A-LEVEL

Classical Civilisation

CIV3B The Persian Wars
Mark scheme

2020
June 2015

V1 Final Mark Scheme

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
- 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
- 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
- a range of accurate and relevant knowledge
or
- some relevant opinions with inadequate accurate knowledge to support them.

3-4

Level 1   Demonstrates
either
- some patchy accurate and relevant knowledge
or
- 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
- 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 Demonstrates
- 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
    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 Demonstrates
- 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
- **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
- **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
- 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
- **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
- **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

Unit 3B   The Persian Wars

Section 1

Option A

01   Who made the resolution mentioned in the passage, and what information were they keen to get about Xerxes' forces? Make five points.

Conference [1] of the Greek states [1] who were 'loyal to the general cause' [1]; they wanted to discover the size of the forces [1], proportions of cavalry to infantry [1] and whether there was a significant navy [1].

[5 marks]

02   To what extent are the outcomes of the embassies to Argos and to Gelon typical of relationships between the Greek states?

Argos
Herodotus gives three versions of the events leading to their failure to come to terms with the embassy – the oracle advising them to go it alone and keep their backs covered, failure to reach agreement with Sparta on anything other than Spartan terms, and active or passive Medizing, either as a result of Persian persuasion or strategic issues.

Gelon
After expressing resentment over failure of Greeks to help against Carthage, agrees to contribute large army and navy and provision Greek army for duration, on condition that he is sole supreme commander. The embassy refuses the condition, and there is no further negotiation. Gelon provides for negotiation with Xerxes via offshore fund administered by Cadmus, and deals with invasion by Terillus and Hamilcar. Answers should have a view as to whether these in fact constitute paradigms for the kinds of issue which motivated individual Greek states and their friends and opponents.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

03   **To what extent were the Greeks able to overcome their disunity in 480 BC?**

Explain and support your answer by reference to the books of Herodotus that you have read.

Discussion will probably build on the student's answer to 02 to demonstrate awareness of the problems. Here books vii and viii 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
- evidence of power struggles between states which were not provoked by Persian threat but by their own priorities
- evidence elsewhere in the prescription about different government systems, loyalties and ethnic groupings
- Herodotus' account of Thermopylae, and his assertion that it was the Athenians and their fleet which were actually the deciding factor
- Themistocles' strategy in concentrating joint efforts at Salamis.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Option B

04   **Outline the circumstances of this exchange. Make five points.**

Last choral ode [1] after the reaction of Atossa [1] and the ghost of Darius [1] to the messenger speech [1]; Xerxes has returned [1] in a humiliated condition [1]; the Chorus add to the emotional impact of his appearance [1] and they continue a joint lament [1].

[5 marks]

05   **How far do you think that this passage sums up Aeschylus' presentation of Xerxes and the attitudes of other characters towards him in 'The Persians'?**

Points which may arise here:

- the Chorus' early fears echoed here
- and early lament for the loss of Persia's youth
- Atossa's dream
- contrast with Darius
- the messenger's presentation of his news before the Salamis account
- the Salamis account itself
- Chorus reaction
- Darius' attitude
- Xerxes' lament.

All of which could be used to support a view of Aeschylus' presentation of Xerxes as consistent and underwritten by the attitudes of other characters to him.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

06   How important is the Chorus to Aeschylus' dramatic presentation of the Persian invasion?

An open discussion, which may use some of the following:

- at times prolonged poetic
- and presumably musical commentary
- provided by the Chorus alone
- and in dialogue with the characters on the events unfolded in the play
- works largely by reaction to narrative of events offstage
- but also maintains 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.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Section 2

Option C

07   **How far do Herodotus and Aeschylus make their descriptions of the battle of Salamis the climax of their narratives and to what extent do they highlight other aspects of the campaign? Give reasons for differences in their approach. Support your answer by reference to both texts.**

The dramaturgy / narrative construction question:

- both texts do lead to Salamis as a climax, with very different moods and views, obviously, of the outcome
- both present, in the space available, an extremely detailed version of the event itself
- with a major concentration on it as a turning point in the war.

Aeschylus leads the audience via eg:

- Chorus' sense that Persia has lost a generation
- Atossa's dream and her related fears
- the Messenger's dramatic arrival
- his narrative of the battle, where he flags the losses first, and then builds it up via the actions of the participants
- foregrounding the opposing fleets
- then the aftermath, including Xerxes' reaction
- which will lead into choral laments, Darius' ghost, and Xerxes' own arrival.

Herodotus has a bigger space in which to construct his narrative, but answers might think in terms of the narrative in book vii, where in the aftermath of Artemisium and the setback at Thermopylae:

- the Greek leaders confer at the Isthmus
- and decide to corner the Persian fleet and fight at Salamis
- the Persians have a council of war
- the narrative of the preliminaries of the battle
- Themistocles' trick
- and the battle itself
- winding down again into the narrative of Xerxes' retreat
- and the withdrawal of his land troops.

Good answers will pick up on the build-up towards it, and the way in which the audience / reader's buttons are pressed, emotionally and otherwise, with the uses of suspense, dialogue, cliffhangers, treachery, rhetoric, etc.

Apply Levels of Response at beginning of Mark Scheme.

                                                                                                    [40 marks]

Option D

08   **How important do you think oracles and divine intervention are to Aeschylus' and Herodotus' presentation of the Persian Wars? Support your answer by reference to both texts.**

Discussion should be focussed round the sense in both texts that oracles and the divine scheme of things have a part to play in the motivation and outcome of the events described.

In **Herodotus**, oracles are used:

- to persuade Xerxes to set out
- to build the boat bridge
- later the Athenians receive a prophecy of success and Salamis at Delphi
- prophecy before Thermopylae leading to Leonidas' dismissal of troops
- 'wooden wall', prophecy to Athenians, etc
- divine retribution appears in Artabanus' dissuading speech
- Xerxes has a sequence of dreams
- there is an eclipse when the bridge is complete
- later loss of ships in storm at Sepias
- phenomena at Delphi, etc
- sightings of Pan, Athene.

In **Aeschylus**:

- joining of battle at Salamis is attributed to divinely-inspired madness
- and so is Xerxes' general behaviour
- Darius refers to oracles which foretold disaster
- Darius himself is a ghost, if perhaps not quite divine.

In both texts hubris and its punishment is an implied and sometimes explicit theme, which contributes to the portrayal of Xerxes as a tragic figure.

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	5	-	5
02	4	6	10
03	8	12	20
TOTAL	**17**	**18**	**35**

Or
Option B

	AO1	AO2	TOTAL
04	5	-	5
05	4	6	10
06	8	12	20
TOTAL	**17**	**18**	**35**

Section 2

Either
Option C

	AO1	AO2	TOTAL
07	16	24	40
TOTAL	**16**	**24**	**40**

Or
Option D

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	**16**	**24**	**40**

OVERALL

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