



**General Certificate of Education
June 2012**

Classical Civilisation **2021**

The Persian Wars

A2 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 students' 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 students' 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 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 to download from the AQA Website: www.aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges 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 schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the schools and colleges.

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 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	Demonstrates <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 structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
	Demonstrates <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 andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
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 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	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.	5-8
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.	1-4

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

Mark Scheme
Unit 3B The Persian Wars

Section 1

Option A

01 *What were Mardonius' 'two alternatives' (line 2)?*

- Xerxes to attack the Peloponnese [1]
- Xerxes to go back to Persia with most of the army leaving Mardonius to fight on with 300,000 troops [1]

(2 marks)

02 *Briefly outline the circumstances in which he proposed these alternatives.*

Three of e.g. post-Salamis assessment of position [1]; although the Persians still hold Greece apart from the Peloponnese [1]; Xerxes has already sent news of defeat to Persia [1], and decided to go home [1], while obscuring intentions by appearing to be prepared to fight again [1]. Mardonius fears retribution from Xerxes [1] for having supported the expedition in the first place [1] and proposes his alternatives as both refusal to accept defeat at this point [1], and face-saving [1].

(3 marks)

03 *How important is Artemisia to Herodotus' narrative of the Persian invasion?*

A short assessment, based on e.g.

- Herodotus' own repeated view of the soundness of her advice
- his account in Book VII of the unusual nature of her military activity
- advises against engaging with Greek fleet at Salamis and for land-based attack on Peloponnese
- defeat of fleet will involve destruction of army too
- negative view of allies
- ramming incident during the battle
- Ameinias' special orders; reward for her capture
- her escape
- his account in Book VIII of her contribution to Xerxes' eventual decision – she advises return home: any success of Mardonius can be presented as Xerxes' own
- uses her to escort his sons back to Ephesus
- she comes from Herodotus' hometown.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 *What impression have you formed of the character of Mardonius and the level of influence he has on Xerxes? Support your answer by reference to the books of Herodotus that you have read.*

Points might include:

- practical, opportunistic, greedy, revengeful
- committed to cause of defeating Greeks
- persuasive, self-seeking
- good at manipulative diplomacy
- influence on Xerxes important
- but he is aware that this has negative possibilities
- wants to be governor of Greece etc.

These should all be supported by reference to incidents reported in text. See particularly VII.3-13, and the details of the conference here in Book VIII.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

05 *At what point in the play does this dialogue take place?*

Two from:

between Atossa's account of her dream [1] and the arrival of the Messenger [1] with news of defeat [1].

(2 marks)

06 *Explain the reference to the 'spring of silver' (line 8).*

The silver mines at Laurion which subsidised the Athenian fleet [1]

(1 mark)

07 *What is the significance of Aeschylus' references to, 'archery' (line 9), and the fighting method described in line 10?*

- Long-distance attack (Persian) [1]
- inferior to hand-to-hand engagement (Greek, hoplite phalanx) [1]

(2 marks)

08 *In your view, what is the dramatic purpose of this scene at this point in the play? Support your answer by reference to the whole play.*

Flags the defeat which will be announced, looking back to Athenian defeat of Persians at Marathon by Athenians (and Plataeans) fighting as described in line 10. Athens is presented as *the* target, and a strategic goal in terms both of her topographical position and the leadership she provided. Here there is therefore an implication that the past will feed into the present, and the Persian court had better be very afraid of what they are about to hear. In fact we get the account of Salamis, a sea rather than land battle, but the overall implications of the superior moral position of the Athenians, bravery, freedom etc. are played against Xerxes' hubris and eventual downfall.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

09 *How effectively does Aeschylus demonstrate the differences between the two sides in The Persians? Support your answer by reference to the whole play.*

This should promote an evaluation of the presentation in this text of e.g.:

- the Greeks' and particularly Athenians' conditioning by ideals of democracy, co-operation and freedom
- bravery and dedication to these causes, which will carry them through against superior numbers
- Persians, by contrast, disorganised, hubristic and irrational, running an enslaved army
- the Persian characteristics are particularly illustrated by the presentation of Xerxes, both in report and actuality
- contrasted strongly with the older and more sympathetic personalities of Atossa and Darius.

A good answer will argue with most of these points, and may discuss the role of the Chorus of elders too.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

10 *How important a role does consultation, human and divine, play in Herodotus' and Aeschylus' accounts of the Persian Wars? Support your view by reference to both texts.*

A cross-referential exploration of Herodotus' and Aeschylus' use of conferences and their illustration of decision-making processes e.g.

Herodotus:

- the account of the origins and development of the Ionian revolt in Book VI
- the role of assembly decisions throughout Books VI –VII
- oracles passim
- Darius' ambassadorial feelers in Book VI
- pre-Marathon conferences among the Greek forces
- the discussions which led to Xerxes' decision to invade Greece in Book VII
- Artabanus' advice
- Demaratus' advice
- decisions before Salamis and the part played in them by Themistocles
- Mardonius
- Artemisia etc.

Aeschylus:

- the Persian elders
- Darius
- and Atossa
- and their interactions on information and advice.

The good answer will use examples from both authors (there are many) and have a supported view of the weight given to advice and consultation by each author.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

11 'Pride goes before a fall.'

How far do you think that this is the central message in both Herodotus and Aeschylus' *The Persians*? Support your view by reference to both texts.

Discussion and evidence will condition the quality of the answer but a good one will probably observe that:

- Herodotus presents Xerxes as a tragic figure, whose downfall is a result of hubris, driving ambition, and pride
- most of the highlighted qualities he has are negative: cruelty, irrationality, lack of control over his own emotional state, cowardice in defeat, duplicity, or willingness to use others' treachery, vengeful etc. (all of these need support from the text)
- does not understand freedom, and hence the Greeks' major motivating need.

Aeschylus implies or says all that too, and also

- makes the Persian elders criticise Xerxes' fitness to be the leader of the Persians at all
- Darius' ghost animadverts on the folly of the whole expedition
- Xerxes himself appears as the centre of an operatic lament in the last third of the play, surviving but humiliated
- both texts present him 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.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 3B The Persian Wars

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	2		2
02	3		3
03	4	6	10
04	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
05	2		2
06	1		1
07	2		2
08	4	6	10
09	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

OVERALL

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

UMS conversion calculator www.aqa.org.uk/umsconversion