



**General Certificate of Education
June 2010**

Classical Civilisation

CIV3B

The Persian Wars

Unit 3B

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.

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Set and published by the Assessment and Qualifications Alliance.

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 two years of study on the A Level 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

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. 	9-10
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. 	6-8
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. 	3-5
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 • 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 that 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.

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 links between the central aspects of the question and the values of the classical world • ability to sustain an argument which <ul style="list-style-type: none"> 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	<p>Demonstrates</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> makes connections and comparisons has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail 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	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

Mark Scheme
Unit 3B The Persian Wars

SECTION ONE

Option A

01 *What happened at the battle of Marathon after this incident? Make five points.*

Five of e.g. The Athenians did advance [1], and proceeded to attack in a memorable way [1]; they made history by charging head on at a run [1]; during a long battle [1] the Persians succeeded in breaking the centre of the Greek line [1] and chasing the fugitives inland [1], but the Athenians on one wing helped by the Plataeans on the other [1] dealt with their opposition at the edges [1] and then joined forces to deal with the ones in the middle [1], chasing them onto the beach [1] where they tried to board their ships [1]; the Athenians managed to hang onto seven of these [1] while the rest of the Persian fleet set off to try to reach Athens before the army could get back and intervene [1] casualty figures 6400 Persians 192 Athenians [1], Pheidippides [1].

(5 marks)

02 *In his account of the battle, how far do you think Herodotus intended to provide more than just a description?*

An evaluation which might include discussion of e.g.

- Herodotus' emphasis on the negotiations beforehand;
- Miltiades' speech to Callimachus and its pointed argument for concerted action;
- notes on the later reception and memory of the event and its place in Athenian culture;
- suggestions about the Persians' expectations of Greek behaviour and the surprise they got;
- the presentation of the Athenians' attitude to the Persians;
- Homeric echoes.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

03 *To what extent does Herodotus' account of the battle of Salamis in Book 8 have a similar approach to his account of the battle of Marathon? Support your answer by reference to Books 6 and 8.*

Points which might be made include:

The way in which the overall narrative leads to the key battle in each case:

Marathon:

- Darius' moves on Greek states
- Lade and Miletus
- focus on Miltiades
- negotiation and diplomatic pressure
- the reappearance of Miltiades
- the Pheidippides story
- Hippias
- the battle itself, with its focus on Athens and Plataea as the winners
- Divine intervention?

Salamis:

- Xerxes' inheritance and objectives
- the build-up to the decision to invade Greece
- Thermopylae
- Themistocles
- polis rivalries
- Athens emerges as the primary target and the lead polis
- Extended account of battle
- Divine intervention

In both accounts, it could be argued, Herodotus leads up to a detailed account of the battle itself by a careful process of scene-setting in which he tells his readers about the causes and past history, especially crucial previous battles, the key personalities, especially military leaders, and political and especially potentially fissile and divisive activity on the Greek side.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

04 Outline the context in which this speech is made. Give five details.

Five of e.g. the opening Chorus [1] establishes the context of the nation awaiting news [1] of the Persian army's return [1], expressing apprehension [1] about the size and nature of the enterprise [1]; Atossa contributes to the mood [1] by recounting her disturbing dream [1] and exploring what the Chorus know about Athens' military reputation [1]; the Messenger enters [1] announcing disaster [1] and embarks on his account of Salamis [1].

(5 marks)

05 Explain why the passage would have made a strong impact on the original audience in the theatre.

Points made here might include e.g.:

- first performance eight years after the battle
- memory of the war therefore very strong
- the first audience included men who had been present at the battle
- and in the associated campaign including the sack of Athens
- the wrecked and unreconstructed Acropolis is just behind the audience
- these lines push the motivating buttons for any army or navy defending freedom and country
- but nonetheless will have resonated strongly with those present who had had to defend the people and institutions mentioned.

A good answer should use some of these points to show how the passage is constructed to provide an emotional and theatrical impact on an audience containing a large number of people who had taken part in the events described and were still living with their outcomes.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

06 *How central is the whole speech to the structure and dramatic effect of *The Persians*? Support your answer by reference to the whole play.*

Answers will vary, but might include some of the following points:

- the function of this speech as a narrative set-piece of an expected type
- its place in a play without a complex plot
- the dependence of the play on description rather than represented action
- and on the operatic commentary function of the choruses
- the speech as a substitute for something a film would now show live at a key point
- a deliberate contrast with dialogue (characterisation and plot mobilisation) and chorus
- thus, arguably, the Messenger is not characterised as the individuals and Chorus are, and is there to do something different.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

07 *How far do both Herodotus and Aeschylus exploit the difference in the size of the Greek and Persian forces in their accounts of the Persian Wars? Support your answer by reference to both texts.*

This is designed as a prompt for an open discussion, which might include thoughts on both authors' emphasis on the different natures and characters of the opposing sides – what was Aeschylus' point in presenting his account via a Persian cast? What does the difference in size do, if anything, to the way in which Herodotus tells his story?

Some further thoughts which might support the discussion include:

Aeschylus: opening and post-messenger choruses give a very plain sense of an enormous army generated by a widespread and multi-ethnic empire, but presented, at least by implication, as a faceless mass below command rank, (see also the way in which that opening chorus names leaders and mass qualities of the led; the early stages of the Messenger's account of Salamis) pitched against much smaller and more intrepid forces (see the exchange between Atossa and the Chorus about the Athenians), with a very high-quality of strategic leader (hinted at in the Messenger speech). And note Darius' view of the nature and extent of Xerxes' failure, as against his predecessors' successes in the speech to Atossa and the Chorus.

Herodotus: his prose account has more space to enlarge on matters of detail, but again it is worth noting that he starts Book 7 with a picture of Darius' reaction to the news of Marathon in terms of military activity and enhancement of an already large force, which Xerxes continues – see his speech to his council in 7.8; see also Artabanus' cautionary response about the Greeks. This sets a scene in which Herodotus can develop his accounts both of Xerxes' strategies and attitude, and of the activities of key Greek leaders, particularly Themistocles. He, like Aeschylus, gives a very detailed account of the make-up and nature of the forces involved, supported by occasional information such as a reference to the time it took for the force to cross the Hellespont on the boat bridge. He gets into (probably exaggerated) numbers by 7.184, not long before he gives us his Thermopylae narrative, which lays

emphasis on the small force and its heroic resistance.

His account of Salamis in Book 8 reinforces the idea that the Greeks are successful both despite and, to a certain extent, because of their smaller and more mobile and motivated forces, and that is the later perception of the events in question. Herodotus is careful to give the reader a sense of what the Greeks, and the Athenians in particular, are defending. Their conduct of their defence, it could be said, has to depend on superior tactics and the best use of a smaller force of motivated men confronted by a larger force with superior or at least more generous equipment and infrastructure.

Good answers, however structured, should support their arguments with corroborative detail of this kind from both authors.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

08 *How important to both *The Histories* and *The Persians* is the theme of freedom? Support your answer by reference to both texts.*

This is designed to produce an open discussion, which might include thoughts about e.g. both authors' contrast between Greek and Persian attitudes to freedom; the extent to which their pictures of the two sides depend on this contrast; the content of Aeschylus' messenger speech, and particularly the call to arms from the Greek ships is a key example – does Herodotus have an equivalent manifesto?; Herodotus' presentation of the Greek states and their interactions with each other, not least when negotiating with non-Greeks; Xerxes' assumptions about how he should and can treat his army and deal with dissidents especially in Book 7; the contrast between this and both authors' presentation of the Greeks' strategic consensus tactics and their courage and conviction in defence of their freedoms – Herodotus' account of Thermopylae and of the pre-Salamis activity in Athens as a portrait of the things the Greeks are defending and the lengths to which they are prepared to go is particularly telling.

It is also worth considering whether and how closely the freedom issue is related by either author to the behaviours characterised above for Option C.

Again, good answers will support their points with detail from both texts.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 3B The Persian Wars

SECTION ONE

Either
 Option A

	AO1	AO2	TOTAL
01	5		5
02	3	7	10
03	10	10	20
TOTAL	18	17	35

Or
 Option B

	AO1	AO2	TOTAL
04	5		5
05	3	7	10
06	10	10	20
TOTAL	18	17	35

SECTION TWO

Either
 Option C

	AO1	AO2	TOTAL
07	18	22	40
TOTAL	18	22	40

Or
 Option D

	AO1	AO2	TOTAL
08	18	22	40
TOTAL	18	22	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	36	39	75
%	48%	52%	100%