**General Certificate of Education
June 2010**

Classical Civilisation   **CIV4B**

Alexander

Unit 4B

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.

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 two years of study on the A Level 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

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 that 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 covering most of the central aspects of the question
- coherent 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
   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   **8-16**
- **and** sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.

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   **1-7**
- **and** little clarity; there may be widespread faults of spelling, punctuation and grammar.

Mark Scheme
Unit 4
Option B   Alexander

SECTION ONE

Option A

01 ***Why was it important for Alexander to capture the city of Tyre? Give three reasons.***

THREE from: Need to destroy naval threat of Tyre itself (1) and of Persia (1) in order to go against Egypt safely (1) given that Persians still controlled e.g. Cyprus (1) Persian threat in Aegean if Alexander advanced inland (1) potential threat of Athens and Sparta (1) destruction of Tyre key to control of Phoenicia (1) would gain Phoenician fleet (probably) (1) Phoenician sailors would not resist if their town taken (1) first step in wider control (1) e.g. next step control of Cyprus (1) need to have area secure for further advancement (1) part of Alexander's promotion of own success (1) etc.

(3 marks)

02 ***How did Alexander treat the defeated Tyrians? Give two details.***

TWO from: Free pardon to king (Azemilcus) (1) and town dignitaries (1) and visitors from Carthage (1) everyone else sold into slavery (1) including Tyrians (1) and foreigners captured in the town (1) 30,000 sold (Appian) (1).

(2 marks)

03 ***To what extent is Plutarch's account of the siege of Tyre different from Arrian's?***

Plutarch's account:
- Plutarch does not record details of the siege, giving very brief summaries of the beginning (use of moles, siege engines and 200 ships)and end (Alexander leading attacks on walls, thereby encouraging other troops to join in and take victory).
- Plutarch places emphasis on omens and dreams, especially two dreams of Alexander in the first of which Hercules beckons Alexander to enter Tyre (also mentioned by Arrian) and in the second a satyr, interpreted as meaning 'Troy will be yours', is caught by Alexander.
- Therefore, although the dreams might be seen as showing this to be a significant undertaking, there is no detail of siege tactics to substantiate this.

Arrian's account:
- On the other hand, Arrian goes into great detail on the stages of the siege, which could be seen as showing it to be a 'tremendous undertaking'.
- e.g. construction of mole joining mainland to Tyre, very difficult from Tyrian raids
- two defensive towers built on mole
- supervised by Alexander
- towers set on fire by Tyrians
- rebuilding of mole to be broader for more towers
- alexander orders war engines on mole and ships to attack
- Tyrian response with fire arrows
- huge scale and strength of walls emphasized
- Macedonian approach hindered by blocks of stone
- despite great difficulties, stones moved and submerged
- Tyrian surprise attack on Cypriot fleet in north harbour

- successful attack on Tyrian fleet by some of Alexander's fleet, while part of it guarded south harbour
- Tyrians no longer protected by fleet
- methodical search by Alexander for weak spot in walls
- first breach on south section
- attacks on breach and by sea north and south
- Alexander and Admetus prominent in action
- Admetus killed, Alexander entering town, fleet successful too.

Apply Levels of Response at beginning of Mark Scheme.   *(10 marks)*

04   ***'Alexander's tactical skills were the most significant factor in his success up to the fall of Tyre.' How far do you agree with this opinion?***

It is important that candidates avoid straight narrative and highlight tactical skills and other factors. Evaluation should focus on the relative significance of tactical skills and other factors
Tactical skills include:
- bold tactics at Granicus with swift cavalry attack across river, causing Persian wings to collapse etc.
- developing siege skills at Miletus for later use at Halicarnassus (use of siege-engines successful) and Tyre
- moving north in determination to catch Darius
- very fast movement before Issus
- tactics in battle of Issus, including leading an outflanking manoeuvre of cavalry on right, use of cavalry again to attack Greek mercenaries in centre of Persian troops, perseverance of forces on left
- use of mole, siege engines and ships at Tyre.

Other factors include:
- having secured Greece, as far as possible before he left, e.g. with ruthless treatment of Thebes and leaving Antipater with the troops to suppress revolt – can be linked to tactical skills
- taking balanced force of cavalry and infantry – implications for tactics
- acquisition of fleet as he went on, e.g. Cypriot fleet and others before siege of Tyre
- methodical strategy, starting at Hellespont and working southwards and eastwards
- vulnerability of Persians with large empire and weak leadership
- Alexander's personal qualities, e.g. leading in battle risking own life, e.g. at Granicus
- Alexander's charisma, increasing victory by victory, and self-belief, e.g. visit to Troy
- ruthless treatment of Greek mercenaries
- building solidarity through rewards to Macedonians, dead and survivors, and their families
- presenting himself as a liberator at Sardis
- strategy of securing state after state: Lydia, Caria, Lycia, Pamphylia, following coastal route – can be linked to tactical skills
- personal mystique growing, e.g. story of Gordian knot (if debunked somewhat by Arrian and Plutarch)
- policy of sending home most recently married Macedonians on winter leave
- careful choice of satraps
- encouragement to troops before battle
- humane treatment of Darius' family

- patience in not pursuing Darius but securing Syrian coast and Egypt etc.

Apply Levels of Response at beginning of Mark Scheme. *(20 marks)*

Option B

05   Who was Philotas (line 2)?

ONE from: Son of Parmenio (1) friend of Alexander (1) Macedonian commander (1)
(1 mark)

06   According to Plutarch, what character traits did Philotas have? Give two details.

TWO from: Good reputation for bravery (1) generosity (1) liked luxury (1) boasted (when drunk) (1) provoked suspicion (1) arrogant.
(2 marks)

07   What treatment did Alexander give to Philotas when a conspiracy was discovered? Give two details.

TWO from: Alexander had him arrested (1) tortured (1) in presence of Companions (1) Alexander listened behind a curtain (1) had him executed (1)
(2 marks)

08   How far do you agree with Plutarch's view that it was 'Cleitus' evil genius' (line 4), not Alexander, that was responsible for Cleitus' murder? Give reasons for your views.

Points supporting Plutarch's view might include the following:
- level of drunkenness of Cleitus
- Cleitus leaving off a sacrifice in the middle seen as shocking and a bad omen
- Cleitus, uninhibited through drink, stated anger at insults to Macedonians in presence of barbarians
- Cleitus' immoderate comment on having saved Alexander's life at Granicus and claim that Alexander has disowned Philip as father, claiming to be Ammon's son
- intensification of argument with Cleitus speaking up for Macedonians against Alexander's orientalism
- Cleitus' shocking challenge to Alexander to speak out or not allow his fellow Macedonians to do so
- drunken Cleitus unrepentant, bundled away by friends
- Cleitus' reappearance reciting line from 'Andromache'
- Cleitus overstepping the mark
- insubordination not acceptable
- praise of Philip over Alexander by Cleitus
- Cleitus' criticism of Alexander's policies.

Points against Plutarch's view might include the following:
- level of drunkenness of Alexander same as Cleitus and others
- but Alexander still responsible for his own actions
- and for his actions as leader
- tensions brought to surface by drink
- Alexander not stopping recitation of verses which were humiliating to Macedonian commanders and shocking to older men present

- Alexander responsible for provoking Cleitus by taunting him with cowardice in response to Cleitus' angry claims of insults dished out to Macedonians in presence of barbarians and making an angry riposte to Cleitus' defence of Macedonians against Alexander's orientalism
- Alexander's provocation in throwing apples at Cleitus
- seizing of dagger by Alexander, call to bodyguard and command to trumpeter (unwilling, but praised for this later) in this emergency situation
- fatal blow with spear on unarmed Cleitus, Alexander's attempt to kill himself too in remorse.

Apply Levels of Response at beginning of Mark Scheme.   *(10 marks)*

09 *How well did Alexander manage his officers and men? Refer to the accounts of both Arrian and Plutarch in your answer.*

Points might include the following:
- through leadership, personal example and courage kept support
- need to assert independence less well received
- conciliation of new subjects, e.g. adoption of Persian dress and punishment of Persians like Bessus while wearing it (but using Macedonian methods with Macedonians) and Persian upper class not generally well received – difference between Plutarch, who claims he wore only part of Persian king's costume, and Arrian, who is more critical
- some understanding by Arrian and Plutarch, who both see value of sharing customs, that Alexander's approach was pragmatic
- multicultural developments had mixed reception
- kept loyalty through e.g. sharing their hardships, paying debts, burial rites, rewards
- some like Parmenio's family particularly critical but most, as Plutarch argues, saw Alexander's good qualities as outweighing new ideas
- causes and effect of Philotas and Parmenio killings, e.g. whether executions betray increasing paranoia or were evidence of need to keep control; bitterness among friends, including Antipater, according to Plutarch
- causes and effect of Cleitus' death, including Anarchus' justification, mentioned by Arrian and Plutarch
- Proskynesis policy a risk and resented by some, e.g. criticized by Arrian; refusal by Callisthenes, mentioned by Plutarch and Alexander showing sense in backing down
- conspiracy of the pages as revenge for treatment of Hermolaus, Callisthenes implicated despite lack of evidence
- loss of morale (Arrian) by troops in face of Alexander's determination to continue, leading to mutiny at river Hyphasis
- purges, e.g. execution of Cleander, as difficulties mounted (crossing Gedrosian desert, corruption of officials)
- mass marriages at Susa, including Alexander's, resented by some
- resentment also caused amongst Macedonians by military training of thousands of young Persians, seen as a threat
- in face of continuing resentment of Macedonians Alexander discharged sick; Plutarch criticizes his reliance on Persian soldiers
- banquet of reconciliation, huge numbers present recorded by Arrian
- widespread grief at death of Alexander etc.

Apply Levels of Response at beginning of Mark Scheme.   *(20 marks)*

SECTION TWO

Option C

10 ***How successful was Alexander in dealing with the challenges of administering his conquests? Refer to the accounts of both Arrian and Plutarch in your answer.***

Challenges include
- vast size of empire
- obstacles in the terrain
- diversity of peoples, languages, customs, religions – how to unite them
- coordination
- maintenance of own power
- keeping control during years of conquest as empire expanded
- finding suitable administrators

Steps taken to deal with challenges include
- using existing systems, e.g. allowing princes to continue ruling Phoenician cities (but not Tyre)
- avoiding rigid system, e.g. using Macedonian generals as satraps
- promoting tolerance and religious freedom
- separation of civil, military, financial authority, e.g. having separate financial administrators overseen by Harpalus as head treasurer
- Alexander controlling coinage, introducing empire-wide silver coinage but not enforcing it in Babylon or Phoenicia
- loyalty to Alexander fostered, e.g. from Phoenician princes
- using non-Macedonians in high positions e.g. Mazaeus as satrap of Babylon (but without financial control or military remit, which were in hands of Macedonians)
- encouragement of trade, suppression of pirates
- right of appeal given to subjects
- founding of cities, most east of Tigris, many called Alexandria, based on Greek model but with governors appointed by Alexander
- encouragement of intermarriage

Degree of success: points might include
- system only as good as those selected to run it. Poor appointments included corrupt Abulites in Susa (Arrian's evidence)and a number of corrupt Iranian satraps, showing joint rule not entirely successful, and embezzlement by Harpalus, showing danger of giving one man financial control
- success of coinage reform in encouraging trade,
- success overall of separation of financial, military and civil affairs
- opening up of East successful
- racial equality and intermarriage not successful etc.

Apply Levels of Response at beginning of Mark Scheme.   *(40 marks)*

Option D

11 *How far, in your opinion, do the accounts of both Arrian and Plutarch show that Alexander's desire for fame was more important than other factors in motivating him?*

Candidates should bring in other factors, starting perhaps with Arrian's character sketch at the end of Book 7, as well as the desire for fame and try to decide how relevant they are.

Arguments that the desire for fame is more important might include
- Arrian's assessment early in Book 7 of 'no lack of grandeur or ambition'
- reference to himself as king of Asia in letter to Darius (Arrian's account)
- Arrian's claim that visit to Ammon was motivated by desire to emulate fame of Perseus and Heracles
- Plutarch's statement followed by stories of Alexander's youthful ambition, e,g, Bucephalus story
- other stories of Plutarch, e.g. the cutting of the Gordian knot (also in Arrian's account)
- emphasis in Plutarch's account on prestige after victory at Guagamela
- disappointment, according to Plutarch, after battle with Porus that he could not go further in his conquests etc.

Arguments that the desire for fame was **not** more important might include
- Arrian's broad coverage of Alexander's character traits and other factors, e.g. temperance, skills as a general, risk-taking, religious sense
- Plutarch also mentioning other traits, including temperance
- Arrian strong on Alexander's meticulous attention to detail, e.g. in siege of Tyre
- Arrian's interest in details of dispositions of troops in battle etc.
- reliability and bias of Arrian and Plutarch as sources.

Apply Levels of Response at beginning of Mark Scheme.   *(40 marks)*

Assessment Objectives Grid
Unit 4B   Alexander

SECTION ONE

Either
Option A

	AO1	AO2	TOTAL
01	3		3
02	2		2
03	4	6	10
04	8	12	20
TOTAL	**17**	**18**	**35**

Or
Option B

	AO1	AO2	TOTAL
05	1		1
06	2		2
07	2		2
08	4	6	10
09	8	12	20
TOTAL	**17**	**18**	**35**

SECTION TWO

Either
Option C

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	**16**	**24**	**40**

Or
Option D

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	**16**	**24**	**40**

OVERALL

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