the following:

Herodotus presents us with a picture of the political situation in the aftermath of Marathon:

- Darius’ desire to make war on Greece and Egypt
- the question of the succession after Darius’ death
- the various influences on Xerxes, etc.

all demonstrating:

- the conflicts of interest for Xerxes
- the revenge motive
- the strategic problems
- and the difficulty of decision making.

All these contribute both to the reader’s sense of the enormity and difficulty of the enterprise, the irrationality and hubris of the Persians and to the presentation of Xerxes as a tragic character. It also helps to suggest inevitability of the campaign of 480-479 and the forces at work, and the size of the eventual defeat.

Apply Levels of Response at beginning of Mark Scheme.

Option B

0 4

To whom is Atossa speaking, and at what point in the play?

[2 marks]

To the Chorus [1] after their entry [1] and before the arrival of the Messenger [1]

0 5

Describe what happened after Atossa woke from her dream. Make three points.

[3 marks]

Three of eg

Washes her hands in the spring [1] to purify them [1], goes to the altar [1] to pray [1] for deliverance from evil [1], and sacrifice [1]; sees, with fear [1] an eagle fly to altar for refuge [1], pursued by a falcon [1] which claws the unresisting [1] eagle’s head [1]

0 6

How important is this passage in shaping the way the audience responds to the rest of the play?

[10 marks]

Open ended, but answers may develop from:

- first aria by major character
- a purple passage designed to set up audience reaction to a view of Persian culture
- while providing a view of what is un-Greek about it
- it prepares the way both for the relationship between Xerxes and both parents
- and for his eventual appearance towards the end.

Apply Levels of Response at beginning of Mark Scheme.

0 7

How far do you think that the impact of ‘The Persians’ depends on descriptive narratives such as this one, and the reaction of the Chorus to them, rather than its plot? Support your answer by referring to the whole play.

[20 marks]

Arguments may vary, but are likely to focus on the function of the speech:

- as a central set piece in a drama which lacks a complex plot
- and is very dependent on description
- and on the operatic commentary function of the choruses
- this and the Messenger speech in particular provide the big colourful bricks
- around which the choruses act as the cement.

Apply Levels of Response at beginning of Mark Scheme.

Section 2**Option C**

0	8
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How suitable do you think that the styles of ‘The Persians’ and Herodotus’ ‘The Histories’ are for conveying their subject matter?

Support your answer by referring to both texts.

[40 marks]

Here discussion might start from thoughts about narrative and its most effective forms.

This should promote discussion of the play:

- as an essentially plotless drama
- in which the emotional effects are achieved by descriptive report
- dialogue
- choral odes etc.

rather than by manipulation of characters against one another or by confrontation or argument.

- Students will probably want to find the connective thread, though they will find it difficult to argue for a gradual build to a climax.
- They should be able to think about the other strategies ‘The Persians’ employs as an extended lament for a quite different end.
- Herodotus should provide a good contrast as a sort of prose epic, involving narrative, speech, cliff-hangers, and the build of tension towards Salamis – would his narrative work as a play?

Apply Levels of Response at beginning of Mark Scheme.

Option D

0	9
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How far do you think Aeschylus and Herodotus show a sympathetic or critical approach to the portrayal of the motives and actions of both Greeks and Persians?

Support your answer by referring to both texts.

[40 marks]

Open discussion of:

- the presentation of the invasion and its motivating factors
- the personalities involved
- the politics of Xerxes' accession and those of his advisors
- in Aeschylus, a major act of sympathy, perhaps, in presenting the invasion without a single Greek in the cast
- Herodotus has space for a much more extended account
- but he, like Aeschylus, presents Xerxes as a tragic figure whose downfall is a result of hubris, driving ambition, and pride
- Herodotus presents the Persians as a whole as more inclined to cruelty, irrationality, lack of control, cowardice in defeat, duplicity, or willingness to use others' treachery, vengeful, destructive etc
- they do not understand freedom, and hence the Greeks' major motivating need.

Aeschylus implies or says all that too.

- Both texts present Xerxes as one who has brought about his own downfall, not least through lack of respect for the gods (Aeschylus' Persian gods are the Greek ones, treated in a Greek way) who take their revenge.
- Herodotus has space to be more sophisticated about the Greeks, who come out of it as motivated by many of the same political ambitions, but with the moral edge of the drive for freedom.

Apply Levels of Response at beginning of Mark Scheme.

Assessment Objectives Grid**CIV3B The Persian Wars****Section 1****Either
Option A**

	AO1	AO2	TOTAL
01	5	0	5
02	4	6	10
03	8	12	20
TOTAL	17	18	35

**or
Option B**

	AO1	AO2	TOTAL
04	2	0	2
05	3	0	3
06	4	6	10
07	8	12	20
TOTAL	17	18	35

Section 2**Either
Option C**

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	16	24	40

**or
Option D**

	AO1	AO2	TOTAL
09	16	24	40
TOTAL	16	24	40

Overall

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