



**General Certificate of Education  
June 2011**

**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 candidates' 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 candidates' 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 candidates' 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 candidate 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 candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates 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 candidate'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

<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</li> <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>	<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>

**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 candidates 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**

<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>

**Mark Scheme**  
**Unit 3B      The Persian Wars**

**Section One**

**Option A**

- 01 Outline the circumstances in which the Athenians received this oracle. Make five points.**

Xerxes is advancing into Greece [1], with bigger force [1], this time without demanding submission [1]; the Athenians visit Delphi and initially receive an oracle which advises them to give up and flee [1] as their city will be destroyed [1]. The envoys demand a second one [1] and the quoted passage is the outcome [1]. The envoys report back [1] and a debate follows [1].

*(5 marks)*

- 02 How dramatic is Herodotus' version of the debate in Athens about the meaning of the oracle?**

Herodotus gives an account of the debate, in which he says that there were two mutually exclusive interpretations. The (perhaps obvious) one was that the prophecy referred to the Acropolis, which had once had a thorn hedge – the wooden wall of the oracle – and would escape destruction if they retreated within it and defended it (this, ironically, leads to its destruction later). The other was the proposal that the 'wooden walls' were an image for a navy, both defensive and aggressive, and he has already argued, before the oracle account, that without the Athenian resistance by sea and land, there would have been no attempt to resist the Persians by sea, and little success by land either. Herodotus recounts concern among the naval supporters about the significance of last two lines of this passage, and he introduces Themistocles, arguing successfully that the dead will be the enemy, not the Athenians.

Apply Levels of Response at beginning of Mark Scheme.

*(10 marks)*

- 03 How crucial, in your view, was Themistocles' interpretation of this oracle both to Athens' survival and to his own career?**

Cue for a discussion which might think about

- this debate
- Themistocles' naval ambitions
- his use of the Laurion money to build the ships
- his work on attempting to unite the Greeks in a common cause
- Artemisium
- Salamis and Themistocles' strategy
- his dealings with Xerxes afterwards
- his financial activities
- failure at the brave Oscars
- honoured by Sparta, if not Athens

Apply Levels of Response at beginning of Mark Scheme.

*(20 marks)*



**Option B**

- 04 Outline the circumstances in which Darius makes the speech from which this passage is taken. Make five points.**

Part of Darius' last speech [1] before he and Atossa [1] cede the stage to the returning Xerxes [1]. He and the Chorus [1] have been providing an extensive reaction [1] to the Messenger's account of Salamis [1] and predicting further disaster [1] for troops attempting to get home [1].

(5 marks)

- 05 In the whole of Darius' speech from which the passage comes, how effectively does Aeschylus pass judgement on Xerxes' activities?**

Darius is arguably presented as the mature parent with long hindsight: 'many troops I had, many campaigns I led; but never dealt my land a blow like this.' Much of his discourse focuses on the successes he had as a wise and mature leader, and he is treated with veneration by the Chorus. He is presented as a king with a pragmatic sense of the proper limits of ambition, in which he resembles some wise predecessors. Xerxes is youthful, ambitious, and foolish in ignoring the messages of the past. The speech quoted here goes on to enlarge on the follies of destroying sacred heritage sites, and of biting off more of the Greeks than he can chew, thereby antagonizing gods and men.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 06 How far did the circumstances of the original production of *The Persians* affect both its structure and its message?**

Cue for a discussion of *The Persians* as a tragedy, a national celebration, commemoration etc. Points to make might include

- unique status of this play as a response to recent real events
- lack of active plot – largely extended reaction to the central event narrated in the messenger speech
- use of Chorus as collective scene-setters, commentators and reactors to the main characters: (a normal usage, but NB dialogues with e.g. Atossa on the Athenians, and Darius' ghost on the right reaction to Xerxes)
- interaction of Chorus with Xerxes in extended operatic mourning at the end
- quasi-Persian setting: why? The play was being performed below the ruins of the Acropolis sacked by the Persians and watched by many participants in the conflict reflected in the play
- presentation of the characters: use of Atossa and Darius' ghost to affect our view of Xerxes?
- formal use of the tragic structure – alternation of big choral interludes and dialogue/speeches, extended final chorus – could it have been done differently with different effect?
- the nature of the message conveyed – is it really a Persian tragedy played for sympathy, or a piece of *schadenfreude* for a victorious audience, or an awful warning about the dangers of hubris?

These are possible examples, but not an exhaustive or prescriptive list. Other relevant points should be credited.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section Two

### Option C

- 07 How far do both Herodotus and Aeschylus focus their accounts of the Persian Wars on the actions and personalities of individuals? Support your answer by reference to both texts.**

Discussion here might include:

- both authors' use of individuals as causal factors leading to a chain of events e.g. Herodotus' presentation of the debate about invasion in book 7, Darius and Atossa's conversation about Xerxes in *The Persians*; Themistocles' activities, particularly as an advocate of naval priority in Herodotus.
- both authors' interest in characterisation – both present vivid pictures of central personalities, even when briefly: Xerxes again, his parents, Themistocles, Mardonius, Leonidas etc.
- the importance to both narratives of their major and minor characters as both motivators and reactors.
- the role in both of a sense of individuals' judgement, e.g. Xerxes as a disastrous strategist in both texts
- and of their motivating ambitions e.g. Herodotus' presentation of Themistocles, Mardonius, Xerxes, and Aeschylus' Darius and Xerxes.

These are possible examples, but not an exhaustive or prescriptive list. Other relevant points should be credited.

A good answer will understand the narrative strategies of both texts and the way in which their major and minor personalities, good, bad or indifferent, are used to explore and crystallize their major underlying themes as well as to articulate their management of the sequence of events.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

### Option D

- 08 How far do you think that both Herodotus and Aeschylus are sympathetic to the Persians and their culture? Support your answer by reference to both texts.**

Cue for an open discussion of e.g.:

- the presentation of the invasion and its motivating factors – revenge for Greek support of Ionian revolt, empire building, territorial protection etc.
- the presentation of the major personalities involved, especially Xerxes – is he shown sympathetically or with contempt? Why Atossa?
- the politics of Xerxes' accession and those of his advisors, Herodotus' account in particular
- perceived and contrasted national characteristics of both sides – e.g. Persians running on a slave-culture, Greeks variously free and defending that freedom; Xerxes v. Leonidas as leaders
- both authors' sense of cause and effect, at both personal and national level e.g. hubris as a concept in the presentation of major characters on both sides

- the role of divine interest in both versions, e.g. Herodotus' use of oracles, Darius' speech about Zeus and the fulfilment of old prophecies in *The Persians*
- the advantages and limitations of both authors' chosen genres, dramatic and poetic presentation against extended prose narrative

These are possible examples, but not an exhaustive or prescriptive list. Other relevant points should be credited.

A good answer should give comparable weight to both texts; it ought to be aware of the circumstances in which *The Persians* was first staged, and of the conventions of tragedy onto which it maps; a sense of Herodotus' treatment of both Greeks and Persians in the light of moral as well as political imperatives should inform the answer.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Assessment Objectives Grid**  
**Unit 3B      The Persian Wars**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	5		5
<b>02</b>	4	6	10
<b>03</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>04</b>	5		5
<b>05</b>	4	6	10
<b>06</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section Two**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>07</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>08</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>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>

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