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A-LEVEL

# Classical Civilisation

CIV4B Alexander  
Mark scheme

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2020  
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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>	Demonstrates <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>	Demonstrates <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>	Demonstrates <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>	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>5-8</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>1-4</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,
  - 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**

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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>

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**Unit 4B Alexander**

**Section 1**

**Option A**

**0 1** **After which battle do these events take place?** **[1 mark]**

Gaugamela / Arbela

**0 2** **What happened to the King (line 3) after Alexander had defeated him in this battle? Make four points.** **[4 marks]**

He fled the battle [1] and was pursued by Alexander [1] but was arrested [1] and eventually killed [1] by one of his own men [1] and was left in a wagon by the roadside [1] nearly a year after the battle [1] Bessus assumed the command (receiving the royal salute from the Bactrian cavalry [1], Alexander arrived just too late to see him before he died [1])

**0 3** **How important to Alexander was the acquisition of money and other treasure from his conquests?** **[10 marks]**

Answers might include some, but not necessarily all, of the following:

Students may argue that Alexander needed the money only to pay his army:

- sends allies home with full pay and a gratuity
- always ensured that the treasure from victories was looked after (by Parmenio) presumably ensuring he had sufficient resources to pay his army
- various monetary gifts for military valour
- at the outset of the expedition money was tight so plunder would have been important to gather to pay the army.

Or that he wished acquire funds to display his generosity:

- Alexander had a reputation for generosity with money, possessions and food
- he was most impressed by a casket regarded as Darius' most valuable possession and kept his 'Iliad' in it
- Darius' offer of money for the release of the Persian prisoners after Issus refused
- generosity in giving Darius' wife a lavish funeral
- his comments on the capture of Darius' tent regarding what it was to be a king
- wedding gift to his Companions at Susa
- his letter to Phocian saying he would not regard him as a friend if he declined his gifts
- he sent the spoils from Granicus back to Macedon
- his promise to those who scaled the Sogdian Rock
- generosity to Taxiles
- Plutarch's story of the man who was carrying the load after his mule gave up..

Some students may comment on his sometimes ambivalent attitude towards the display of

wealth:

- Alexander's disapproval of his friends' love of luxury
- Arrian's disapproval of Alexander's emulation of Eastern extravagance and splendour.

0	4
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**To what extent was Alexander punishing the Persians for their invasion of Greece and to what extent was he pursuing his own aims in his conquest of Persia? Support your answer by referring to both Arrian and Plutarch.**

**[20 marks]**

Students might discuss some, but not necessarily all, of the points below:

- Alexander was proclaimed commander-in-chief of the Greeks, by the Greek states, for an expedition to invade Persia
- sacrifices etc to the Greek army at Troy / overt respect to the forebears of the Greeks
- after Granicus, some spoils from the battle were sent to Athens and his inscription over the rest of the spoils, the other plunder was sent to mother. (He also disbanded the Greek fleet wishing to avoid the expense of its upkeep. Arrian book 1)
- his care to reward the Thessalian cavalry who had distinguished themselves at Issus showing acknowledgement of Greek involvement
- Alexander's letter to Darius after Issus declaring that he had taken the field against Darius to punish Persia for invading Greece
- still receiving mercenary troops from Greece at the siege of Tyre
- burning of the palace at Persepolis in revenge for the burning of Athens in 480BC and symbolic sending back of the statues of Harmodius and Aristogeiton to Athens or as an act of aggression.  
But the burning of Persepolis seems to mark a turning point:
- while stopping at Ecbatana in pursuit of Darius, Alexander sends his Thessalian cavalry and allied soldiers back to the Aegean, suggesting that he considered his obligation to the Corinthian League at an end? Soldiers allowed/encouraged to enlist as mercenaries. The pursuit of Darius seems to have become a personal quest
- his treatment of the Greek delegates who asked for terms for the release of the Greek mercenaries who had fought for the Persians, both in Egypt and after the Greek contingents were sent home. When the mercenaries arrive he arrests them and dismisses the envoy from Sinope which was not a member of the League and then offers them service as mercenaries for him
- his training of the *epigoni* and increasing orientalism might suggest that his interests were less in line with Greek interests
- Exiles Decree promulgated as leader of the Corinthian League.

Some may comment on his comment at the Hydaspes River "O you Athenians, will you ever believe what risks I am running just to earn your praise?" which came some time after he began releasing Greek troops and re-employing them as mercenaries.

**Option B**

**0 5** **Where and in what year did Hephaestion die?** **[2 marks]**

Ecbatana; 324BC

**0 6** **What, other than his fever, contributed to Hephaestion's death?** **[2 marks]**

He could not bear to remain on a strict diet [1] disobeyed the orders of his physician [1] he ate a fowl [1] and drank too much [1]

**0 7** **'...he subdued the tribe of the Cossaeans.' (line 7).  
According to Plutarch, what did Alexander then do to the Cossaeans?** **[1 mark]**

He slaughtered the whole male population (from the youths upward)

**0 8** **To what extent do Plutarch and Arrian treat Hephaestion's death and Alexander's reaction to it differently?** **[10 marks]**

Answers might include some, but not necessarily all, of the following:

**Plutarch:**

- gives details of Hephaestion's death – fever, disobeying physician
- Alexander's over-the-top response, (see passage above)
- simplistic treatment of Alexander's subsequent behaviour eg re oracle.

**Arrian:**

- reports that Hephaestion fell ill after 7 days, while Alexander was at the stadium in Ecbatana,
- his condition worsened and he died before Alexander could reach him
- Arrian discusses the reaction of other writers
- some said he behaved outside the bounds of propriety others that he enhanced his own glory by behaving as he did
- stories range from flinging himself on the body, having to be dragged away, staying there all day and night, hanging the physician, cutting his hair short –possible: driving the funeral cortege, ordering a shrine of Asclepius as a demi-god and sending to oracle of Ammon
- Alexander held funeral games and did not replace him in Companion Cavalry
- Arrian does not seem to connect the destruction of the Cossaeans with his grief
- Alexander's letter to Cleomenes granting him a pardon for past crimes if he organised shrines to Hephaestion in Alexandria and Pharos.

Apply Levels of Response at beginning of Mark Scheme.

**0 9** 'Alexander was loyal to his friends only when it suited him.'

**To what extent do you agree with this assessment of Alexander? Support your answer with reference to both Plutarch and Arrian.**

**[20 marks]**

Students may refer to some, though not necessarily all of the following:

- Alexander was loyal to boyhood friends who had proved their loyalty to him – Harpalus, Nearchus, Ptolemy who had been banished by Philip for conspiring with Alexander to marry him to a Carian princess
- his trust in Philip of Acarnania, the physician
- his treatment of Parmenio and his sons
- his treatment of Philotas, Cleitus and Callisthenes
- his treatment of his tutors, Leonidas and Lysimachus
- his insistence on shrines to Hephaestion being erected in Alexandria and Pharos but he also reprimanded him for disputing with Craterus and reminded him that without Alexander he was nothing. Craterus reprimanded also
- his concern when Craterus was ill, and his promotion of Peucestas to governor of Persia for saving his life
- the loyalty which his men seemed to have for him which is sometimes repaid
- the deterioration of his relationship with Aristotle.

Apply Levels of Response at beginning of Mark Scheme.

**Section 2****Option C**

1	0
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**‘Arrian gives a much more accurate assessment of Alexander’s character and achievements than Plutarch does.’**

**To what extent do you agree with this statement? Support your answer by referring to both Arrian and Plutarch.**

**[40 marks]**

This is an opportunity for students to discuss the purpose Arrian and Plutarch had in writing their accounts, with the possibility of ranging freely cross their work to supply evidence.

**Arrian:**

- Greek with Roman citizenship, writing to emulate Xenophon
- using his own military and administrative experience in discussing Alexander’s tactics and methods of rule in his conquests; painstaking detail on administrative matters eg appointment of governors
- openly admiring of Alexander and prepared to make excuses for any bad behaviour, although he does criticise him for excessive ambition
- uses mainly histories of Ptolemy and Aristobulus as sources and following probably Ptolemy where they differ
- Arrian claims that princes do not lie and so follows Ptolemy
- his belief that neither source had anything to gain by not telling the truth as Alexander was dead when they wrote
- choice of Ptolemy probably justified as this dealt with military matters from the perspective of one who was there, though personal bias is not necessarily filtered by Arrian
- Arrian’s sources may have been less open about the less creditable episodes on Alexander’s life (Ptolemy) or may have been apologetic to a large degree (Aristobulus)
- does not discuss reasons for Alexander’s expedition or give much context but concentrates on the expedition itself in the way Xenophon concentrates on his expedition.

**Plutarch:**

- Greek philosopher and later priest at Delphi who proclaimed that he would pick and choose from the exploits of his subjects as he was writing biography not history
- believed that it was the chance remarks or jokes made by these men that revealed more about their virtues and vices, therefore giving more weight to anecdotes such as the taming of Bucephalus or the sending of incense back to his tutor
- tends to see all events in personal terms, rather than seeing Alexander’s choices as those of a ruler
- emphasises Alexander’s physical appearance (eg Lysippos’ statues, Apelles’ painting, skin colour, divine fragrance)
- interest in the wider issues eg Aristotle’s influence, Alexander’s interest in philosophy)
- Plutarch’s account is structured differently, as he is drawing parallels between his subjects so must select his information to fit his view of each.

Apply Levels of Response at beginning of Mark Scheme.

**Option D**

1	1
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**‘Alexander was most successful in battle when he faced the greatest difficulties.’**

**How far do you agree with this assessment? Support your answer by referring to both Plutarch and Arrian.**

**[40 marks]**

This question provides an opportunity for students to review Alexander’s battle tactics in the varying circumstances of his campaigns. Students are most likely to discuss the following battles:

- Granicus – Alexander’s dispute with Parmenio, his disregard of advice and risky attack across the river. Terrain not the easiest for battle, and Alexander does the unexpected and takes a risk
- Issus – his careful drawing up of battle lines before the battle showed forethought and then his riding at a gallop into the stream dividing the armies. Alexander nearly out-flanked by Darius prior to the battle, but it was a high risk strategy
- Gaugamela – vast numbers of Persians seemed to make the battle one-sided; detailed survey of the battle ground; careful drawing up of his troops, slight incline to the right with battle line; warning the Macedonians to break ranks to allow the Persian scythe-chariots through; chasing of Darius and reluctance to return to assist Parmenio. Again Alexander pursues a high risk strategy which pays off because of the quality of his troops
- his use of infantry against Porus as the horses were afraid of the elephants, and his crossing of the river following the rainstorm
- tendency to take the enemy by surprise by rapid marches and his use of various stratagems when in Media and Bactria
- use of favourable circumstances and adapting tactics such as at the siege of Tyre, although this was a protracted siege
- Alexander’s withdrawal at the Persian Gates until a way around was found
- his seeming ability to pull off unfeasible feats eg conquering the Rock of Sogdiana
- students may make more general points relating to the confusion of war, the quality of his troops and the groundwork laid by Philip.

Some students may mention Chaeronea and Alexander being the ‘first to break the line of the Theban Sacred Band.’

Apply Levels of Response at beginning of Mark Scheme.

**Assessment Objectives Grid****Unit CIV4B Alexander****Section 1****Either  
Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	01		01
<b>02</b>	04		04
<b>03</b>	4	6	10
<b>04</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**or  
Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>05</b>	02		02
<b>06</b>	02		02
<b>07</b>	01		01
<b>08</b>	4	6	10
<b>09</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2****Either  
Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>10</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**or  
Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>11</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Overall**

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