



National
Qualifications
2024

2024 Classical Studies

Advanced Higher

Question Paper 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 four parts of this extract which illustrate Herodotus’ impression of Persian society and culture.</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"> • Persian society was ruled by an absolute king • Cyrus making arbitrary decisions about people and punishment • the king initiated building projects as shown by appointing builders • Persian society dealt out very severe punishments for displeasing the king • it was a violent society, so bodyguards were essential • there were secret informers which meant there needed to be an Eye of the King • it was seen as an honour to serve the king directly, especially delivering his messages • honour and status were very important and affected how people should be treated • the king’s word was the law. <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. 		<p>Answers should discuss how far bias is shown in the way Tacitus describes this military campaign of Germanicus.</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"> • Germanicus sharing the soldiers’ grief makes him seem empathetic to the soldiers • Tacitus states without evidence that Tiberius disapproved of this • Tacitus does give Tiberius’ point of view • Tiberius’ reasons for disapproval show lack of concern for the feelings of the soldiers • reference to the priesthood makes Tiberius seem aloof and Germanicus in tune with the common soldiers • Germanicus seems to lead his men into a trap • he tries to save the situation with reinforcements but that is mishandled and they panic • the battle was broken off implies they had to retreat, not that there was a victory. <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 ‘<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 and support these with any relevant wider knowledge.</p> <p>Candidates gain equal credit for discussion of elements in Sources C and 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"> • they assume myths have an historical basis but are not exact accounts • they agree the Trojan War happened but in different ways • they treat myths as about peoples or individuals • rationalisation of myths • discuss the movements of people from Asia and Greece. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • Medea was taken back by Jason in the quest for the golden fleece • Io was not really abducted in the myth but driven away by Hera • Paris version of events has nothing to do with judgement of Paris • Herodotus constantly focuses on abductions as the course of history • ‘Greeks’ in general in a dialogue with ‘Asia’ in general makes no sense • uses the stories to apportion guilt and blame for conflict • seems to believe Sparta led the Trojan War (because Helen was Spartan) • acknowledges Greeks destroyed Priam’s kingdom. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • Thucydides assumes Minos’ sea-power brought peace in the Aegean • recognises Agamemnon led Trojan War • it was because he was powerful not because of the mythic explanation that he was bound by oath • Pelops arrived from Asia • fear between different mythical tribes and families led to Agamemnon having power • refers directly to Homer as evidence. <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 with classical ideas. 	15	<p>Answers should discuss four different aspects drawn from the modern source in relation to how Polybius explains the causes of the Second Punic War in Book 3.</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"> considering the relationship among multiple historical causes and effects distinguishing between long-term causes, short-term causes and coincidences causal approach is essential to better explain and understand the past causation provides coherent and intelligible explanation of the past historian keeps asking the question 'why' until they come to a final answer selection of events to record by the historian represents a significant aspect of the debate. <p>Points of comparison from Polybius Book 3:</p> <ul style="list-style-type: none"> distinguishes between cause, pretext and beginnings identifies various problems caused by peace treaty at the end of the First Punic War loss of fleet caused Carthaginian grievances which were causes of the war loss of territory caused grievances in Carthage which were causes of the war the handling of the Ebro treaty provided a pretext for the Romans to seek war the siege of Saguntum was the beginning of the war Saguntum having an alliance with Rome could have been a coincidental problem behaviour of Saguntines forced Carthage to act in Spain Polybius explains why the siege and capture of a Spanish town leads to the large-scale invasion of Italy Hannibal had a long-term plan to oppose Roman power the nature of Roman elections forced consuls to engage in unwise battles. <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 Books 1 and 7 of Herodotus indicating whether they are digressions and how this affects the overall narrative coherence.</p> <p>Possible points in the text(s) for discussion:</p> <p>Book 1:</p> <ul style="list-style-type: none"> • there are many digressions in Book 1 as he is laying the foundations for the story • initial digressions are on establishing the origins of the quarrel between east and west • there is the story of Croesus to characterise Asia Minor • digression about Arion does not seem to further the Croesus story • digression about Gyges helps the narrative • digressions on Athens and Sparta characterise those nations • next phase is story of Cyrus to illustrate the Persian character • digressions on Persian customs continue the characterisation • digressions on Babylonians and Massagetae further characterise inhabitants of the Persian empire. <p>Book 7:</p> <ul style="list-style-type: none"> • less digression in Book 7 because he is now reaching the climax of the story • Greek attempt to gain alliance with Sicily makes digression on Sicily relevant • most of the detail about the march of Xerxes and the areas he goes through is not really digression in the same way as digressions 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
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 political, religious and military events during the Sicilian Expedition, suggesting how far they made defeat inevitable for Athens.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Athens did not fully understand Sicilian cities • they underestimated the size of the island • they believed it would be an easy stepping-stone to defeat Sparta • the decision to invade was motivated by the ambition of politicians • leadership was divided from the start • Alcibiades was removed from leadership before the invasion really began • Athenians lost significant morale in early setbacks • Athenians did not play to their strengths in battles • the abilities of the generals were very limited, for example, Nicias was easily fooled • quality of the soldiers alone was not enough for a successful invasion • it was too far away to enable them to reinforce easily • Sparta was able to send reinforcements to shift the balance of power • the Athenians had to rely on decisions of the Assembly to coordinate strategy • Athens was sinking its whole army and wealth into a pointless mission • Nicias was left in command unwillingly • Athenian soldiers' inability to fight as marines hindered their naval power • however, the war went on for nearly another ten years. <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 the sources Polybius uses and how his use of them affects the clarity of his account of the early stages of the Second Punic War.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Polybius had access to senatorial records since he was a hostage in Rome with Scipio Aemilianus • Polybius uses earlier historians, but shows that he is willing to criticise their versions when they seem implausible • he surveys the different treaties between Rome and Carthage showing the historical relationship between the two states • he analyses the Ebro agreement to establish what happened around Saguntum • his distinction of causes, pretexts and beginnings is backed up with reference to many sources of information • analysing the peace treaty for the First Punic War enables him to discuss the causes and pretexts for the conflict • he uses eyewitness accounts where he can, to establish events on the march from Spain to Italy • he does not provide sources which are exact enough to identify where the crossing of the Alps took place • he invents speeches which may characterise combatants, but are not based upon original sources • he examines geographical sources to enable him to discuss the areas of the world where Hannibal's army was • he uses detailed records to provide numbers involved in particular events, such as the battle of Cannae • his descriptions of battles are still unclear in some places, for example the troop movements at Trebia • he has personal bias in favour of friends in Rome involved in the wars. <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 discuss events described in Book 1 of Livy evaluating how far events involving the kings illustrate Roman identity and achievements.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • in the preface Livy states that Rome seems worthy of miraculous stories • Aeneas' arrival in Latium emphasises the force of destiny (future Rome) • Romulus' heroic victories show Rome's triumphant origin • the absorption of Sabines into the city illustrates Rome's ability to assimilate other peoples • Romulus was taken up to heaven when he died and became a god, seeming to show divine approval • Numa shows the impressive level of piety characteristic of the Roman people in conduct and respect for the gods • Tullus Hostilius' unification of Latium indicates the Romans as the most dominant people • presence of the shrine of Minerva in Rome shows its position of leadership among nations • the victory in the civil war with Alba Longa shows Rome's desire to settle civil strife and stay united • Tullus Hostilius' warlike achievements highlight that Rome is a warrior nation • Ancus Marcius ensures that Rome enjoys divine favour when conducting war • Tarquins are not portrayed as Romans: they're characterised as: <ul style="list-style-type: none"> - cruel - treacherous - impious (with little respect for family ties) • Servius Tullius reorganises the centuries, showing Rome's ability to organise society. <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 four of Plato’s views on the role of women and children in his ideal state.</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"> • women should participate in physical exercise • this is part of their role as full guardians of the city • they are not fully equal with men – hence they are given lighter duties • female guardians would live communally with male guardians • the traditional family unit would be disrupted • Plato admits that the feasibility of this is questionable • the children would be in state care – in rearing pens • this would release women from their traditional role as child rearers • children would be reared by specialists, as with every other aspect of Plato’s state • this would avoid children inheriting the prejudices and faults of their parents • unwanted children would be disposed of in the pens. <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 Plato’s belief about the proper behaviour of guardians.</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"> • the reading of Homer’s works should be suppressed or the works censored • Homer’s works give the wrong model of proper behaviour, especially for young men • guardians should not have fear of death • even the loss of close friends or relatives should not cause excessive grief • the loss of wealth should also cause no emotion • the show of grief would be shameful • emotion clouds judgement, which is important for the guardians as rulers • emotion reduces the ability to use reason which should guide the guardians • it is also important for the guardians to have courage. <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>Candidates should compare details of the ways in which Plato and Aristotle discuss who should rule in states.</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"> • the qualities which determine who should rule • the processes for selecting the rulers • the duties of rulers to those they rule • the problems which might emerge in selecting or overseeing rulers • the nature of determining what is good governance. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • rulers should be older • love and devotion to the state are clear requirements • rulers chosen on the criteria they laid down by Plato • they will be tested whilst young to ensure they are fit to rule • they can be removed, should they prove inadequate. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • the most relevant criteria must decide who holds office • class is important for Aristotle for its rulers • people need to be free to be able to rule • a city must have rich and poor • a city could not be composed of enslaved people under the control of others • education can make the best rulers • political virtue – the ability to rule and be ruled is necessary for office holders. <p>Possible points for comparison from own knowledge:</p> <ul style="list-style-type: none"> • Plato would allow women to rule, Aristotle would not • Plato and Aristotle both believe that education is a key element to establish good governance • Aristotle explores different systems in more depth • Plato's system is an ideal and Aristotle is examining real cities. <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 four areas of comparison about making and breaking promises from the modern source and draw comparisons with Cicero's views on this in <i>On Duties</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"> it is important to teach that as a general rule promises should be kept fulfilling promises might involve assisting immoral or illegal actions fulfilling promises might involve completing actions which were concealed at the time fulfilling promises might result in humiliation fulfilling promises might be about balancing priorities. <p>Points of comparison from Cicero's <i>On Duties</i> may include:</p> <ul style="list-style-type: none"> Cicero states that generally fulfilling promises is an important aspect of justice we are released from promises if these cause disproportionate harm to others we are released from promises if they breach a greater good if someone has concealed an immoral action within the promise then we might be released from a promise if further information comes to light, then we might be released from a promise if the promise results in gratuitous humiliation, we are released from that promise if keeping a promise results in a greater harm generally than breaking it, we are also released from that promise if we are coerced into giving a promise, we are also released from it. <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 parts of Plato’s <i>Republic</i> drawing conclusions about how far ideas are appalling or admirable.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • state censorship of literature and use of propaganda – ‘the noble lie’ • state interference in personal life, such as the forced allocation of individuals to jobs, and the regulation of relationships • self-selecting and self-perpetuating group of guardians in charge of all aspects of the state • lack of democratic accountability • elimination of emotion amongst guardians could result in cruel actions • no health care for long term illness • the break-up of family life • no-one knows their own father or family • exposure of unwanted children • eugenic breeding programme • establishment of a rational approach to selection of guardians • emphasis that guardians must understand what justice is • role of education in the life of potential guardians • guardians should rule without personal gain, indeed they should live in relative poverty • reason should be the basis of making political decisions • role of women in society approaching equality. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
14.	These questions require candidates to: <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss Aristotle’s views on citizenship in <i>Politics</i>.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Aristotle defines citizens as those who can participate fully in the state – all other people within a state would have lesser status and power • some states allow almost all free males to be citizens, others have much more restrictive laws • women would never be considered able to be a full citizen • he discusses traditional ways of establishing citizenship – place of birth, parentage, place of residence • Aristotle prefers to examine the qualities of the individual citizen rather than the method by which they might become citizens • a good citizen is different from a good man • a good citizen in a monarchy would be very different to a good citizen in a democracy • a citizen should be competent to participate in the legal, political and military life of a state • a state which does not have enough capable citizens will fail as its citizens will be unable to support the state • similarly, a state which excludes too many men of ability from citizenship will likely collapse into revolution as those people will demand full participation in society • the just state in return ensures that its citizens can prosper • all citizens should have an opportunity to serve the state, but they must in turn have periods out of office and be subject to the laws of the state • capable citizens require political virtue (they are able to rule and be ruled). <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 parts of Aristotle’s <i>Politics</i> which illustrate moderation and reasonableness as important to the good state.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • each state will have its own ideal constitution depending on factors such as size, population, history etc. • Aristotle rejects utopian solutions as unrealistic • revolution and violent upheaval should be avoided at almost all cost • the rule of one man is in practice rejected as being most likely to be unjust and to lead to strife • ‘polity’ is the ideal system allowing the best people to have most power • democracy may have a part to play – some offices might be specifically reserved for the poor • it is reasonable for the state and individuals to acquire wealth, but serious wealth inequalities should be avoided • the state should ensure the well-being of its general population and its citizens in particular • education should play a crucial role in preparing the ruling elements in society, inculcating reason into this group • some of Aristotle’s views and proposals on the state’s role in relationships • his arguments that slavery is a ‘natural’ state • his advice about ages for men and women to marry. <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 ways the ideas contained in Cicero's <i>On Duties</i> would be useful in establishing just and fair behaviour.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • overall theme of the book is to avoid acting dishonourably • discussion of justice, what it means, and how to ensure the individual is acting justly • obligations to each other and to the state play a large role in the book • discussion of how states should fight wars justly – exhaust other possibilities first, limited aims • fair treatment of prisoners and non-combatants in war • discussion of limits to revenge on individuals – punishments must not be disproportionate • honourable methods politicians can use to persuade citizens to vote for them – no intimidation, no widespread bribery • use of eloquence to persuade people of the justness of the cause proposed • discussion of when we are bound by a promise and when we are not • politicians should avoid displaying crudity and excessive wealth in public • controlling emotions, in particular anger, to avoid unjust decisions • key concept that harm to others and harm to oneself would be a good yardstick for establishing unjust behaviour • establishment of the idea of the ‘common good’. <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 four ways Athena is shown as a heroic role model for Telemachus.</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"> • Athena advises Telemachus to plan to drive the Suitors from the house – the Suitors are destroying Odysseus’ household, the protection of which is part of being a hero • Athena advises Telemachus on how to exert his authority over the Suitors by calling an assembly and addressing them – heroes are known for public speaking as well as martial deeds • Athena gives Telemachus a quest to find out what has happened to Odysseus • Athena advises him on what to do if he hears his father is alive, or if he has died • Athena advises Telemachus that it is time for him to take on the role of man of the house • Athena encourages him to do this for praise from future generations, demonstrating the heroic value of glory • Athena demonstrates good guest behaviour in this book, which Telemachus will need on his travels – hospitality a key heroic value • Athena helps Telemachus and Odysseus throughout the <i>Odyssey</i>, even taking part in the battle with the Suitors • Telemachus recognises the goddess – divine help confers heroic status • Telemachus’ journey helps him to grow up and be ready to help his father • Telemachus will go on to follow Odysseus’ lead in the battle with the Suitors and go beyond what his father orders with the death of the enslaved women and Melanthius. <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 in this scene which illustrate how far heroes were motivated by shame.</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"> • Hector is unmoved by sympathy for his parents’ entreaties • Hector fears that the Trojans will criticise him for thinking that he could defend the city successfully • Hector claims that it would be better to fight Achilles and die rather than have the shame of being criticised by his people • Hector considers and dismisses the idea of surrendering Helen and the goods Paris stole from Sparta to end the war without further fighting • Hector convinces himself that facing Achilles in battle is the best course of action • Hector will die in this battle • Homeric heroes were motivated by the avoidance of shame • Homeric heroes were motivated by other heroic values, such as the need for prizes, reputation, glory after death, honour • these other heroic values can often be linked back into avoiding shame. <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 ‘<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 and support these with any relevant wider knowledge for how the sources show the effects of Greek and Roman heroism on women.</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"> • heroism from the point of view of women • the impact of heroism on the lives of female characters • use of women as objects • exploitation of women for heroic purposes • women’s anger at treatment they received. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • looks at the impact for women whose city has been conquered and whose heroes have died • Polyxena is sacrificed at Achilles’ tomb • Andromache is claimed by Neoptolemus, son of Achilles (who killed Hector, her husband) • Hecuba is allotted to Odysseus and presents a negative view of his character, focusing on deceit • she reacts with grief to the news. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • looks at the impact for a woman abandoned by a hero whom she loved • Dido presents Aeneas as a liar, casting doubt on his story of how he escaped Troy with his father on his back • she suggests that he abandoned his wife, Creusa • she suggests that the gods are angry with him, casting doubt on his piety • she presents herself as a generous host.

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"> • enslavement of conquered people was part of Greek heroic society – Euripides may have wanted his audience to think about the impact this had • Aeneas follows the instructions of the gods by leaving Dido • Dido loved Aeneas • Hecuba blames Helen for 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
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 four areas of comparison from the modern source and draw comparisons with Achilles and Hector in the <i>Iliad</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"> heroism is idealised, with the hero as a symbol of triumph heroes can be affected by what they face, needing greater courage to continue triumphs are not clear-cut and can have an impact on the hero's life heroic deeds can have an impact on others' lives too, such as those left behind by heroes heroes have god-like status. <p>Points of comparison from the <i>Iliad</i> may include:</p> <ul style="list-style-type: none"> Achilles is seen as the greatest of the Greeks and Hector as the greatest of the Trojans and their armies are heartened whenever they are on the field Hector experiences fear before he faces Achilles Achilles withdraws from battle when his prize, Briseis, is taken away by Agamemnon Achilles experiences great rage upon Patroclus' death and pursues, kills and mutilates Hector Achilles knows the prophecy about his death, but fights anyway Andromache is concerned for the impact Hector's death would have for herself and her son epithets such as 'god-like' are used of the heroes in the text Achilles is the son of Thetis, a sea-nymph and goddess Priam and Achilles scene highlights the tragedy of heroic ideals heroes aim to be frozen in time as glorious figures. <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 parts of <i>Heroides 3</i>, discussing how/whether Briseis confirms that there is no sense of morality in Achilles’ heroism, comparing to parts of the <i>Iliad</i> and evaluating how valid the statement is.</p> <p>Possible points in the text(s) for discussion:</p> <p>Points from <i>Heroides 3</i> may include:</p> <ul style="list-style-type: none"> • Briseis feels abandoned by Achilles • Briseis claimed Achilles will marry her • Achilles does not do enough to resist Agamemnon taking Briseis, putting his needs above hers • Achilles does not take the chance to get her back with embassy from Agamemnon when he has good reason to take her • Achilles killed Briseis’ father, husband and brothers and destroyed her home • despite which she feels dependent on him for her survival which creates a sense of responsibility from her perspective • Briseis accuses Achilles of cowardice: he could use his bravery to protect her. <p>Points from the <i>Iliad</i> may include:</p> <ul style="list-style-type: none"> • Achilles is insulted by Agamemnon and so withdraws from battle • Achilles prays for the Trojans to have the advantage over the Greeks • Achilles only returns to battle after the death of Patroclus • Achilles kills a great number of Trojans in battle • Achilles’ refusal to return Hector’s body • Achilles’ mistreatment of Hector’s corpse • the gods tell Achilles he has to overcome his excessive wrath • Achilles respects Priam and the code of hospitality at the command of the gods • Achilles’ actions are moral from his point of view as a hero • Achilles shows pity towards Priam and realises the tragedy of war. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Specific marking instructions for this question
22.	These questions require candidates to: <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss parts of the <i>Odyssey</i> which illustrate heroes being required to think more than fight.</p> <p>Possible points in the text(s) for discussion:</p> <p>Points from the <i>Odyssey</i> may include:</p> <ul style="list-style-type: none"> • Odysseus is famous as resourceful and intelligent when spoken of by the gods • Telemachus has to make plans for the future • Telemachus listens to advice and follows it • Telemachus realises there are too many suitors to fight his way out of his problems • Telemachus is not experienced in fighting • Odysseus adapts his approach to different situations in his travels • Odysseus has to use his intelligence in dealing with Calypso • Odysseus makes his own raft • Odysseus avoids the dangerous rocks reaching Scheria • Odysseus understands how to flatter Nausicaa • Odysseus plans to defeat the suitors with the help of Telemachus and the herdsmen • the battle in Book 22 highlights the importance of fighting • the battle involves traditional heroism • he takes advice about who to punish after the fight. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Specific 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 parts of <i>Trojan Women</i> that make us re-evaluate heroism in the Greek world.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • enslavement was an expected consequence of war • Ajax has assaulted Cassandra at Athena’s temple during the sack of Troy • the Greeks sacrifice Polyxena – human sacrifice was an extreme act • Agamemnon does not respect Cassandra’s status as priestess • Andromache’s enslaver is Neoptolemus, the son of Achilles (who had killed her husband, Hector) • Andromache believes that the Trojan women’s lives as enslaved women will be worse than death • her infant son Astyanax is killed to prevent him taking revenge on the Greeks later • Menelaus plans to hand Helen to the soldiers • Menelaus acknowledges that Paris is the one who insulted him, but Helen is the one he can punish • Odysseus is seen as a monster • Talthibiis, who is not one of the Greek heroes, comes to sympathise with the women • Talthibiis is indirectly responsible for the women’s suffering because he follows the orders of the heroes • Talthibiis shows humanity by helping to bury Astyanax • Helen is also mistreated by the women and is the one they blame • the Trojan women on the Greek ships will suffer at the hands of the gods along with the Greeks. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Specific 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 how/whether Turnus is a better role model than Aeneas for the Romans as a hero, considering the qualities of both characters in terms of Roman heroism.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Aeneas’ defining characteristic as pious and dutiful and would ensure he was seen as a role model for Romans • Aeneas initially has to be instructed by the gods and Creusa to lead his people to a new city • Aeneas’ leadership qualities in providing for the Trojans with example from the text • Aeneas’ speeches to inspire the Trojans with example from the text • Aeneas’ devotion to the gods in carrying the Penates from the fallen Troy • Dido sees Aeneas as lacking duty when he leaves her as she curses him for being faithless • Aeneas subordinates his own happiness to his people’s destiny • Aeneas believes leaving Dido is showing duty • Aeneas has to be reminded of his duty by Mercury and encouraged to leave Dido • Turnus refuses to back down when Lavinia is promised to Aeneas • Turnus is respected by the Latins • Juno uses Turnus to promote war with the Trojans • Juno inspires Turnus’ rage on the battlefield • Turnus wears Pallas’ belt as a trophy • Turnus agrees to single combat with Aeneas • Turnus fights bravely in the battle • Turnus is motivated by personal concerns, like Greek heroes, rather than duty, the concern of the Roman hero • Aeneas’ rage because Turnus killed Pallas. <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>Answers should discuss four things that Juvenal says that indicate the idea that plain living is an important part of early Roman life.</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"> • furniture was small and simple • the soldier was not educated in Greek ways • he used the art he steals to decorate his armour – this is more effective as a Roman use • they ate simple food on simple plates – not corrupted by luxury • any silver they had would be used for weapons not for ‘useless’ art • suggests that gods were more willing to help when temples were simple • statues of gods were earthenware not gold • Juvenal exaggerates the points he makes. <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>Answers should discuss four aspects of the poem which show living in Rome disturbs Horace’s peace of mind.</p> <p>Candidates can 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"> • he must spend time with his patron Maecenas due to patronage system • being forced into small-talk is mind-numbing for him • he has no time to read books • he is not able to eat in a more frugal way • dinner parties he has in Rome are not fulfilling • he wants to be able to discuss philosophy • he is not able to discuss topics of interest such as true friendship • he wants to spend evenings with those he cares about. <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 points from and make comparative comments about both sources and support these with any relevant wider knowledge for how the sources describe the causes of the war in <i>Acharnians</i> and <i>Peace</i>.</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"> • role of Pericles/Aspasia • vines and wine jar imagery • Megarian decree • why the Spartans went to war • responsibility of the Athenians. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • Pheidias’s prosecution influencing Pericles • Pericles deliberately sparked the war • the Megarian decree as the main pretext • smoke in Athenians’ eyes means they could not see what was really happening • vines and jars indicate the destruction of the countryside • allies saw the weakness of Athens and encouraged Sparta • Spartans were untrustworthy and troublemakers • Spartans did not care about their farmers any more than Athenians did. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • hates the Spartans and wants them to suffer • angry about the destruction of the vineyards • suggests we consider some Athenians were to blame • more direct explanation of the Megarian Decree problem • Megarians were provoked • satirises Pericles acting like a god • Megarians went to Sparta for help • the Athenians were intransigent. <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 <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 with classical ideas. 	15	<p>Answers should discuss four different aspects drawn from the modern source in relation to how Juvenal discusses women.</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"> • some people think women have a specific 'place' in society • some people think women are for looking after the home only • some people think women are for raising children only • anger directed at women who do not fit into expectations • women criticised for being outspoken • some people tend to follow specific ways of thinking about women. <p>Points of comparison from Juvenal (all examples from Satire 6):</p> <ul style="list-style-type: none"> • examples of women who do not behave as good wives such as Eppia or Messalina • advises men not to marry as women will not be good wives • claims a perfect wife would also be impossible to live with • women will tell you what to do in the household and not be satisfied • Juvenal seems to look for problems and to criticise everything • women cannot be trusted to be faithful so may not have their husband's babies • women should not be as well educated as men • wealthy women do not want to have their own children • imagines a good wife would take Alcestis as a model and give up her life for her husband • objects to women going out of the house to parties • objects to women wearing more make-up or more extravagant clothes than he'd like • disapproves of women in masculine roles. <p>Any other reasonable point.</p>

Part B – Classical society

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 examples of Aristophanes satirising real people and assess whether these are his most effective moments.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> in <i>Knights</i>, Cleon is the focus the allegory of Cleon as the Paphlagonian is well developed as the new slave of The People in the prologue, making Nicias and Demosthenes the other slaves does illustrate the attempt of Cleon to take credit from other leaders Cleon’s defeat by the Sausage-Seller in the Assembly effectively shows the problem of corruption in the assembly however, the Sausage-Seller is perhaps the most effective character, and he is not a version of a real Athenian the old men who served at Marathon are not specifically identified, but they are recognisably historic and help to make the point about who is being ignored by corrupt rule in <i>Clouds</i>, he satirises Socrates, but he is not the main character of the play in <i>Clouds</i>, Socrates’ scenes are very funny in <i>Clouds</i>, Socrates’ experiments make the point that contemporary science was very removed from the needs of everyday Athenians in <i>Clouds</i>, the main point is about the misuse of learning in order to be corrupt and it is Strepsiades, Phidippides and Right and Wrong Argument which emphasise this in <i>Acharnians</i> and <i>Peace</i>, the main characters are not parodies of real people, but the message of the plays is very effective. <p>Any reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed 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 parts of <i>Assembly Women</i>, considering whether Aristophanes is suggesting that men re-evaluate the position of women.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • after democracy was re-established, Athenians reformed different parts of the system, such as introducing pay for attending the Assembly • Plato’s writing at the time seems to show that there was discussion in Athens about whether women should be valued equally with men • the influence of Aspasia on Pericles was also discussed in the city • the women in the play plan to shift power to themselves from the men • Praxagora’s name means approximately ‘Woman who manages the Assembly’ • Aristophanes represents the other women according to negative stereotypes such as slow-minded, preoccupied with physical desires, unaware of politics • the women’s plan involves making women legally empowered • Praxagora’s speech indicates that the men in the assembly are easily led, so this may be another example of that • the serious points in the speech that criticise the handling of the war and the aftermath, do not really argue for women as the solution • there seems to be a genuine humour in seeing men dressed up as women, so the plot need not be seen as more than an excuse for that • the ‘communist’ organisation of the city resembles running the city like a house and so the point may not be about women’s empowerment but about changing the economic system. <p>Any other reasonable point.</p>

Question		General marking principles for this type of question	Max mark	Detailed 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 parts of Horace's <i>Satires</i> where he gives his reasons for writing satire on Roman society.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • begins asking why no man is satisfied with their life • suggests that there is a value in trying to educate by making people laugh • to entertain and amuse • shows direct reference to unwise or corrupt behaviour with reference to individuals • says that examining faults in others is easier to do than in yourself • points out the function of Old Comedy was to criticise members of society and Horace sees satire as a modern version • discusses the weaknesses in early satires by Lucilius, Crispinus and Fannius • points out that corrupt/foolish people fear and avoid satire • sees satire as distinct from 'poetry': although in metre, it must have a conversational style • ends with various points illustrating that you have nothing to fear from satire if you are not corrupt • lays out Horace's purpose not to please everyone but to be recognised by the intellectual elite • experiments more with creating little scenes and embedding continuous stories. <p>Any other reasonable point.</p>

Question		General marking principles for this type of question	Max mark	Detailed 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 different parts of Juvenal’s <i>Satires</i>, commenting on whether they might provide useful criticism of society.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • lists examples of vice and argues for the need for satire • advises that rich and poor can both be damaged by wealth • advises that dishonest people can displace honest people in Rome • highlights the dangers of overcrowding in the city • criticises the excesses of the patronage system • uses the imagery of a dinner party to highlight class divisions • is of limited use as it describes flawed behaviour of women as if it is a result of them being women • advises that people should be valued for their character rather than for their family background • uses examples to suggest that people who have to gain advancement in society by hard work are more likely to behave with honour • advises people against the constant pursuit of wealth and power • presents an Epicurean perspective that ambition fuelled by envy only leads to an unhappy life • offers guidance on living within one’s means. <p>Any other reasonable point.</p>

[END OF MARKING INSTRUCTIONS]