



**General Certificate of Education
June 2013**

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.

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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 3B The Persian Wars

Section 1

Option A

01 *What had the Athenian exiles been told to do and by whom?*

Make a sacrifice on the Acropolis (1); Xerxes (1) (2 marks)

02 *Briefly outline the circumstances in which this incident took place. Make three points.*

Three of e.g: After Thermopylae (1), The Athenians have largely evacuated Athens (1), except for a few hardy citizens (1) who have barricaded themselves (1) in the temple of Athene Polias (1). The Persians gain access via a steep and unguarded route (1), slaughter the defenders (1), strip the temple and burn the Acropolis (1). Xerxes gives the order for the sacrifice, according to Athenian usage (1), on the following day (1). The sacrifice party reports back on the rejuvenated olive tree (1).

(3 marks)

03 *What does Herodotus achieve by the use of myth in this passage and elsewhere? Refer to the books of Herodotus you have read.*

A good answer should take into account here:

- the emotional impact in this passage of the sack of the key urban sanctuary
- specific mention of ancient cult sites on the Acropolis,
- and particularly those of Erechtheus, Poseidon and Athene
- the symbolism of the olive tree and its sprout

And elsewhere e.g.

- the origins of Spartan double royalty in Book 6
- Pheidippides' encounter with Pan
- cult origins and divine connections
- Persian claim of descent from Perseus

Maximum of Level 3 for answers which do not mention 'elsewhere'.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 How important are sacred sites to Herodotus' narrative? Support your answer by reference to the books of Herodotus you have read.

Probable discussion will be focused round:

- his evident view that it is her men who make up a city, but the physical city and sanctuary are sacred and an inspirational focus
- he gives a detailed account in Book 8 of the trail of Persian destruction after Thermopylae, including a frustrated attempt to sack Delphi, and this successful one on the Acropolis;
- while the Persians are successful, they are destructive and sacrilegious.

Herodotus makes sure that his reader knows

- what the Athenians in particular experienced in the attack on their city, and what it is they are defending.
- The account at the end of Book 8 of the embassy of Alexander and the Spartans to Athens also makes a point of insisting on the importance of the restoration of the destroyed buildings, and of the temples of the gods as part of the shared culture which the Greeks feel it imperative to defend. Other similar material should be credited.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 Identify 'My wife' (line 2) and 'You too' (line 3)

Atossa (1), the Chorus of Elders (1)

(2 marks)

06 Briefly outline the circumstances in which Darius makes this speech. Make three points.

Three of e.g: The messenger has delivered his account (1) of the Persian defeat (1) at Salamis (1). The Chorus has reacted (1) in a lament (1); Atossa who has had a prophetic dream (1) appears prepared for a ritual (1) to summon the ghost of Darius (1) with the Chorus (1); he appears and addresses them (1).

(3 marks)

07 What does Aeschylus achieve by including Darius in The Persians? Support your answer by reference to the whole play.

Responses might suggest that:

- he represents the older generation, alongside the Chorus.
- Xerxes, both in report and actuality, is contrasted strongly with the older and more sympathetic personalities of Atossa and Darius.

They both comment on:

- his rashness,
- lack of strategic sense, tendency to bite off more than he can chew etc. and they lament these characteristics.

Darius, in particular, is presented as wiser, and critical of Xerxes' follies, as in the next speech in this scene; he is used to set the standard from which Xerxes has departed disastrously. Dramatically, the ghost rising from the tomb has authority derived from the staging effect which lends authority to what he actually says.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 'The effect of *The Persians* depends more on spectacle than on action.'

How far do you agree with this judgement? Support your answer by reference to the whole play.

Responses might suggest that:

- *The Persians* focuses on frequently prolonged poetic and presumably musical commentary, provided by the Chorus alone and in dialogue with the characters on the events unfolded in the play.
- it works largely by reaction to narrative of events offstage, but also maintains a formal role in a formal drama, so also provides the bystander / audience voice / emotional commentary/collective character / structural elements we would expect.
- presentation of events from the (ostensibly) Persian point of view counts.
- the individual characters' speeches tend to static narrative arias rather than interreactive dialogue / stichomythia.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

09 How far do you think Herodotus and Aeschylus are unbiased narrators of their stories? Support your answer by reference to both texts.

This is a cue for an open discussion of both authors' narrative tactics and perhaps visible bias. Discussions and content will vary, but some major points might be:

Herodotus' picture of the political situation after Marathon, Darius' intention of making war on Greece as well as Egypt, Xerxes' inheritance of these plans, and the presentation of the meetings which lead to the invasion can all be seen as showing revenge for the injuries done by the Greeks as a major incentive, complicated by all the perceptions which we would now regard as commonplace in political PR manipulation and spin. The revenge driver also underpins the presentation of Xerxes and his followers as irrational and hubristic in the narrative of the invasion itself; apparently casual acts of destruction and violence belong in this framework.

A key theme in *The Persians* can be argued to be an attempt to demonstrate that Xerxes is at the end of a long line of high-performing monarchs, who built up the Persian Empire to the point at which Darius inherited. Medus built the monarchy, his successor consolidated its role; Cyrus maintained peace and added territory, maintained by his successor; Mardus was a temporary blip, but Artaphernes and eventually Darius made up for it. Darius then claims that he had many campaigns, but never caused damage on the scale that Xerxes has. Darius' point is effectively that although the story has not been one of perfection, Xerxes has destroyed his own kingdom, and brought real disgrace on an unprecedented scale on his line.

Both authors could be seen as having a nationalist tub to thump. Hdt. 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 as he presents it. Aeschylus implies or says all that too. Both texts are interested in presenting 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. Hdt. 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.

Good answers will probably marshal some of this and other material to think about nationalist and political biases and other motivators for both authors, and support argument from both texts.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

10 'The Greeks overcame the Persians in 480-479 BC not because of their unity but in spite of their differences.'

How far do *The Histories* and *The Persians* support this statement? Refer to both texts in your answer.

Arguments will obviously vary, but a view is likely to be constructed on the basis of both authors' attention to the Athenians and the extent to which they suffered, but also provided cohesive leadership to the Greeks as a force, culminating in the Salamis accounts. The role played by individuals, including Themistocles, is important, and so (in particular) is Herodotus' presentation of Athenian priorities and interests.

Books 7 and 8 provide plenty of material about differences between Greek states in their response to the Persians, some actively Medizing, some feeling unable to resist and so making overtures. Equally, there is evidence here of power struggles between states which were not provoked by Persian threat but by their own priorities. Evidence is elsewhere in the prescription about different government systems, loyalties and ethnic groupings is clearly relevant. So is Hdt.'s account of Thermopylae, and his assertion that it was the Athenians and their fleet which were actually the deciding factor in the eventual outcome. Themistocles' strategy in concentrating joint efforts at Salamis should also be given due weight.

Discussion of both texts might focus on how far they support the idea that without Athens and her function as a cohesive factor and provider of necessary human and other resources, the Greeks would have been unable to muster enough moral and physical superiority to defeat the Persians. That said, Aeschylus' focus on the Athenians' distinctive collective personality is one thing, but there is also a tendency to avoid the suggestion that there are any other Greeks at all. Hdt. has more space and a different genre to play with, and so does tell the reader about the other states involved, and assigns credit where credit is due – Thermopylae etc. Intended audience probably an important factor, and Aeschylus a participant writing for participants where Hdt. has other aims.

A good answer will probably focus more on Herodotus (inevitably), but should have a view about Aeschylus' presentation of the major factors and players in the victory.

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	3		3
07	4	6	10
08	8	12	20
TOTAL	17	18	35

Section 2

Either
 Option C

	AO1	AO2	TOTAL
09	16	24	40
TOTAL	16	24	40

Or
 Option D

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	16	24	40

OVERALL

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