



National
Qualifications
2023

2023 Classical Studies

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher Classical Studies

Always use these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidate responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Where the candidate fails to comply with the rubric of the paper and answers more than two 25 mark questions, or questions in more than one section, mark both responses and record the better mark.
- (d) The detailed marking instructions are not an exhaustive list. Award marks for other relevant points.
- (e) Award marks only where points relate to the question asked. The term ‘any other reasonable point’ allows for the possible variation in candidates’ responses. Always award marks according to the accuracy and relevance of an answer.

Marking principles for each question type

This question paper assesses the following skills:

- analysis
- critical evaluation
- source comparison
- structuring and sustaining a line of argument.

The following question types are used in this paper:

- source evaluation questions **(10 marks)**
- source analysis questions **(10 marks)**
- source comparison questions **(15 marks)**
- source comparison question comparing classical ideas with a modern source **(15 marks)**
- questions requiring candidates to integrate knowledge, analysis, synthesis and develop a line of argument. **(25 marks)**

The general principle underpinning the marking is to award marks for well-thought-out answers, supported by examples from the prescribed texts, with direct quotes, if possible.

Marking instructions for each type of question

Section 1 – Source based questions

Question type – Source analysis	Max mark	Marking instructions					
<p>Questions that begin ‘<i>In what ways . . .</i>’ require candidates to analyse a source. Candidates identify different aspects or components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistencies and inconsistencies • different views and/or interpretations • possible consequences and/or implications • the relative importance of components • understanding of underlying order or structure. 	10	0 marks No relevant points of analysis are made.	1–2 marks Makes one or two relevant points of analysis which respond to the question.	3–4 marks Makes three relevant points of analysis which respond to the question and show understanding of the source content, context or intention.	5–6 marks Makes four relevant points of analysis which respond to the question and show wider understanding of the source content, context or intention.	7–8 marks Makes four relevant points of analysis which respond to the question and show full understanding of the source content, context or intention.	9–10 marks Standards for 8 marks are reached. AND Wider reading complements the analytical points.

Question type – Source evaluation	Max mark	Marking instructions					
<p>Questions that begin ‘<i>To what extent . . .</i>’ require candidates to <i>evaluate</i> a source. Candidates use in-depth knowledge and understanding of the aims, and/or qualities of classical sources and writers, to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	0 marks No relevant evaluative points. OR Points are not relevant to the question.	1–2 marks Makes one or two reasoned, relevant evaluative points which respond to the question.	3–4 marks Makes three reasoned, relevant evaluative points which respond to the question and show wider understanding of the writer, source content, context or intention.	5–6 marks Makes four reasoned, relevant evaluative points which respond to the question and show wider understanding of the writer, source content, context or intention.	7–8 marks Makes four reasoned, relevant evaluative points which respond to the question and show full understanding of the writer, source content, context or intention.	9–10 marks Standards for 8 marks are reached. AND Wider reading complements the analytical points.

Question type – Source comparison	Overall mark		Marking instructions			
			Structural mark (5 marks)			
<p>Questions that ask candidates to ‘<i>compare different sources . . .</i>’ require candidates to:</p> <ul style="list-style-type: none"> • explain the content of two different sources • make points of comparison between sources. 	15	5	0 marks No relevant points of comparison.	1–2 marks Addresses one or two areas of comparison between the two sources.	3–4 marks Addresses three or four areas of comparison between the two sources.	5 marks Addresses four areas of comparison between the two sources. AND Supports answer with a conclusion which responds to the question and links with the comparisons.
			Evidence mark (10 marks)			
		10	0 marks No relevant explanation of the source meaning or context.	1–10 marks Up to a maximum of 10 marks , award 1 mark for each relevant point about the meaning or context of the sources, which is made to support the comparison(s). Points may involve candidates providing, for example: <ul style="list-style-type: none"> • additional detail • examples • reasons • evidence. 		

Question type – Comparison with modern source	Overall mark		Marking instructions			
			Structural mark (5 marks)			
<p>Questions that ask candidates to ‘<i>compare classical ideas with a modern source . . .</i>’ require candidates to:</p> <ul style="list-style-type: none"> • accurately explain the meaning of a modern source • compare classical ideas with the views of the source. 	15	5	0 marks No relevant points of comparison.	1–2 marks Uses one or two different areas from the modern source for comparison with the classical world.	3–4 marks Uses three or four different areas from the modern source for comparison with the classical world.	5 marks Uses four different areas from the modern source for comparison with the classical world. AND Supports answer with a conclusion which responds to the question and links with the comparisons.
			Evidence mark (10 marks)			
		10	0 marks No relevant explanation of the source meaning or context.	1–10 marks Up to a maximum of 10 marks , award 1 mark for each relevant point about the classical world or texts, which is made to support the comparison(s) with modern ideas contained in the source. Points may involve candidates providing, for example: <ul style="list-style-type: none"> • additional detail • examples • reasons • evidence. 		

Part B – Essay questions

Analysis – 8 marks

Candidates must demonstrate their ability to identify, describe and explain relevant parts and the relationships between the parts and/or the whole. Candidates must be able to draw out and relate different views and/or interpretations, possible consequences and/or implications, the relative importance of components, and an understanding of underlying order or structure.

0 marks	1–2 marks	3–4 marks	5–6 marks	7–8 marks
<p>No evidence of analysis (a purely descriptive response)</p> <p>OR</p> <p>Analysis is not relevant to the question.</p>	<p>Makes one or two analytical points about aspects of a value, concept or system of classical society.</p>	<p>Makes three or four analytical points about aspects of a value, concept or system of classical society.</p> <p>AND</p> <p>At least two of these are well-developed key points in the context of the question.</p>	<p>Makes four analytical points about aspects of a value, concept or system of classical society.</p> <p>AND</p> <p>All of these are well-developed key points in the context of the question.</p>	<p>Meets criteria for 6 marks.</p> <p>AND</p> <p>Some or all analytical points show evidence of engaging with wider reading.</p>

Evaluation – 8 marks

Candidates must demonstrate knowledge and understanding of the similarities and/or differences, and make a reasoned judgement based on criteria.

0 marks	1–2 marks	3–4 marks	5–6 marks	7–8 marks
<p>No relevant, reasoned evaluative points.</p>	<p>Makes one or two relevant points of evaluation.</p>	<p>Makes three or four relevant, reasoned and/or evidenced evaluative points.</p> <p>AND</p> <p>At least two of these are well-developed key points in the context of the question.</p>	<p>Makes four relevant, reasoned and/or evidenced evaluative points.</p> <p>AND</p> <p>All of these are well-developed key points in the context of the question.</p>	<p>Meets criteria for 6 marks.</p> <p>AND</p> <p>Some or all evaluative points show evidence of engaging with wider reading.</p>

Argument and conclusion – 9 marks				
0 marks	1–2 marks	3–4 marks	5–6 marks	7–9 marks
No evidence of a sustained line of argument.	Line of argument breaks down during the response.	Line of argument is largely coherent . AND Line of argument largely responds to the question.	Line of argument is coherent . AND Line of argument clearly responds to the question in a logical way. AND Conclusion shows logical development from the argument.	Meets criteria for 6 marks . AND Line of argument is skilfully constructed to present points in a compelling way. AND Conclusion shows a high level of judgement and balance based upon the argument.

Marking instructions for each question

Section 1 – History and historiography

Part A – Classical literature

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
1.	<p>Questions that begin ‘in what ways. . .’ require candidates to analyse a source.</p> <p>Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>Answers should discuss the ways in which Tacitus’ descriptions make clear the challenges facing Roman military leaders during the mutinies on the frontier.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • violent outcry of the older soldiers shows that there is great anger among the more experienced soldiers • soldiers speaking directly shows leaders facing opposition • offering to support Germanicus in a coup, shows that ordinary people may not care much about maintaining the status quo • the soldiers are extremely fickle, supporting him as emperor, then trying to kill him • Germanicus’ attempt to sway the mob by grand gesture does not have the desired effect • having to be rushed into his tent shows how easy it is to lose control of a mob • naming individuals helps make the idea of actual conflict in debate much more vivid • the use of emotional blackmail by the soldiers and Germanicus • need for Agrippina to leave camp • description of Arminius indicates problems of native rebellion/resistance • refusal of Tiberius to honour terms offered by Augustus. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
2.	<p>Questions that begin ‘to what extent. . .’ require candidates to evaluate a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>Answers should discuss points Thucydides makes about the fifty-year interval (Pentacontaetia) and evaluate how well these explain causes of the war.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • calls Potidaea, Samos and Corcyra pretexts which means he did not think they were true causes of the war • Athens established an empire from the Delian League and made it secure • Sparta was unwilling to hinder Athenian progress • Athens’ overreach against Spartan allies pushed ‘necessity’ on Sparta and they had to go to war • message from Delphi/Apollo gave Sparta confidence that they would succeed • role of Corinth in rousing war • other speeches in Athens and Sparta • naval victories/defeats may have created momentum • mention of the retreat of Xerxes points to the loss of the common enemy • the fifty-year interval is a long enough time for city states to forget common cause and start to fight with each other. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
3.	<p>Questions that ask candidates to ‘compare different sources. . .’ require candidates to:</p> <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources. 	15	<p>Answers should discuss points from and make comparative comments about both sources and support these with any relevant wider knowledge.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • detailed description of specific incidents • use of dialogue • authorial speculation on what characters thought • bias in interpretation of actions • drawing general lessons from specific examples • reflection on tyrannical behaviour. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • describes the pyre scene • the significance of Solon to Croesus • presents direct thoughts of Croesus and Cyrus • wisdom can be hard to understand until there is a setback • wisdom is worth a fortune • tyrants often do not understand how life may change • implies it is wrong to punish defeated enemies because success and failure come to everyone • suggests ignoring divine wisdom may bring retribution from the gods. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • assumes hypocrisy in Tiberius’ refusal of the titles • Tiberius seems to recognise that very powerful people, like himself, can be brought low if they are not careful • details how Tiberius used the treason law in a new way • colours Tacitus’ attitude to imperial rule in this period • records Tiberius’ actual words (genuine or invented) • gives specific details of the charges against Falanius and Rubrius • suggests subtle beginnings lead to tyrannical results for the whole country. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
4.	<p>Questions that ask candidates to <i>'compare a modern source/quote with classical ideas'</i> require candidates to:</p> <ul style="list-style-type: none"> accurately explain the meaning of a modern source/quote compare the views of the source/quote <i>with</i> classical ideas. 	15	<p>Answers should discuss four different aspects drawn from the modern source in relation to how Livy handles similar themes/material.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> we cannot understand the present without understanding its development present national customs are a result of the past leaders must understand the past to avoid similar mistakes in the future learning from the past is history's chief use history can give pleasure/interest history can contain exciting material as fascinating as literature. <p>Points of comparison from Livy Book 1:</p> <ul style="list-style-type: none"> in the preface he points to the idea that the republic was causing its own downfall Livy sees ancient history as a diversion from modern troubles sees the legendary elements as worthy of Rome's greatness but not historical presents great men of the past as models for the present tracing the course of decline in the past is the best medicine says it shows examples and warnings for a nation the kings' lives show where modern Roman institutions come from Romulus established the city, augury, senate Numa established religious institutions Tullus Hostilius established the Latin League Ancus Martius instituted systems for legal war Tarquinius expanded the power and influence of the city in Etruria Servius Tullius established the 'second foundation' in class structure Brutus' story shows roots of Roman love for republicanism the stories are romantic and interesting like a historical novel. <p>Any other reasonable point.</p>

Part B – Classical society

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
5.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss events described in Book 1 of Herodotus evaluating how far they show differences that led to conflict between the Persians and Greeks.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Herodotus tries to rationalise actual myths to make them ‘coded’ versions of history to explain the enmity between ancient east and west • story of Candaules and Gyges is probably not necessary for the history of the Persian wars, but he uses it to show the character of eastern peoples • Gyges’ rule confirmed by Delphi gives some legitimacy to the Lydian kingdom • stories of Alyattes (Lydia vs Miletus) are of historical merit • story of Arion is more a moral tale than history • stories of Croesus are designed to show the role of fate or fortune in history • Persian war with Lydia seems to become more historical • Croesus consulting Delphic oracle centres the drama in the Greek world • stories of Athenian tyrants set the background to the Athenians in the same way as he set the background to the Persians • stories of Lycurgus do the same for the Spartans • stories about the origins of Cyrus are designed to explain the power of Persia and its character • many stories in the second half of the book are designed to give an explanation of Babylon and its country • the overall narrative of Book 1 is the origin of conflict between ancient east and west and the rise of Cyrus the Great • Book 1 is designed to introduce the Persians, as well as the Athenians and Spartans at the time. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
6.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss Thucydides' descriptions of causes for the war, considering how far his analysis is good.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • description of Epidamnus affair • description of Corinthian retaliation • Athens could not risk Corinth taking control of the Corcyrean navy • Corcyra (with Athenian support) wins the naval battle against Corinth • Thucydides says declaration of war after this battle was because of fear of Athenian power • possibly this was rather a chain of events which could have been halted if the parties involved had tried seriously to arbitrate • Thucydides saw the war as inevitable so did not take other genuine causes seriously • Athens had probably not violated the letter of the 30 years' peace • Athens had probably violated the spirit of the 30 years' peace • the Corinthian speech at Sparta was very effective in persuading Sparta • Sparta voted that the 30 years' peace had been violated • Spartan envoys asked Athens to rescind the Megarian Decree; then they would discuss avoiding a full-scale war • Pericles opposed this in an effective speech to the assembly: we cannot give in to small things • both sides did not mobilise until the next year suggesting that war was not planned by either side • Corinth's motive was to re-establish their old image of power • Athens wanted to maintain the integrity of the Athenian empire • Athens misjudged the importance of the Megarian Decree to the Spartans • Sparta believed Athens was threatening Greek freedom. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
7.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss elements which Polybius describes analysing how clearly, they explain Hannibal’s success against the Romans.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Polybius differentiates <i>cause</i>, <i>pretext</i>, and <i>beginning</i> of the conflict • desire for revenge in Hamilcar Barca • anecdote of Hannibal’s oath as a boy • Rome’s annexation of Sardinia • Carthaginian success in Spain • Polybius’ description of the treaties between Rome and Carthage • Romans assume war is inevitable • Romans assume war will be fought in Spain • Roman request to hand over Hannibal forces Carthage’s hand • Romans do not anticipate the speed of Hannibal’s march • Roman army is badly prepared and under-strength • Hannibal’s army is greatly weakened by the crossing of the Alps • Scipio Senior is wounded at Ticinus • Romans do not anticipate surprise tactics • Hannibal uses softer diplomacy to win over allies • Flaminius/Longus are drawn into unwise attacks • Polybius discusses the failings in leaders • Fabian strategy • brilliant escape by Hannibal on plains of Capua • ending of Fabian Strategy • foolishness of Varro at Cannae. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
8.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should describe parts of <i>Annals</i> Book 1 and discuss whether bias makes them less useful.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Livia is characterised as a monster who poisoned her grandchildren • Tiberius' retirement on Rhodes is characterised as 'nursing his resentment' • Augustus' death is tainted with the rumour that Livia was responsible • death of Postumus is not proved to be Tiberius' fault but Tacitus implies he and Livia were responsible • the blame of Crispus is then hypocritical • Tiberius behaves well to the Senate, but Tacitus suggests this was an act • he takes control of the imperial armies which Tacitus criticises as tyrannical • he refuses an annual vote of allegiance by the Senate, but Tacitus says this was dishonest • Tacitus suggests the funeral of Augustus was in the Campus Martius to avoid popular uprising had it been in the forum • presents a positive and negative analysis of Augustus' reign but gives the negative version last, at greater length and with greater flourish • Tiberius' first speech: he wants to share more power with the Senate as he does not feel equal to Augustus. Tacitus sees this as dishonest • Tiberius ignores his ex-wife, Julia: she was Augustus' daughter, but they had always hated each other and Tacitus records that she 'looked down on him' • Tiberius refuses the title 'Father of the Fatherland': again Tacitus says this was just to fool everyone • the mutineers are characterised as ignorant riffraff though they seem to have valid complaints • Tiberius sends Drusus and Germanicus to deal with the mutiny: Tacitus criticises him for not dealing with it himself • their tactics seem reasonable, but Tacitus says they were hypocritical • if we read Tacitus' facts we can see through the bias. <p>Any other reasonable point.</p>

Section 2 – Individual and community

Part A – Classical literature

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
9.	<p>Questions that begin ‘In what ways. . .’ require candidates to analyse a source.</p> <p>Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>Answers should discuss the ways in which the source shows Aristotle’s views on government.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • there were three forms of governance – rule by one, rule by a few, rule by many • each could have a good form, and each could have a corrupted form • in good governments, rulers governed for the benefit of all citizens • government was corrupted when rulers ruled only for their own interests and benefit • smaller states tended to be better governed • those who were not fit to rule might still be able to fight • citizenship should be restricted to those who are able to fight • Aristotle argues that in reality kingship is the most likely to be corrupted, as there are no restraints on kings • a combination of rule by a few with some participation by all citizens (polity) produces the best form of government • the purpose of a state is to allow its citizens to flourish/be happy • women would be excluded from citizenship as they do not fight, as well as Aristotle’s argument that they are too emotional and lack reason. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
10.	<p>Questions that begin ‘To what extent. . .’ require candidates to evaluate a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>Answers should discuss the attitudes to Greeks and ‘barbarians’ of Plato.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Glaucou needs to be persuaded that Greeks should not enslave Greeks • Greeks should not enslave other Greek cities • Greeks should not enslave other Greek individuals • Greeks should fight barbarians rather than other Greeks • the reference to Greek weapons in temples suggests the gods did not wish to see fighting amongst Greeks • not enslaving Greeks produces cultural unity • if Greeks fight other Greeks there should be a limit to the destruction – only burn crops • the final statement suggests that all Greeks shared characteristics which were not shared by ‘alien’ barbarians • barbarian is a pejorative term derived from the incomprehensibility of non-Greek languages to the Greeks • these attitudes tended to be shared by most educated Greeks of the 5th and 4th centuries BC. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
11.	<p>Questions that ask candidates to ‘<i>compare different sources. . .</i>’ require candidates to:</p> <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources. 	15	<p>Answers should discuss points from and make comparative comments about both sources concerning morality in government and support these with any relevant wider knowledge.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • moral factors are important to ensure good government • self-control is important • many citizens lack moral integrity • different expectations for citizens with different levels of power • wrongdoing endangers the stability of the state. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • Plato saw the morality of ordinary citizens as a threat to governance • ordinary citizens were forbidden to lie, but rulers may lie, in order to protect the state • obedience to rulers was a key factor • truth is most valuable for experts • self-discipline is important for young men. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • Aristotle focused more on the morality of rulers than the ruled • Aristotle identified avarice as a moral failing which causes instability and regime change • democracy was the final degeneration of government • kingship better suited to smaller states • rulers who don’t behave like citizens become corrupt • the size of the city determines how it can be governed.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<p>Possible points for comparison from own knowledge:</p> <ul style="list-style-type: none"> • Plato specifically identified the ‘noble lie’ to ensure that the masses are convinced that they were not born to share in government • Plato would have ensured that the rulers live in relative poverty and have their property open to inspection to ensure they are not accumulating excessive wealth • both Plato and Aristotle believed education of the ruling classes would eliminate moral failings. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
12.	<p>Questions that ask candidates to 'compare a modern source/quote with classical ideas' require candidates to:</p> <ul style="list-style-type: none"> accurately explain the meaning of a modern source/quote compare the views of the source/quote with classical ideas. 	15	<p>Answers should discuss up to four areas of comparison from the modern source and draw comparisons with Aristotle's analysis of tyranny.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> tyranny is a form of government which endures it is created from discontent with democracy the tyrant becomes increasingly ruthless and repressive the tyrant ignores the rule of law the tyrant may launch wars to improve their popularity individual tyrants do not endure. <p>Points of comparison from Aristotle's <i>Politics</i> may include:</p> <ul style="list-style-type: none"> tyrannies evolve from discontent, often with democracies which fail to deliver promises, or which are attacked by the wealthy tyrants ignore laws which do not suit them, or they create laws which benefit themselves or their own families some tyrants do accept the law and have willing subjects a tyrant lacks good advice, and will often receive flattering but poor advice from those seeking favour a tyrant will increasingly use terror to sustain their own rule or to repress their opponents – growth of the size of armies is inevitable tyranny is the most unstable form of government as it excludes nearly all from decision-making, and hence creates the most discontent tyrants like to be seen as strong military leaders tyrants often die violently as there is no other way of removing them. <p>Any other reasonable point.</p>

Part B – Classical society

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
13.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss the nature of the guardians in Plato’s <i>Republic</i>.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Plato set out a detailed programme for education of the guardians • guardians should be educated in music, mathematics and philosophy to ensure they use reason • they should also receive physical training to ensure that they have courage • the literature they read should be censored to ensure that they do not have the wrong idea of the nature of the gods or correct moral behaviour for individuals • they should be trained to keep their emotions under control, as emotions cloud good judgement • they should be largely self-selecting and largely drawn from the same class of people • Plato would ensure control of sexual reproduction to ensure that ‘the best would breed most often, the worst the least’ • they should be monitored, and if they fall short, they should be removed from the ruling class • marriage regulated by the state • wives and children live communally • women could be guardians and therefore should be educated as well as men • other factors possibly discussed may include their relative poverty, their ability to deceive the general population, and their monopoly of power within the state. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
14.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss Aristotle’s attitude to conflict in the state.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Aristotle argues that strife and revolution should be avoided within a state • revolution should be avoided as it has outcomes which no one can foresee • factionalism can cause a state to descend into civil strife and so the growth of factionalism should be avoided • factionalism can be caused by wealth inequalities, as the poor will try to promote laws to confiscate the wealth of the rich • the rich will try to abolish democracy should it threaten their wealth • a tyranny is most likely to cause strife as a tyrant will inevitably behave unfairly and cause resentment • strife could be caused by the poor being excluded from power, and so some offices in the state should be reserved for the poor • the state should be able to use force to ensure that it can protect itself from internal dissent • only in exceptional circumstances, and only when the majority of its citizens are discontented, would a revolution be able to succeed • Aristotle would by implication see the right of the individual to resist the state as being very limited and only possible if the vast majority of citizens were prepared to rise up • his society is underpinned by philosophical ideas of moderation in all things. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
15.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss the ways Cicero offers moral guidance for an individual in <i>On Duties</i>.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Cicero argues that it is possible to never act dishonourably and still flourish • before deciding how to act, we should pay heed to our reputation, as once a reputation is sullied, it can be very difficult to recover • understanding the significance of reputation prevents us from trying to act dishonourably in the short term, for example by overcharging for goods or services, we would lose a reputation for fair-dealing which would have benefitted us in the long term • war should be waged by distinguishing civilian from soldier, treating prisoners-of-war humanely, and war should be launched only after all peaceful avenues have been explored and with a definite objective in mind • however, Cicero argues we are released from these obligations if the other side breaks them, and that wars of imperial conquest are justified • possession of wealth is not wrong, but we should not flaunt it ostentatiously • the way we conduct ourselves in public is important – we should avoid frivolous behaviour such as overdressing and wearing expensive jewellery, or singing or dancing in public areas • we should honour promises made and try to keep them; however, if we are forced into making promises under duress or false-pretence, we are released from that obligation • under all circumstances, we are bound to repay debt • Cicero has little to say about our duties towards those less fortunate in society, such as slaves or the poor. He largely discusses obligations amongst the upper classes to their peers. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
16.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss the story of Gyges’ ring, and its moral consequences.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Plato describes the myth of Gyges. Gyges came into possession of a ring which granted him invisibility • he used the ring to kill the king of the land in which he lived, and to sleep with the king’s wife • Gyges used the ring to act immorally, but in a way which brought him great personal benefit • Plato uses it as a metaphor to explore why we should behave ethically even if we can act unethically and benefit/escape any consequence • this is a part of his exploration of justice • it is expanded later on in his discussion with the sophist Thrasymachus who argues that we should behave as Gyges does, as Thrasymachus defines justice as what the powerful do to the weak • Plato argues that what should prevent us acting like Gyges is the concept that we might gain materially, but at the cost of damage to our soul • Plato argues that to damage the soul is worse than to damage the physical body • only an insane individual would willingly and unnecessarily damage their body, and so only an insane individual would knowingly damage their own soul by committing an unethical act • Plato believes that the key is to convince the individual that they are damaging their soul, and when they realise this, this will prevent them acting immorally • hence Plato concludes that immoral acts are largely a result of ignorance • according to the city-soul analogy, damaging the individual’s soul is damaging the community • it is doubtful whether Plato actually proves this – for example what if we do not have an immortal soul? • damaging a mortal soul would still be very bad. <p>Any other reasonable point.</p>

Section 3 – Heroes and Heroism

Part A – Classical Literature

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
17.	<p>Questions that begin ‘in what ways. . .’ require candidates to analyse a source.</p> <p>Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>Answers should discuss in what ways the source demonstrates good hospitality in heroic society.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • Telemachus goes up to Athena/Mentes as soon as he sees her • he is ashamed that she was waiting as it was important to offer good hospitality • Telemachus follows the social codes of good hospitality and offers her food and drink before asking any questions • Telemachus waits on Athena/Mentes himself • he provides a comfortable setting away from the suitors • expensive items such as a golden jug and silver basin are used • the food and drink are kept continually topped up and given generously from the stores • the suitors offer a contrast through their violation of hospitality – they help themselves to food, drink and entertainment • hospitality scenes follow a formula, which Telemachus employs here • Telemachus goes on to speak to Athena/Mentes about Odysseus • hospitality was important in heroic society in case you were hosting a god in disguise, as Telemachus is here • Mentes is also a guest friend of Odysseus • Zeus is god of hospitality. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
18.	<p>Questions that begin ‘to what extent. . .’ require candidates to evaluate a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>Answers should discuss four instances where the gods interfere in heroic deeds of Hector and Achilles.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Athena gets Achilles’ spear back for him and so is instrumental in Hector’s death and Achilles’ success • Hector realises that Athena had been disguised as Deiphobus • Hector realises that Zeus and Apollo, previously happy with his sacrifices and worship, have doomed him • Hector thinks that his death was decided by the gods long ago • Hector chooses to face Achilles for his own honour • Achilles chases down Hector for personal revenge • Athena as Deiphobus had encouraged Hector to face Achilles • Zeus weighed the fates of the heroes in his scales • the gods are also subject to fate/destiny • heroes still have to show personal bravery. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
19.	<p>Questions that ask candidates to ‘compare different sources. . .’ require candidates to:</p> <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources. 	15	<p>Answers should discuss points from and make comparative comments about both sources and support these with any relevant wider knowledge.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • women feeling abandoned by heroes • children left defenceless/not supported • punishment to loved ones which is undeserved • unfulfilled expectations of life with a hero • women perform as they should but still suffer • importance of loyalty to family. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • Andromache has been the perfect wife • no protection from the gods against atrocity • the Greeks will kill Astyanax because he is Hector’s son • Andromache is to be enslaved to Neoptolemus, Achilles’ son • Troy is destroyed and there is no one left to defend them <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • Dido loses the respect of her people because of her relationship with Aeneas • Dido claims that Aeneas abandoned his wife, Creusa • Aeneas has brought suffering upon himself. • Dido gave Aeneas shelter and offers the kingdom of Carthage • Aeneas is a traitor to Dido • Dido values Sychaeus more than Aeneas. <p>Possible points for comparison from own knowledge:</p> <ul style="list-style-type: none"> • Aeneas is doing his duty and following instructions from the gods in leaving Carthage for Italy • Dido goes on to commit suicide • Talthibius buries Astyanax • Dido says she is pregnant with Aeneas’s son. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
20.	<p>Questions that ask candidates to 'compare a modern source/quote with classical ideas' require candidates to:</p> <ul style="list-style-type: none"> accurately explain the meaning of a modern source/quote compare the views of the source/quote with classical ideas. 	15	<p>Answers should discuss up to four areas of comparison from the modern source and draw comparisons with heroism in the <i>Aeneid</i>.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> heroes may be seen as heroic by groups, societies or a few heroic characteristics include courage, moral integrity, conviction, self-sacrifice heroes are often flawed heroes improve morale/inspire others heroes make the world a better place. <p>Points of comparison from the <i>Aeneid</i> may include:</p> <ul style="list-style-type: none"> Aeneas is a hero for the Trojans and Latins in the text and for the Roman audience Aeneas is brave, such as when he investigates new lands at which his people have arrived Aeneas is known for his sense of duty Aeneas does not always show moral integrity in a modern sense, such as in his battle rage Aeneas' conviction that he must uphold his duty to his people, family and gods enables him to reach Latium; conversely, he has to be reminded of this duty by the gods Aeneas has to leave Dido in Carthage, an act that can be seen as sacrificing his personal happiness for his people and his son's future Aeneas has to contend with the wrath of Juno Aeneas and Turnus both demonstrate flaws, yet are regarded as heroes and role-models Aeneas works to improve morale amongst the surviving Trojans, such as hunting for food for them and delivering uplifting speeches Aeneas is an invading enemy to some, for example, arbas and some Italians Aeneas accepts risks like leading his people into the unknown or leaving Carthage. <p>Any other reasonable point.</p>

Part B – Classical society

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
21.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss in what ways Hector can be considered a role-model for the Greeks, in what ways the Greek heroes can be seen as role-models for the Greeks and draw a conclusion on whether Hector is more of a role-model for the Greeks than the Greek heroes.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • the Trojans idealise Hector as a brave leader, who fights in the front lines of battle, which is also admired by the Greeks in the text • Greek society was centred around the house. The Greeks at Troy cannot display family duty in the way that the Trojan characters can, so Hector is used as a role-model in this regard • Hector shows respect for the women and slaves in his family • Hector feels fear when he meets Achilles in battle and runs away, but then faces him even though he realises that Athena has tricked him • Achilles shows how the army hierarchy should work in Book 1 in his advice to Agamemnon • Achilles is seen as a great soldier and hero by the Greeks, but is not necessarily presented as a role-model: his withdrawal from the battlefield is viewed as selfish and without him the Greeks lose many men • Achilles’ mutilation of Hector’s body is condemned by the gods • Achilles has to be persuaded by his mother to let go of his anger • Achilles can be seen as a role-model for hospitality, a key heroic value, when he entertains Priam • Agamemnon is not seen as a role-model by the Greeks in the text or the contemporary audience – he is shown to be selfish and to not value his fellow leaders and their status by taking Achilles’ prize, the captive Briseis, for himself • Agamemnon’s capture of Chryseis causes Apollo to send a plague on the Greeks • answers could discuss Nestor as a role-model for the Greeks at Troy, such as his peace-keeping attempts in Book 1. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
22.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss the importance of effective leadership in the heroism of the <i>Aeneid</i> and <i>Odyssey</i> and draw a conclusion on whether it is more important to the heroism of the <i>Aeneid</i>.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • leadership is key to Aeneas’ heroism: he is leading the Trojans to Italy as refugees after the destruction of Troy • answers could discuss how Aeneas’ actions and speeches portray him as an effective leader to the Trojans with examples from the text • Dido is a very effective leader until Aeneas arrives • Aeneas puts the good of his people over his own personal fears and desires • Aeneas forgets his wife, Creusa, in the escape from Troy, although he does go to look for her • Aeneas will fight Turnus in single combat to protect his people from war • Odysseus is leading his companions home from Troy, however, he loses all his companions on the way as he cannot control them • Odysseus is alone in Books 5 and 6, so leadership is less a factor of his heroism than his endurance, intelligence, cunning and persuasiveness as demonstrated in building the raft, surviving at sea, and gaining Nausicaa’s help • Odysseus acts as a leader when on Ithaca and is mostly effective: the slaughter of the suitors is a very significant event in the text and for understanding heroism in it • Athena disguised as Mentos is a positive leadership figure for Telemachus • Penelope has led her household under siege until Telemachus comes of age • Telemachus takes control of Penelope and the Suitors, acts of leadership that put him on the path to becoming a hero • Odysseus refuses supplication by the priest and kills him; he would refuse the supplication of Phemius the bard without Telemachus’ intervention • Odysseus orders the execution of the maids, orders which are carried out in an even more awful manner as Telemachus has them hanged rather than executed by the sword as Odysseus ordered. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
23.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss whether the heroes in <i>Trojan Women</i> ignore the opinions and rights of the female characters and draw a conclusion on the validity of the statement.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • the women are captives in war and reduced to the status of plunder • they are enslaved and therefore are without legal rights • yet the play strongly features the opinions of the female characters, such as Hecuba’s first monologue about her change in fortune from queen to enslaved woman • the Chorus also articulate their suffering as survivors of war and concern over their futures • Polyxena is sacrificed by the Greeks • Talthybius initially lacks sympathy for the royal women and dismisses the Chorus • Talthybius is not one of the heroes but is the character who comes to sympathise with the women over the course of the play • Athena acknowledges the outrage of Cassandra’s dishonour in her temple • Cassandra displays skilful rhetoric and prophesies death for Agamemnon, herself and Hecuba, as well as Odysseus’ journey home • Cassandra takes back what control she can by accepting her fate • Cassandra is not believed by either the male or female characters of the play • Andromache sparks Talthybius’ compassion when he brings news of Astyanax’s death • Menelaus allows Helen and Hecuba their debate • Helen’s supplication of Menelaus is successful • Talthybius washes and prepares Astyanax for burial as his mother and grandmother cannot • Hecuba is prevented from throwing herself into the flames. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
24.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss in what ways Ovid’s heroines present an unconventional view of heroism within classical society.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • classical Greek society viewed heroes of the <i>Iliad</i> positively for certain characteristics, such as striving for glory through success in battle • Ovid’s Briseis encourages Achilles to fight, but only so that Agamemnon will return her to him • Briseis reveals that Achilles had destroyed her home and killed her family, putting forward a different point of view on heroic success • Briseis’ desperate fear of abandonment shows how complex her relationship with Achilles is as he is all she has, suggesting the trauma experienced by the conquered • classical Greek society viewed heroes of the <i>Odyssey</i> positively for certain characteristics such as success in war, intelligence, endurance, and taking revenge • Ovid’s Penelope views the war at Troy from the personal stance of missing her husband for the duration of the war • Penelope sees Odysseus as failing in his duties as husband, father, and son through his absence • Penelope suggests that Odysseus is neglecting his duty as king as his absence allows the Suitors to destroy his household and wealth • Penelope presents Odysseus as reckless for not thinking about her when he takes risks • classical Roman society viewed heroes of the <i>Aeneid</i> positively for certain characteristics such as leadership and duty • Ovid’s Dido presents Aeneas as cruel and uncaring, an abandoner and betrayer who neglects his duty to her as she sees herself as his wife • Dido questions that the gods are involved in Aeneas’ life • Dido suggests that Aeneas is a terrible leader for wanting to take his people away from Carthage: they have safety there; his son can grow up there; it is dangerous to sail in winter; taking them to war in a new land is irresponsible. <p>Any other reasonable point.</p>

Section 4 – Comedy, satire and society

Part A – Classical literature

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
25.	<p>Questions that begin ‘in what ways. . .’ require candidates to analyse a source.</p> <p>Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>The answers should discuss four aspects of Dikaiopolis’ market, commenting on how it highlights problems caused by the Peloponnesian war.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • Dikaiopolis says all the Peloponnesians can trade in his market highlighting that war has prevented trade • the Megarians and Boeotians are near neighbours but because of the war they are not able to trade • informers in Athens report on anyone engaging in illegal trade like a sort of secret police • Lamachus, a pro-war General, is excluded from the market • the Megarians are starving due to the loss of trade • Megarian father says that their government is also to blame • Athenian raids into Megarian territory also destroy harvests • dressing up girls as pigs could symbolise the shared activity at Eleusis outside Athens on the way to Megara • Lamachus is being presented in a satirical way and acting in a pompous manner • the Megarian decree has caused the rift between Athens and Megara • Athenian farmers, like Dikaiopolis, have had to abandon their farms and live in the city because of the war. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
26.	<p>Questions that begin ‘to what extent. . .’ require candidates to evaluate a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>The answers should discuss four things that Praxagora or the women say and comment on whether the humour involved affects the power or importance of her message.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • slapstick humour about Epigonos being effeminate is formulaic slapstick • the idea of women addressing the assembly would seem merely a joke in the culture • points out that women are affected as much as men by the politics of the city • the assembly seems to be constantly following corrupt leaders one after another • calls the men grumpy to highlight how unreasonable the assembly can be • jokes about the state’s poor foreign policy as if it were a personal relationship • points out that assemblies had been suspended in recent past • Agyrrhios may have been in the audience and was picked out for a specific laugh • he may have had a dubious reputation but was trusted with power after he raised the pay for attending the assembly • claims that only those who cannot attend criticise the increased payments for those who do attend highlights hypocrisy • jokes about false beards and keeping cloaks on tight are just for laughs • Praxagora’s long speeches tend to be largely serious • minor characters and male characters often carry the comedy • Praxagora often makes serious points with humour, for example, crudely tells men that they need to treat more and less attractive women the same • often, she is funny by describing silly words/acts of others. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
27.	<p>Questions that ask candidates to ‘compare different sources. . .’ require candidates to:</p> <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources. 	15	<p>Answers should discuss different conventions of comedy and satire in each of these sources, comparing how each author makes use of them.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • direct conversational tone with the audience • implying wrongdoing by other people • makes jokes amongst the points • criticising someone for their misconduct • assuming an honest tone above reproach • not revealing specific target, though it can be heavily implied • satire/comedy comment on social and political issues. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • this speech is part of the play, but also directed to the audience • the offering to the gods is to Stupidity (satire). • funny joke about the effect that Cleon has • he implies that Cleon is guilty of wrongdoing with the analogy of Paphlagonian • claims that his audience are decent, like he is • points to how comedy can show its target without naming them (mask). <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • speaker wants a simple life in the country • prayer is more sensible but is also funny • implies that others have increased their wealth by malpractice • mocking hypothetical people praying for stupid things • good material for satire when commenting on choosing country over city life • exaggeration for comedic effect, for example, ‘leaden sirocco’, ‘oppressive autumn’ • doesn’t specifically name targets of satire. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
28.	<p>Questions that ask candidates to ‘compare a modern source/quote with classical ideas’ require candidates to:</p> <ul style="list-style-type: none"> • accurately explain the meaning of a modern source/quote • compare the views of the source/quote with classical ideas. 	15	<p>Answers should compare four aspects discussed in the modern source with elements of Aristophanes’ <i>Clouds</i>.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> • important to talk about things that the audience knows about • put in unexpected elements • characters should do unexpected things • embarrassment and mistakes are funny • characters do absurd things • suspense before the funny line is important • downplaying the significance of something is funny. <p>Points of comparison from <i>Clouds</i> may include:</p> <ul style="list-style-type: none"> • philosophers were well known – taught in the agora • Athenians expect sophists to work in a certain way • having an entire ‘Thinkery’ with students is an unexpected element • the students are all starved which should be embarrassing • examples of Socrates’ bizarre experiments • Strepsiades talks of rhetorical training as a method to cheat and avoid the law as if it is perfectly natural • Strepsiades takes all the absurd methods and conclusions for granted (downplays them) • Strepsiades is constantly misunderstanding Socrates • Right Argument sets up suspense to see how Wrong Argument will undercut his point • Pheidippides uses his lessons to show that it is acceptable to hit his father • Unexpected comic ending: they decide to burn down the Thinkery in the end • Socrates and Caerephon are chased away in disgrace at the end. <p>Any other reasonable point.</p>

Part B – Classical studies

Question	General marking principles for this type of question	Max mark	Specific marking instructions for this question
29.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss the potential impact of Aristophanes' comedy on Athenian society and politics.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • his plays are focused on serious issues – war, peace, corruption, changing values • as a writer of comedy his main aim is to entertain and to win the dramatic competitions • he cleverly makes allegorical representations of real characters with example(s) from the text(s) • Aristophanes uses his plays and his parabasis to inform the people of the nature of society with example(s) from the text(s) • he seems to be trying to expose corruption in several plays with example(s) from the text(s) • parabasis and choral segments were designed to address audience • he wished to educate the people of Athens and steer them towards better behaviour and conduct with example(s) from the text(s) • his plays were generally successful in the dramatic competitions • however, the war continued despite the peace treaty of 421 BC • philosophers continued to influence society • Socrates was executed almost as if he was the character in <i>Clouds</i> • corruption was never removed from the democracy • corrupt politicians continued to be questioned and challenged with example(s) from the text(s) • demagogues were continually followed • Cleon was elected as a General even after success of the <i>Knights</i> • the allies continued to be mishandled with example(s) from the text(s) • women were never given any political influence. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Specific marking instructions for this question
30	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss different scenes from Aristophanes' plays and explain what aspects of social life are illustrated.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • as a writer of comedy, he will exaggerate for effect or show bias • <i>Acharnians</i> – gives information about the impact on Athens of the war with Sparta especially for farmers • the rural Dionysia procession is an important source of knowledge • the workings of democracy gives details about the Assembly • addresses the relationship with the Persians and war profiteering with example(s) from the text(s) • <i>Knights</i> – illustrates the problems of demagogues in the city • describes the role of Cleon in contemporary society • the gullibility of the people could lead to problems for the state • the discontent of the knights showing social problems • the importance of rhetoric • the changes in social order and the use of oracles • <i>Peace</i> – information about the impact of war on Athens and the effect on farming, about the use of oracles and of war profiteering • <i>Clouds</i> – information about the changing nature of education, its impact on changing social relationships, impact of debt and paying interest on people's lives, effect of science on religion • <i>Assembly Women</i> – information about Athenian women's daily lives, what was expected of an Athenian woman and what they were deprived of. Information about the workings of democracy after the end of the Peloponnesian War. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Specific marking instructions for this question
31.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss different parts of Juvenal’s <i>Satires</i> which are relevant for a discussion of intolerance.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • as a writer of satire, he will exaggerate for effect or show bias • Juvenal must have represented some mainstream views if he had an audience • the presence of so many of the things he objects to shows that they existed in society • he is intolerant of misuse of patron-client relationship • intolerant of homosexuality, cross-dressing • he is intolerant of phoney would-be philosophers • expresses racist views about foreigners in the city • he wants to return to Roman values – criticises Greek or eastern ways • he is ageist in Satire 10 about the weaknesses of the old • he is sympathetic to the poor and the slaves, as long as they are not corrupt • he is philosophical about human wishes • he is a misogynist – women are attacked for their: <ul style="list-style-type: none"> – lack of intelligence – phoney intellectualism – sexual promiscuity • he loathes slaves who do not keep to their place • he doesn’t see it as intolerance but standing up for traditional Roman values <ul style="list-style-type: none"> – he supports the free poor who lacked a voice in Roman society – he feels that wealth corrupted. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Specific marking instructions for this question
32.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss parts of Horace’s satires and assess whether they are too tame and gentle.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Horace was influenced by various philosophical strands, such as Stoicism and Epicureanism • messages of moderation actually challenged many social attitudes • many of the <i>Satires</i> tend to focus on the absurdities in the world around, such as dealing with bores and sycophants • <i>Satire</i> 1.5 is hardly a satire at all, but observations on a journey with friends • there are some hints that it is oblique reference to the political situation • Horace targets those whom he considered were socially inferior, such as slaves and freedmen • many of Horace’s targets were anonymous • Horace lacks political ambition although <i>Satire</i> 1.6, is addressed to Maecenas • Horace was attached to Octavian’s family, and other works he wrote were commissioned by and supportive of them • would not attack the social regime of Octavian • they had to be gentle at times, as Horace had been on the wrong side during the civil war and been pardoned • could make comparison with Aristophanes, who attacked contemporaries head on • could make comparison with Juvenal’s unrelentingly bleak view of society. <p>Any other reasonable point.</p>

[END OF MARKING INSTRUCTIONS]