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A-LEVEL

# Classical Civilisation

CIV4B Alexander  
Mark scheme

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2020  
June 2015

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Version1.0: V1 Final Mark Scheme

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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](http://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.

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**LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS**

<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• accurate and relevant knowledge covering central aspects of the question</li> <li>• clear understanding of central aspects of the question</li> <li>• 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</li> <li>• ability generally to use specialist vocabulary when appropriate.</li> </ul>	<b>8-10</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>5-7</b>
<b>Level 2</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• some relevant opinions with inadequate accurate knowledge to support them.</li> </ul>	<b>3-4</b>
<b>Level 1</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• some patchy accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li> </ul>	<b>1-2</b>

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>19-20</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail and</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>14-18</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>9-13</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>5-8</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-4</b>

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## 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,
- 37-40**
- 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.
- 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,
- 27-36**
- 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.

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<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge from different sources</li><li>• some understanding of some aspects of the question, including some awareness of classical values</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>17-26</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>8-16</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-7</b>

## Unit 4B Alexander

### Section 1

#### Option A

- 01 Give three other details of the battle which is referred to in the passage, apart from the number of enemy troops.**

Just fought and beaten (1) Porus (1) at the battle of the Hydaspes River (1). Crossing the flooded river (1) to engage (1) had been hard (1) and several men had been struck by lightning (1). Coenus sent to outflank (1), Alexander's treatment of Porus (1).

**[3 marks]**

- 02 Give two fears Alexander's men had about 'crossing the Ganges' (line 3).**

It was very wide (4 miles) and deep (100 fathoms) (1) there was a gigantic host of infantry, horsemen (1) and elephants on the other side(1), the kings on the other side were waiting for them (1).

**[2 marks]**

- 03 To what extent did the mutiny at Opis have different causes from the mutiny at the Hyphasis River?**

**In your answer refer to Plutarch and Arrian.**

Points might include some but not necessarily all of the following:

#### **Hyphasis River**

- Army mainly tired and wanted to go home.
- This was exacerbated by bad weather and a long battle.
- Revolt by whole army
- Original aims of campaign long satisfied/change of objective

#### **Mutiny at Opis**

- Revolt was sparked by Alexander's attempt at demobilisation of those too old or unfit to continue.
- He intended to send them home with sufficient to make them envied by those in Macedonia, but according to the sources, the men had begun to think he undervalued their services and was trying to replace them with native troops.
- This could have been sparked by the appearance of the 'Epigoni' and came just after the trek through the Gedrosian Desert.
- Only veterans revolting
- Troops offended by Persian officers/weddings/Median clothes etc

Apply Levels of Response at beginning of Mark Scheme.

**[10 marks]**



**04 How typical of Alexander's dealings with his men throughout his campaigns was his behaviour at the revolt on the Hyphasis River?**

**In your answer refer to Plutarch and Arrian.**

Points might include some but not necessarily all of the following:

- He retired to his tent in disappointment.
- He felt he owed no thanks to his troops for all their achievements if he could not cross the Ganges, but regarded this behaviour as an admission of defeat, which may have changed his attitude towards his officers and men.
- He did the same thing when the troops mutinied at Opis (ie retired to his tent and refused to speak to envoys) but first executed the ringleaders then addressed the army and recounted all their achievements causing them to back down.
- Arrian claims that the 'Oriental subservience to which he had become accustomed had changed his old open-hearted manner towards his countrymen.'
- Early in the campaign (first winter in Asia) he had sent newly married men home until the spring and after the revolt at Opis had been resolved he sent the veterans home with large gratuities and gave orders that the orphaned children of his soldiers should continue to receive their fathers' pay.
- After the marriages at Susa he discharged the debts of his guests and gave each bride a dowry.
- There are numerous reports of his generosity during the campaign which might be mentioned.
- In general Alexander retained the loyalty of his men by publicly suffering the same hardships as them (Gedrosian Desert) and by inspiring them by his actions (when wounded by the Malli) and rhetoric as well as by supplying them with booty on a regular basis. It was when he pushed them too far and they did not share or understand his 'vision' that things went wrong.
- Ruthless justice meted out to officers and men alike
- Use of Aristander/omens etc to justify Alexander's actions

Apply Levels of Response at beginning of Mark Scheme.

**[20 marks]**

**Option B****05 What were the circumstances in which this event happened? Make five points.**

Alexander's forces were drawn up against Darius' forces (1) at Gaugamela/Arbela (1). The Macedonians were heavily outnumbered (1). Alexander had addressed his officers (1) and told them to advance in silence (1) until the signal, then give the battle cry (1). There has been reconnaissance (1) sacrifice to god of fear (1). He had ordered that the troops set up camp (1) eat and rest (1) at this point Arrian and Plutarch say that Parmenio made his suggestion of a night attack.(1)

**[5 marks]****06 How important an influence was Parmenio on Alexander?**

Points might include some but not necessarily all of the following:

- He declared for Alexander early so Alexander 'owed him'.
- One of Philip of Macedon's trusted generals, and present at Alexander's first battles; gives Alexander advice at Granicus and Gaugamela but is apparently ignored.
- He suggests that Alexander accept Darius' terms after Issus and is rebuked with "So would I ... if I were Parmenio."
- He warns Alexander against the physician, Philip of Acarnania.
- He is often seen as giving the more cautious advice which allows Alexander to take the more audacious path to glory.
- He is often sent ahead as key commander, and left behind in Ecbatana with an army positioned on supply lines.
- Members of his family are placed in key military roles – Nicanor and Philotas (sons) and Coenus (son-in-law), and brother, Asander, as satrap of Sardis.
- Key position in battle
- Message for help at Gaugamela
- Put to death after 'Conspiracy of Philotas – threat?

Apply Levels of Response at beginning of Mark Scheme.

**[10 marks]****07 To what extent was Alexander's success in the battles of Granicus, Issus and Gaugamela due to good strategy rather than to good luck?**

**In your answer refer Plutarch and Arrian.**

Points might include some but not necessarily all of the following:

- **Granicus (334 BC)**  
Wishes to ignore Parmenio's caution and launch a (reckless) attack across the riverbank but is persuaded to delay attack until dawn. The Persians hope to catch the Macedonians as they are crossing but the bulk of the army crosses and drives the enemy back. Alexander, conspicuous in his armour, leads the charge and is nearly killed by Spithradates. Parmenio's cavalry charge at the right time and the Persians flee.
- **Issus (333 BC)**  
Parmenio sent ahead to secure the route while Alexander recovers from illness and suggests the Macedonians muster at Issus. Alexander does not do this; Darius captures

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and destroys the hospital bases left there before coming round behind Alexander's forces and cutting off communications. Battle occurs because of Alexander's error in not stopping Darius at Persian Gates. In circumstances unfavourable for Macedonians Alexander draws up battle line with Parmenio on left flank beside the sea. Alexander's positioning of Agriane cavalry. After some delay, the battle begins and Alexander charges with cavalry across the river (again). Persians take advantage of a gap in the line. Alexander makes heroic (or foolhardy) charge for Darius who flees.

- **Gaugamela (331 BC)**

Heavily outnumbered. Alexander rejects night attack but possibly leaks information to make Darius' troops stand prepared all night. Displays bravado by sleeping late on morning of battle (Plutarch). Strategy of drawing Persian troops away from centre to allow for charge through to encircle. Required delicate timing as no spare troops. Used same oblique advance as at Chaeronea. Phalanx divided to let scythed chariots through – phalanx well-drilled. Persians take baggage train and kill 60 Companion Cavalry with Alexander in serious danger. Darius escapes. As he prepares to pursue him, Alexander receives plea for help from Parmenio and postpones pursuit.

Credit should also be given for discussion on the relative quality of the troops, the failures of Darius etc.

Apply Levels of Response at beginning of Mark Scheme.

**[20 marks]**

## Section 2

### Option C

#### 08 How successfully did Alexander combine the culture of the Macedonians and the cultures of the territories that he conquered?

In your answer refer to both Plutarch and Arrian.

In order to fulfil the requirements of synopticity, students should support their arguments with a range of evidence from both sources. Students might be expected to include a range, but not all, of the following:

#### Plutarch

- Early plan to marry daughter of Pixodarus of Caria - a sign of interest in the east? Alexander's friends reproved for acquiring luxurious (oriental?) habits and leaving behind the tough life of a Macedonian.
- Following the death of Darius (330 BC), Alexander begins to wear barbarian dress as a way of sneakily introducing obeisance to the Macedonians, but he stops short of wearing full Median dress (ie trousers) and does not wear the tiara.
  - The Macedonians were not happy but made concessions as he was virtuous in other ways. He tests their loyalty by offering to allow any who wished to go home.
  - From this point on, he adapts his own style of living in order to reconcile Asiatic and Macedonian customs.
  - Selection of Epigoni; Marriage to Roxanne; Hephaestion becomes more orientalised but Craterus clings to Macedonian ways.
  - Killing of Cleitus and accusations of him liking oriental customs too much; Callisthenes incident regarding *proskynesis*; following Persian custom of distributing money to women when he arrives in Persis.
  - Marriages at Susa; Macedonians believe he has tired of them and is more interested in his new, native troops (Opis).

#### Arrian

- Holds regular Greek games etc as he progresses through Asia Minor; in speech to soldiers before Issus he contrasts the 'soft and luxurious lives' of the Persians with the Macedonians 'trained in the hard school of danger and war;'
  - Alexander pays respect to native gods eg Apis Bull (Memphis) and Bel (Babylon); Epigoni wear native Macedonian kit; Alexander in 'Median clothes' and the marriages at Susa performed 'in the Persian fashion'; resentment of orientalism of Peucestas who had been appointed Governor of Persia; inclusion of foreign mounted troops amongst Companion Cavalry believing it meant that Alexander 'no longer cared for his own people or own native ways.'
  - After Opis, Arrian comments that Alexander had 'grown by that time quicker to take offence and the oriental subservience to which he had become accustomed had greatly changed his old open-hearted manner towards his own countrymen.'
  - Resentment that Alexander had made Persians his kinsmen and allowed them to kiss him; Arrian says that he took steps towards the pomp and arrogance of Asiatic kings but concludes that this was not serious and could be put down to his youth.

Points against might include the burning of Persepolis (more expansively told in Plutarch than Arrian), which may have been symbolic of replacing Persian culture with Greek.

Students should weigh up the possible causes of resentment and come to a conclusion as to which were the most important factors.

Apply Levels of Response at beginning of Mark Scheme.

[40 marks]

### Option D

#### 09 ‘Alexander’s upbringing was the key to his later success, both off and on the battlefield.’

**To what extent do you agree? In your answer refer to both Plutarch and Arrian.**

In order to fulfil the requirements of synopticity, students should support their arguments with a range of evidence from both sources. Students might be expected to include a range, but not all, of the following:

- Portents surrounding the marriage of Philip and Olympias and the birth of Alexander; heroic ancestry (Heracles, Achilles), danger to his succession on Philip’s marriage to Cleopatra, and Alexander’s confidence in standing-up to his father at the wedding.
- Olympias a devotee of Dionysus hence Alexander’s desire to outdo him eg Carmanian Revels
- Reports of his confidence re running at Olympia, talking to Persian envoys, taming Bucephalus; efficient way he tracked down and punished those responsible for Philip’s assassination, foreshadowing his pursuit of Darius.
- Effect of Aristotle’s teaching
- Early military success:
  - suppression of northern tribes before marching on rebellious Greek states in first year as king
  - his different treatment of Thebes and Athens
  - his actions at Delphi and assumption of leadership of Hellenic League and intention to invade Persia
  - his careful planning of the expedition to Asia.
  - his desire to outdo Philip.

Evidence from early life (Plutarch) should be linked to examples from later life (Plutarch and Arrian) to support argument.

- Alexander’s decisive behaviour at the battle of the Granicus River, Issus and Gaugamela foreshadowed in his early military exploits.
- His statesmanlike behaviour towards Darius’ womenfolk after Issus, possibly on account of having witnessed the way his mother was treated by Philip.
- His ruthless efficiency in the pursuit of Darius **and** honourable treatment of the body, also honourable treatment of Cyrus’ tomb (cf treatment of Timocleia at Thebes).
- His remembrance of people in his past who had influenced him (eg Leonidas and the incense) **but** his ruthless treatment of those whom he believed to be in conflict with him eg Cleitus, Philotas, Parmenio.

Students should weigh up the events considered and come to a conclusion as to whether they were important factors.

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	3	-	3
02	2		2
03	4	6	10
04	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Or**  
**Option B**

	AO1	AO2	TOTAL
05	5	-	5
06	4	6	10
07	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2**

**Either**  
**Option C**

	AO1	AO2	TOTAL
08	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or**  
**Option D**

	AO1	AO2	TOTAL
09	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**OVERALL**

	AO1	AO2	TOTAL
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>