



**General Certificate of Education
June 2012**

Classical Civilisation **2021**

Alexander

A2 Unit 4B

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.

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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
Level 4	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 4B Alexander

Section 1

Option A

01 In what year did this incident take place?

333 BC(E) (1) (N.B. Allow one year either side.)

(1 mark)

02 Where was Gordium?

One from: In Phrygia (1) Asia Minor (1) Turkey (1) east of Greek coastal cities (1) north of Cilicia and Pamphilia (1) etc.

(1 mark)

03 In what two different ways was Alexander said to have undone the knot?

Alexander cut (through) it with his sword (Plutarch, Arrian) (1); removed the pin / peg (fastening the yoke to the pole) (Aristobulus) (1)

(2 marks)

04 What was ‘the legend which was believed by all the barbarians’ (Passage B line 3)?

Whoever undid the knot would / was destined to become ruler of the (whole) world / (all) Asia.

(1 mark)

05 ‘Arrian makes this incident seem more important than Plutarch does.’ How far do you agree?

Points might include the following:

- relative brevity of Plutarch’s reference to legend, possibly implying lack of importance
- detailed story told by Arrian of divine sanction for Gordius and Midas as kings of Phrygia, not explained as important explicitly by Arrian but perhaps so in terms of adding authority to Alexander’s position
- similar descriptions by the two writers of the knot, fairly matter-of fact, stressing the intriguing nature of the puzzle – important or not?
- and both stressing a glorious result for the solver
- Alexander’s solution of cutting through the knot described by both
- and Aristobulus’ practical alternative explanation, any importance perhaps underplayed
- but Alexander shown as direct and successful
- no further comment from Plutarch, lack of importance?
- but Arrian’s explanation of fulfilling of oracle, adding to importance, accentuated by his description of thunderstorm as a sign from heaven
- consequences of failure etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

06 In the period down to Alexander's departure from Egypt, to what extent is Plutarch's portrayal of Alexander's character consistent with that given by Arrian?

Points might include the following:

- bravery in battle (e.g. Granicus) shown by both writers
- inventiveness, e.g. at Tyre, shown by Arrian
- relationship with parents shown by Plutarch
- influence of genre, Arrian as military historian more concerned with character as affecting skills and leadership, Plutarch as biographer more explicitly concerned with character traits as such, e.g. desire for fame shown from an early age (e.g. story about him not wishing to run in races except against equals), ruthlessness (e.g. at Thebes), clemency (e.g. towards Timocleia at Thebes), maturity (e.g. dealing with ambassadors as a youth)
- reliance on earlier sources, especially Aristobulus and Ptolemy
- original use of stories by Alexander to project an image to his men and others, e.g. divine descent (mentioned at end of Book 7 by Arrian)
- impact of stories themselves and being of different types and from different stages, e.g. some from childhood and youth, including taming of Bucephalus,
- conscious efforts by Arrian and Plutarch to judge between different versions, e.g. loosening of the Gordian knot
- inconsistency of stories on aspects of character, e.g. contrast between trust shown to Philip of Acarnania and his potion (Arrian, Book 2) and later lack of trust to Philotas (Arrian, Book 7)
- prejudice of writer, e.g. Arrian's judgment (Book 7) that Alexander made mistakes in the heat of the moment – nevertheless Arrian still expressing ungrudging admiration etc.

NB Level 2 maximum if period dealt with is **after** departure from Egypt

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

07 In what year did this incident take place?

324 BC(E) (1) (N.B. Allow one year either side)

(1 mark)

08 Where was Opis?

ONE from: (a town) on the Tigris (1) in Mesopotamia (1) near Baghdad (1) between Babylon and Susa (1) near Susa (1) in modern Iraq (1) near Babylon (1) etc.

(1 mark)

09 Explain why Alexander's men felt humiliated by his announcement that they were to be discharged. Make three points.

THREE from: according to Arrian: Alexander undervalued them (1) thought them useless as a fighting force (1) had said much to hurt their feelings (1) about e.g. adoption of Persian dress (1) Macedonian equipment (1) *epigoni* (1) inclusion of foreign troops in Companions (1); **according to Plutarch:** he had exhausted them through military service (1) he had thrown them on the mercy of their parents / native cities (1) he had his 'young ballet-soldiers' now (1).

(3 marks)

10 Which of the two, Arrian or Plutarch, gives the more dramatic account of Alexander's reactions to the men's complaints and to the events that followed? Refer to both Arrian and Plutarch in your answer.

It is up to the students to decide on how relatively dramatic Appian's and Plutarch's accounts are. Points might include **some of** the following:

From Arrian's account:

- Arrian's account far more detailed – adding drama?
- Arrian's account including a long speech by Alexander could be seen as dramatic
- Arrian's dramatic account of Alexander's actions leading up to his speech, including summary execution of 13 ringleaders (not mentioned by Plutarch)
- dramatic qualities of Alexander's speech, including how Philip civilized and helped relatively primitive Macedonians, led them to success against other Greeks, e.g. Athens and Thebes, and became supreme leader against Persia for the benefit of his Macedonians
- speech continued, piling up the rhetoric, could be seen as dramatic: Alexander's even greater contribution: how his conquests, e.g. reduction of Miletus, acquisition of Egypt and Persian cities, were for the sake of the Macedonians, as he, Alexander, wanted nothing for himself and underwent hardship (highly emotive language, e.g. heavy use of rhetorical questions) eating the same food
- speech continued, again with dramatic rhetoric: Alexander prepared to compare his wounds with theirs, describing how he underwent same dangers as they did (highly personalized), marrying as they did, having rewarded survivors and the dead
- dramatic conclusion of speech: challenge to men to go home as deserters, having (through a build up of relative clauses) listed what he has added to the empire, climactic 'Out of my sight' command.
- Alexander's dramatic leap and refusal to eat or see friends adding to tension
- men's silence until provoked to submission by Alexander giving commands to Persians
- harmony restored
- introduction of another character, Callines
- reconciliation after banquet, etc.

From Plutarch's account:

- Plutarch's account succinct but vivid (no speech by Alexander) – so less dramatic?
- Macedonians, humbled by Alexander giving duties to Persians – dramatic contrast?
- begging for mercy at Alexander's tent could be seen as dramatic
- Alexander's gentle reproach after 2 days' uncertainty (effective dramatic storytelling?)

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

11 How typical of the relationship between Alexander and his men is this whole incident? Refer to both Arrian and Plutarch in your answer.

Points might include the following:

- previous mutiny had occurred at Hyphasis (Arrian), but in that case from soldiers refusing to advance further east rather than from those who, having been wounded, were being discharged
- but overall men following him through a succession of battles, from Granicus onwards, and difficult journeys for 10 years
- tensions, e.g. between Alexander and other nobles, especially Philotas and Parmenio, culminating in their executions
- death of Cleitus
- adoption of Persian dress resented
- and promotion of Persian youth
- plot of the Pages
- resentment at mass marriages
- grief at Alexander's death, showing underlying loyalty
- brave deeds mentioned of individuals in battle
- visits wounded soldiers
- men's joy at Alexander surviving wounds etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

**12 'The main reason why Alexander was so successful in battle was his flexibility in adapting his tactics to suit the situation.'
How far do you agree? Refer to the accounts of both Arrian and Plutarch.**

A range of reasons for Alexander's success in battle, including his flexibility, is expected along with specific examples to illustrate them in order to fulfil the synoptic requirements of the question. Points might include the following:

Flexibility:

- doing the unexpected, e.g. drive into full river at Granicus, using cavalry
- taking advantage of favourable circumstances, e.g. terrain at Issus suiting his smaller numbers
- adapting tactics to suit situation, e.g. using infantry rather than cavalry against Porus to avoid facing elephants
- deployment of phalanx, e.g. at Issus
- taking enemy by surprise, e.g. through rapid marches
- innovative tactics, e.g. at siege of Tyre

Other reasons:

- expectation and experience from being Philip's son
- prepared to meet danger and showing endurance even when wounded in east
- leading by example
- loyalty of Macedonian troops, especially Companions
- use of psychology on his men with amusements and rewards
- personal charisma, e.g. in speeches to his men
- desire for fame driving him on etc. personal charisma, e.g. in speeches to his men
- inheriting armies with phalanx system from Philip
- Persian errors and weaknesses etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 13 ***'The building of cities was the most important method by which Alexander attempted to keep the conquered Persian Empire under Macedonian control.'***
How far do you agree? Refer to the accounts of both Arrian and Plutarch.

Other factors besides the building of cities should be addressed. All should also be directed towards the question of uniting diverse peoples and cultures in order for synoptic requirements to be met. Points might include the following:

Cities:

- cities as centres and focal points of fusive culture and spread of Greek culture
- cities on strategic routes, e.g. Alexandria Eschate (Khojent) and Alexandria Arachosia (Kandahar)
- some cities military, others with large civilian populations
- some on existing sites, others not
- cities designed to be populated by Greek and non-Greek
- many cities bearing Alexander's name
- economic value, e.g. Indus delta

Other factors:

- intermarriage
- adoption of Persian dress and customs
- ruthlessness shown when necessary, e.g. against Bessus
- consolidation as conquest progressed
- Greek culture as basis of unification
- Important posts held by Macedonians
- Alexander's image and charisma
- oversight of appointees, e.g. Winter of Terror (punishments)
- finance
- coinage (Alexander's image) etc.

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	2		2
04	1		1
05	4	6	10
06	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
07	1		1
08	1		1
09	3		3
10	4	6	10
11	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
13	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