



National  
Qualifications  
2025

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**2025 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistencies and inconsistencies</li> <li>• different views and/or interpretations</li> <li>• possible consequences and/or implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	10	<p><b>0 marks</b></p> <p>No relevant points of analysis are made.</p>	<p><b>1–2 marks</b></p> <p>Makes <b>one</b> or <b>two</b> relevant points of analysis <b>which respond to the question.</b></p>	<p><b>3–4 marks</b></p> <p>Makes <b>three</b> relevant points of analysis <b>which respond to the question and show understanding</b> of the source content, context or intention.</p>	<p><b>5–6 marks</b></p> <p>Makes <b>four</b> relevant points of analysis <b>which respond to the question and show wider understanding</b> of the source content, context or intention.</p>	<p><b>7–8 marks</b></p> <p>Makes <b>four</b> relevant points of analysis <b>which respond to the question and show full understanding</b> of the source content, context or intention.</p>	<p><b>9–10 marks</b></p> <p>Standards for <b>8 marks</b> are reached.</p> <p><b>AND</b></p> <p>Wider reading complements the analytical points.</p>

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"> <li>• origin</li> <li>• purpose</li> <li>• content</li> <li>• cultural or historical context.</li> </ul>	10	<b>0 marks</b>  No relevant evaluative points.  <b>OR</b>  Points are not relevant to the question.	<b>1–2 marks</b>  Makes <b>one</b> or <b>two</b> reasoned, relevant evaluative points <b>which respond to the question.</b>	<b>3–4 marks</b>  Makes <b>three</b> reasoned, relevant evaluative points <b>which respond to the question and show wider understanding</b> of the writer, source content, context or intention.	<b>5–6 marks</b>  Makes <b>four</b> reasoned, relevant evaluative points <b>which respond to the question and show wider understanding</b> of the writer, source content, context or intention.	<b>7–8 marks</b>  Makes <b>four</b> reasoned, relevant evaluative points <b>which respond to the question and show full understanding</b> of the writer, source content, context or intention.	<b>9–10 marks</b>  Standards for <b>8 marks</b> are reached.  <b>AND</b>  Wider reading complements the analytical points.

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

Question type – Comparison with modern source	Overall mark		Marking instructions			
			<b>Structural mark (5 marks)</b>			
<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"> <li>• accurately explain the meaning of a modern source</li> <li>• compare classical ideas with the views of the source.</li> </ul>	<b>15</b>	<b>5</b>	<b>0 marks</b> No relevant points of comparison.	<b>1–2 marks</b> Uses <b>one</b> or <b>two</b> different areas from the modern source for comparison with the classical world.	<b>3–4 marks</b> Uses <b>three</b> or <b>four</b> different areas from the modern source for comparison with the classical world.	<b>5 marks</b> Uses <b>four</b> different areas from the modern source for comparison with the classical world.  <b>AND</b> Supports answer with a conclusion which responds to the question and links with the comparisons.
			<b>Evidence mark (10 marks)</b>			
		<b>10</b>	<b>0 marks</b> No relevant explanation of the source meaning or context.	<b>1–10 marks</b> Up to a <b>maximum of 10 marks</b> , award <b>1 mark</b> 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"> <li>• additional detail</li> <li>• examples</li> <li>• reasons</li> <li>• evidence.</li> </ul>		

**Part B – Essay questions**

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

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

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 <b>breaks down</b> during the response.	Line of argument is <b>largely coherent</b> . <b>AND</b> Line of argument largely responds to the question.	Line of argument is <b>coherent</b> . <b>AND</b> Line of argument clearly responds to the question in a logical way. <b>AND</b> Conclusion shows logical development from the argument.	Meets criteria for <b>6 marks</b> . <b>AND</b> Line of argument is skilfully constructed to present points in a compelling way. <b>AND</b> 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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	10	<p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p><b>Possible analytical points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• Nero uses rumours (like her previous sterility) to influence public opinion</li> <li>• Octavia is accused of infidelity, not only in rumour, but in edict</li> <li>• Nero continues in a long tradition of exiling imperial women to islands</li> <li>• the insinuation about poisoning Claudius and Britannicus — true or not — shows that murder was not above Nero</li> <li>• Poppaea plays a key role in her downfall, showing Nero is weak before the women in his life</li> <li>• Nero has no sympathy for her youth and inexperience</li> <li>• he has no sympathy for her distress</li> <li>• he has no sympathy for her noble birth and family connections.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• origin</li> <li>• purpose</li> <li>• content</li> <li>• cultural or historical context.</li> </ul>	10	<p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p><b>Possible evaluative points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• Herodotus is generally only somewhat reliable, partially due to the sources he draws information from and partially due to use of that information</li> <li>• here he uses recorded fact, although he does not specify the source of his information, with the number of ships</li> <li>• he uses his knowledge of ships to assume 200 men per ship, and roughly 80 on a penteconter</li> <li>• he does not discuss here the method of arriving at the number of infantry, but does elsewhere (with men organised into circles of 10,000)</li> <li>• he says that he calculates the number of camel-riders and charioteers without providing any detail of how or where the information came from</li> <li>• Herodotus resorts to guesswork when figuring the land army recruited from northern Greece</li> <li>• using basic addition of the various component parts, Herodotus arrives at an overall precise figure</li> <li>• he does not express any doubt or hedging about this number.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• explain the content of two or more different sources</li> <li>• make points of comparison between sources.</li> </ul>	15	<p>Candidates gain equal credit for discussion of elements in Sources C and D or in other parts of these texts.</p> <p><b>Points of comparison between Sources C and D may include:</b></p> <ul style="list-style-type: none"> <li>• both authors put a portion of blame for the defeat on strategic blunders</li> <li>• both authors highlight the role of generals in the fighting</li> <li>• both authors note how terrain played a role in the outcome of the battle</li> <li>• the significance of chaos</li> <li>• how far do individual soldiers work to support each other.</li> </ul> <p><b>Points of evidence from Source C may include:</b></p> <ul style="list-style-type: none"> <li>• the Athenians are presented as undisciplined</li> <li>• the soldiers are hindering each other</li> <li>• a series of setbacks leads to this defeat</li> <li>• Thucydides presents a gorier battle scene with blood in the river</li> <li>• Nicias surrenders after his troops have been massacred</li> <li>• the generals had made their men desperate.</li> </ul> <p><b>Points of evidence from Source D may include:</b></p> <ul style="list-style-type: none"> <li>• Polybius presents more of the strategy of the two forces</li> <li>• Polybius' account seems more emotionless and factual</li> <li>• Polybius highlights the bravery of Aemilius</li> <li>• Polybius highlights the bravery of the Roman troops in the face of defeat</li> <li>• the tactics of the Numidians prevent the Romans fighting back</li> <li>• Hannibal has a long-standing relationship with his troops.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• accurately explain the meaning of a modern source/quote</li> <li>• compare the views of the source/quote with classical ideas.</li> </ul>	15	<p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p><b>Points of comparison from Source E may include:</b></p> <ul style="list-style-type: none"> <li>• history is commonly thought to be useful for understanding modern events</li> <li>• people study history because it is enjoyable</li> <li>• enjoyment can be taken from establishing facts or from the narrative aspects</li> <li>• writing history is a different sort of exercise, motivated by many factors</li> <li>• historians write to inspire interest in the past</li> <li>• historians can also write to advance political views.</li> </ul> <p><b>Points of comparison from Livy may include:</b></p> <ul style="list-style-type: none"> <li>• his purpose is nationalistic: to tell the story of the greatest nation in the world, and the power of Rome is a major contributor to its importance</li> <li>• the study of the past helps distract Livy from the troubles of the present</li> <li>• he enjoys writing history</li> <li>• the present glory of Rome can be traced back to her foundation</li> <li>• Rome has undergone a moral decline since the earliest days</li> <li>• the study of history can help to find a moral guide for the present as examples to follow or to avoid</li> <li>• understanding the achievements of the kings helps to explain the greatness of Augustus</li> <li>• the heroic legends about Romulus explain the nature of the Romans</li> <li>• Horatius and Lucretia illustrate Roman virtues</li> <li>• Numa's religious achievements explain elements of Roman religion.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Croesus' encounter with Solon seems composed for the sake of a moral point about the happiness of men</li> <li>• Solon was a real historical character who met Croesus</li> <li>• Croesus' legendary wealth and power are discussed</li> <li>• the death of Croesus' son was foretold by a prophecy, and could not be avoided</li> <li>• Croesus tests the oracles for their accuracy</li> <li>• some of his gifts to Delphi are noted to still stand, presumably seen by Herodotus</li> <li>• the answer to Croesus' question to the Delphic oracle about making war on the Persians comes true although it is misinterpreted by Croesus</li> <li>• Croesus involves himself in Greek affairs</li> <li>• Croesus attacks the Persians and Herodotus provides great detail of the battle and the siege and fall of Sardis</li> <li>• Croesus is saved from the funeral pyre, possibly through divine intervention</li> <li>• Croesus becomes the adviser to Cyrus.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <p><b>Book 1</b></p> <ul style="list-style-type: none"> <li>• Thucydides claims to have reproduced the speeches as accurately as possible</li> <li>• Thucydides notes that he has composed them in his own words, meaning some invention has been necessary</li> <li>• Thucydides uses speeches as a literary device to present the views and motives of the different actors and factions involved in the war</li> <li>• Thucydides uses speeches to explore the political, moral, and historical issues raised by the war</li> <li>• he presents speeches by groups of people as well as known individuals</li> <li>• the Corinthians put forward their reasons for being unhappy with Athens</li> <li>• Pericles put forward reasons why war is justified</li> <li>• he uses the speeches to illustrate the different aspects and perspectives of the war, such as the causes and origins of the war</li> <li>• Thucydides uses the speeches to highlight the contrast and conflict between the Athenian and Spartan ways of life, values, and ideologies</li> <li>• Thucydides uses the speeches to foreshadow the future events and outcomes of the war, which is only possible when writing after the fact</li> <li>• set speeches are a more vivid way of providing information</li> <li>• we have no way of knowing how accurate each particular speech is.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Livy presents Amulius' desire for power as leading to Rhea Silvia being made a Vestal Virgin</li> <li>• Livy paints Romulus, the founder of Rome, as a ruthless and power-hungry ruler, for example, in suppressing the Sabine rebellion and in his murder of Remus</li> <li>• Livy criticises Numa Pompilius, for his neglect of military preparedness, which he argues left Rome vulnerable to external threats</li> <li>• Livy portrays Tullus Hostilius as a war-mongering and vengeful ruler, highlighting his brutal execution of Mettius Fufetius and his violent conquest of Alba Longa</li> <li>• Livy presents the conflicts and tensions between the kings and the Roman people as a fundamental flaw of monarchy</li> <li>• the growing social and political tensions between the patricians and plebeians are argued to be rooted in the grievances against the monarchy</li> <li>• Tarquinius Superbus' detested actions (for example, assassinations) as well as those of Sextus Tarquinius (for example, the rape of Lucretia) were instrumental in their downfall</li> <li>• Livy ultimately presents the overthrow of the monarchy and the establishment of the Roman Republic as a positive turning point in Roman history</li> <li>• there are positive achievements by each of the kings, for example: <ul style="list-style-type: none"> <li>– Romulus began the senate</li> <li>– Numa Pompilius was known for his piety and peaceful reign</li> <li>– Tullus Hostilius united the Latin League</li> <li>– Servius Tullius established the system of tribes.</li> </ul> </li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Tacitus claims from the beginning to write ‘sine ira et studio’ (without anger and passion)</li> <li>• he presents very few actual events from Augustus’ reign</li> <li>• he instead focuses on political intrigue</li> <li>• he explores Augustus’ foundation of the principate, arguing that it was autocratic power under a thin veneer of republican virtues</li> <li>• he does not strongly criticise Augustus for any of his decisions or actions as emperor</li> <li>• he notes that Augustus was not crass enough to kill any of his relations, in contrast to his successors</li> <li>• he notes the power that Augustus held, with no real opposition and an obedient aristocracy</li> <li>• overall, he subtly criticises Augustus throughout this section for his role in setting up the autocratic principate system</li> <li>• he implies Livia is responsible for the death of all possible heirs</li> <li>• Tiberius brought back consular elections but Tacitus implies he was against empowering the senate</li> <li>• Tacitus implies that Tiberius was jealous of successful generals</li> <li>• Tacitus presents everything Germanicus does in an idealistic light to make a contrast with Tiberius.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	10	<p><b>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</b></p> <p><b>Possible analytical points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• it is natural for women to be treated the same as men</li> <li>• the differences between men and women are not significant for ruling</li> <li>• women should be educated the same as men</li> <li>• there should be a law to ensure women can be educated as guardians</li> <li>• some women can be better suited to ruling than others</li> <li>• it is merely against nature that makes people think women should not be educated.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• origin</li> <li>• purpose</li> <li>• content</li> <li>• cultural or historical context.</li> </ul>	10	<p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p><b>Possible evaluative points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• a city must embrace diversity</li> <li>• a city cannot be managed like a household (by one person rule)</li> <li>• different types of people in a city must be allowed responsibility</li> <li>• different people should rule for set periods of time</li> <li>• if there was one person clearly better suited to ruling, they should rule</li> <li>• in reality all people are equal so they must share rule</li> <li>• people should not be able to opt in or out of taking their turn ruling</li> <li>• people should take turns in different official roles.</li> </ul> <p><b>Any other reasonable point.</b></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 'compare different sources . . .' require candidates to:</p> <ul style="list-style-type: none"> <li>• explain the content of two or more different sources</li> <li>• make points of comparison between sources.</li> </ul>	15	<p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p><b>Points of comparison between Sources C and D may include:</b></p> <ul style="list-style-type: none"> <li>• conduct in warfare should assume peace will be the outcome</li> <li>• victors should not attempt to further damage defeated lands</li> <li>• attempts should be made to resolve conflict through debate/negotiation as much as possible</li> <li>• laws can be put in place to ensure warfare is carried out as fairly as possible</li> <li>• dealings in warfare should be honest</li> <li>• victorious leaders have a responsibility towards the defeated.</li> </ul> <p><b>Points of evidence from Source C may include:</b></p> <ul style="list-style-type: none"> <li>• using the example of how Greek states fight with each other as a model</li> <li>• there is a goal to treat all warfare the same, whether with Greeks or non-Greeks</li> <li>• following war resolution should be as a negotiator, not an enslaver</li> <li>• it is wrong to punish a people, as their leaders caused the war</li> <li>• laws must be put in place to ensure that guardians conduct wars without excessive destruction in the end.</li> </ul> <p><b>Points of evidence from Source D may include:</b></p> <ul style="list-style-type: none"> <li>• conflict should be resolved through debate with war as a last resort</li> <li>• the goal of wars is to lead to a more lasting peace</li> <li>• if wars in Rome had been conducted more justly, Rome would still be a republic</li> <li>• victorious leaders should spare the conquered from further harm</li> <li>• victorious leaders should actively help defeated peoples by becoming patrons</li> <li>• Rome has religious laws of warfare in place which should be followed</li> <li>• in the past leaders followed the laws of warfare, which implies they do not now.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>accurately explain the meaning of a modern source/quote</li> <li>compare the views of the source/quote with classical ideas.</li> </ul>	15	<p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p><b>Points of comparison from Source E may include:</b></p> <ul style="list-style-type: none"> <li>justice in society is the same as justice itself</li> <li>justice in society is an equitable distribution of social, political, and economic benefits and burdens</li> <li>justice in society includes equal opportunity to contribute to and to benefit from the common good</li> <li>justice in society allows all people to hold public office</li> <li>justice in society encourages individual self-development and self-determination</li> <li>justice cannot involve oppression and domination.</li> </ul> <p><b>Points of comparison from Plato's <i>Republic</i> may include:</b></p> <ul style="list-style-type: none"> <li>justice is the balance of reason, spirit and desire</li> <li>justice is not a craft or skill, it is action</li> <li>city-soul analogy argues that justice in the individual is the same as in the community</li> <li>a just community involves everyone sharing the goods of the state</li> <li>a just community means that all citizens will play their individual part fairly</li> <li>justice would involve only the guardians administering political power</li> <li>justice would require women to be given equal opportunity to be a guardian</li> <li>guardians would have to be philosophers</li> <li>in a just society people would perform the one role they were best suited to</li> <li>medical treatment would be available for injuries and curable illnesses</li> <li>medical treatment would not be available to prolong life in all circumstances</li> <li>in a just society people would choose to act fairly with each other.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Plato focuses on the education of the guardians</li> <li>• education should involve literature, music and physical training</li> <li>• guardians should be educated through the example of noble and inspiring stories</li> <li>• any stories which teach inaccurate ideas should be suppressed, for example, Achilles in the underworld</li> <li>• if guardians believe false ideas about the afterlife they may not behave with courage</li> <li>• stories must show guardians how to respect honour and justice</li> <li>• a proper musical education will give rulers a calm emotional perspective</li> <li>• guardians must learn to consider all people like one family in their society</li> <li>• in a just society people would not want to cheat others</li> <li>• in a just society people would learn to value a good life and not cling to an unpleasant life for the sake of being alive</li> <li>• the best rulers will be philosophers because they can see the deeper meaning in everyday examples</li> <li>• children must learn by observing the examples of their elders</li> <li>• women should be entitled to the same education as men in order to carry out the same roles.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• it is natural for humans to live in family units (households)</li> <li>• within households it is natural for there to be a power hierarchy</li> <li>• cities are made from many households exchanging goods for mutual benefit which is natural as diversity is natural</li> <li>• attempting to make all members of a city behave like one united household is unnatural and will cause division</li> <li>• it is unjust for any social order to operate which does not rely on what is natural, for example, enslaving people who are equals is unjust</li> <li>• it is natural to acquire enough wealth to meet needs of wellbeing</li> <li>• acquiring as much wealth as possible is unnatural and damaging for society</li> <li>• where people are naturally equal, they should share power</li> <li>• being able to rule and be ruled is possessing social virtue, which is natural for humans living in a city state</li> <li>• family units are essential for stability in society, so he rejects any type of communal living as advocated by Plato</li> <li>• individuals are supported in a community if they have their own families and households looking out for them.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <p><b>Points from the <i>Republic</i>:</b></p> <ul style="list-style-type: none"> <li>• Plato believes a guardian class is necessary to rule</li> <li>• myth of the metals placed people in their social roles</li> <li>• there is no discussion of how the general population would take part in political decisions</li> <li>• ideas from literature would be censored</li> <li>• women are given equal opportunity to be educated and rule as guardians</li> <li>• does not address the idea of whether there would be enslaved people or not</li> <li>• considers not all citizens were capable of being in ruling positions</li> <li>• could be argued that the <i>Republic</i> is a model for a ‘representative democracy’ run by an educated elite.</li> </ul> <p><b>Points from <i>Politics</i>:</b></p> <ul style="list-style-type: none"> <li>• women are excluded from power</li> <li>• male Greek citizens are the class who should rule</li> <li>• all other males are in some way deficient</li> <li>• social mobility — you can become upper class by obtaining wealth</li> <li>• believes in rule by the best — an educated aristocracy</li> <li>• Aristotle is very wary of giving too much power to uneducated citizens</li> <li>• some political offices should be reserved for poor citizens</li> <li>• poor citizens may be allowed to vote for representatives, in a form of ‘representative democracy’.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• his examples of dilemmas in Book 3 always show a noble solution</li> <li>• fear should never be used as a method to gain power, as it lacks honour</li> <li>• gaining glory is a respectable way to gain power as it is useful to the community, such as through victory on the battlefield</li> <li>• power can also be gained through political service and oratory</li> <li>• money can be used to gain influence by financing games and shows</li> <li>• outright bribery is not acceptable as a route to power</li> <li>• leaders who act with noble intentions to remove enemies who are tyrannical are acting honourably</li> <li>• a leader should adhere to rules for the conduct of war</li> <li>• it is wrong to force people into blind promises as we are not bound by such forced promises ourselves</li> <li>• if an agreement has been entered into by deliberately misleading someone, it is honourable not to be bound by it</li> <li>• immoral behaviour and behaving in a crass way can destroy reputations of leaders so must be avoided</li> <li>• Cicero illustrates his points with reference to enemies, such as Caesar, Crassus and Mark Antony</li> <li>• Cicero can overly idealise the conduct of his allies like Pompey to try to illustrate his points.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	10	<p><b>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</b></p> <p><b>Possible analytical points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• Hecuba stands defenceless in the palace with her daughters</li> <li>• the gods offer no hope or protection to the Trojans</li> <li>• Priam starts to arm himself despite his old age</li> <li>• Polites is killed by Pyrrhus</li> <li>• Priam and Hecuba seeing their son die in front of them</li> <li>• Priam throws his spear at Pyrrhus pathetically after he addresses him</li> <li>• Pyrrhus goes on to also brutally kill Priam</li> <li>• Pyrrhus is even more savage than his father, Achilles.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• origin</li> <li>• purpose</li> <li>• content</li> <li>• cultural or historical context.</li> </ul>	10	<p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p><b>Possible evaluative points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• Menelaus is initially persuaded to accept a ransom for Adrestus as warriors value wealth and spoils of war</li> <li>• Agamemnon argues that Menelaus should show no mercy to enemies</li> <li>• Agamemnon argues that the Trojans mistreated Menelaus’s hospitality</li> <li>• Menelaus is persuaded by Agamemnon and shows Adrestus no mercy</li> <li>• mercy is not usually shown on the battlefield as glory is won through fighting</li> <li>• the desire for no markers for the graves/not even children escape is excessive.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• explain the content of two or more different sources</li> <li>• make points of comparison between sources.</li> </ul>	15	<p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p><b>Points of comparison between Sources C and D may include:</b></p> <ul style="list-style-type: none"> <li>• Hecuba and Briseis are both victims of war</li> <li>• both women have lost their husbands</li> <li>• both women have been taken as prisoners</li> <li>• both women lack hope for their future</li> <li>• both women face the prospect of enslavement</li> <li>• both women have been treated as objects/chattels.</li> </ul> <p><b>Points of evidence from Source C may include:</b></p> <ul style="list-style-type: none"> <li>• Hecuba enjoyed a happy and privileged life before the war</li> <li>• Hecuba recognises that she will suffer enslavement</li> <li>• all her sons are dead</li> <li>• Hecuba had to watch her husband, Priam, die</li> <li>• all her daughters are being taken away</li> <li>• she will be taken back enslaved in Odysseus' household</li> <li>• Hecuba also blames Helen for her situation.</li> </ul> <p><b>Points of evidence from Source D may include:</b></p> <ul style="list-style-type: none"> <li>• Briseis saw her husband and family die</li> <li>• Briseis is dependent on Achilles</li> <li>• Briseis feels Achilles does not care about her at all</li> <li>• Briseis is Agamemnon's prisoner and was Achilles' prisoner before that</li> <li>• Briseis considers her life enslaved in Achilles' household</li> <li>• Achilles refused Agamemnon's offer of returning Briseis to him</li> <li>• Briseis has heard a rumour that Achilles has decided to abandon the war and return home.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>accurately explain the meaning of a modern source/quote</li> <li>compare the views of the source/quote with classical ideas.</li> </ul>	15	<p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p><b>Points of comparison from Source E may include:</b></p> <ul style="list-style-type: none"> <li>heroism is a reaction to sudden events or circumstances</li> <li>heroism is carried out on behalf of another person or a community</li> <li>heroism is based on personal values</li> <li>the achievement of long-term goals can also be heroic if it involves sacrifice</li> <li>heroism is not possible if people do not think the action required is worth it</li> <li>heroism is not possible unless you believe it is worth the risk of acting bravely.</li> </ul> <p><b>Points of comparison from the <i>Odyssey</i> may include:</b></p> <ul style="list-style-type: none"> <li>Odysseus tells Calypso he is willing to endure any potential suffering to return home</li> <li>Odysseus suffers greatly in the storm caused by Poseidon before he gets to Phaeacia</li> <li>Odysseus is brave in the face of danger but he is helped by Ino and Athena</li> <li>Odysseus acts quickly after hearing Nausicaa and the other women and he speaks cleverly to Nausicaa</li> <li>all of Odysseus' interactions with Nausicaa are focused on his desire to return home and are motivated by his love for his family</li> <li>Odysseus acts quickly and decisively when fighting the Suitors</li> <li>Odysseus is driven by revenge for the wrongs the Suitors have done to him and his household</li> <li>Odysseus feels he is justified due to the importance of hospitality and how serious a breach of hospitality the Suitors have committed</li> <li>Odysseus' punishment of Melanthius is cruel and inhumane</li> <li>Odysseus believed executing the maids was just according to his values.</li> </ul> <p><b>Any other reasonable point.</b></p>

Part B — Classical society

Question	General marking principles for this type of question	Max mark	Specific marking instructions for this question
21.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Hero and anti-hero do not necessarily have the same meaning in ancient times as they do today</li> <li>• Achilles heroically stands up to Agamemnon in the assembly in Book 1</li> <li>• Achilles decision to withdraw from the fighting in the <i>Iliad</i> is based on the dishonour he feels Agamemnon has caused him</li> <li>• Achilles asks his mother Thetis to punish the Greeks for dishonouring him, asking that his allies die as a result</li> <li>• Achilles has killed Andromache’s family while raiding the area around Troy</li> <li>• Achilles heroically tries to avenge the death of Patroclus</li> <li>• Achilles’ treatment of Hector’s body is extreme and not heroic behaviour</li> <li>• Achilles is respectful to Priam and accepts his ransom for Hector</li> <li>• in <i>Heroides</i> 3 Briseis criticises Achilles for not fighting, claiming that he does not want to risk himself</li> <li>• Briseis also criticises Achilles for abandoning his desire for glory</li> <li>• Briseis talks about the horror of witnessing Achilles kill her family, including her husband</li> <li>• the fact that Briseis was then enslaved by Achilles makes this even more horrific</li> <li>• Briseis talks about how Achilles has refused Agamemnon’s ransom suggesting that he did not really care about Briseis at all</li> <li>• Briseis says that Achilles’ pride is getting in the way of his expected heroic duty to fight and stop Hector.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Penelope's status is respected, as the wife of Odysseus</li> <li>• Penelope is objectified as a prize by the Suitors</li> <li>• Penelope is seen as a means of acquiring power</li> <li>• Penelope does not seem to have independence in deciding whether she should remarry</li> <li>• the Suitors do not respect Penelope's decision to wait for her husband to return and use up her household's resources</li> <li>• Telemachus does not respect his mother in the way he criticises her publicly</li> <li>• Odysseus does not respect the enslaved women who have collaborated with the Suitors in his household by ordering their execution</li> <li>• Odysseus respects the enslaved women who remained loyal</li> <li>• Nausicaa's mother, Arete, is respected by her people and by Odysseus</li> <li>• Nausicaa is shown respect by Odysseus when he asks her help in getting home</li> <li>• Nausicaa is allowed to lead a group of maids out of the city</li> <li>• Eurycleia is respected by Telemachus and Odysseus as a confidante.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• the <i>Iliad</i>'s heroes gain glory through fighting and from spoils of war</li> <li>• honour is a driving force for men to fight to preserve their status</li> <li>• both Greeks and Trojans value honour and glory</li> <li>• Hector tells Andromache that he must fight to preserve his honour</li> <li>• Hector chooses to fight Achilles instead of retreat to preserve his honour</li> <li>• Achilles' decision to withdraw from the fighting is based on his honour, but also a belief that there is no real value in the potential glory of war</li> <li>• <i>Trojan Women</i> powerfully presents the consequences for women captured as a result of war and demonstrates there is no glory in this</li> <li>• Cassandra argues that the Greeks' deaths are not glorious or honourable, but the Trojans' deaths are, since they are defending their land</li> <li>• Cassandra argues that Hector and Paris have gained glory from their actions despite their deaths</li> <li>• Hecuba suggests that there is a kind of glory in her suffering and the destruction of Troy</li> <li>• Andromache argues that Hector's courage is pointless, his desire to preserve his honour has not helped her or their son.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Aeneas' leadership after the Trojans' shipwreck near Carthage is admirable</li> <li>• Aeneas' meeting with Dido also shows his quality as a speaker and leader</li> <li>• Aeneas' impulse to fight the Greeks after Hector's advice is questionable</li> <li>• Aeneas does not think of his family first, instead he rushes into battle without a plan</li> <li>• Aeneas leads many of his fellow Trojans to unnecessary deaths when he could have helped them escape</li> <li>• eventually, Venus has to intervene to encourage Aeneas to go to his family</li> <li>• Aeneas' unwillingness to leave his father behind is admirable</li> <li>• Aeneas is at fault for losing Creusa, but does go back to look for her</li> <li>• Aeneas is selfish for entering into a relationship with Dido and ignoring his mission, to the detriment of the other Trojans</li> <li>• Aeneas' decision to carry out his duty despite his personal relationship is less admirable to a modern audience than its original Roman audience</li> <li>• Aeneas does his best to preserve the original agreement of a duel against Turnus, even getting wounded while trying to convince his men to respect it</li> <li>• Aeneas' prowess in battle and physical strength are impressive, but this is not necessarily something valued by a modern audience</li> <li>• Aeneas' decision to not grant Turnus his life shows that he acts impulsively, influenced by fury and revenge.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• links between different components</li> <li>• links between component(s) and the whole</li> <li>• links between component(s) and related concepts</li> <li>• similarities and contradictions</li> <li>• consistency and inconsistency</li> <li>• different views/interpretations</li> <li>• possible consequences/implications</li> <li>• the relative importance of components</li> <li>• understanding of underlying order or structure.</li> </ul>	10	<p><b>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</b></p> <p><b>Possible analytical points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• identification of Cleon through the ‘Eagle of Leather’</li> <li>• comment on criticism of demagogues</li> <li>• suggestion of corruption amongst politicians ‘crook and thief’</li> <li>• criticism of methods used by prominent speakers, using rhetoric or oratory to sway assembly</li> <li>• methods used to lead assembly, confuse issues (‘mix policies’), flattery (‘butter up’)</li> <li>• use of oracles during this period to justify proposals</li> <li>• comment regarding nature/class of politicians, Aristophanes suggests can make more impact if you are less educated (‘market square’)</li> <li>• Aristophanes uses allegory to make points about politicians and assembly.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• origin</li> <li>• purpose</li> <li>• content</li> <li>• cultural or historical context.</li> </ul>	10	<p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p><b>Possible evaluative points could refer to, for example:</b></p> <ul style="list-style-type: none"> <li>• Strepsiades being hit by his son is shocking</li> <li>• Pheidippides disrespect for his father is shocking</li> <li>• Pheidippides is justifying his behaviour using new education</li> <li>• new education has disrupted the old education models, (‘disturber of old certainties’), bad argument beats the good argument in debate</li> <li>• Pheidippides gained the skills to make convincing arguments because of education through dialectic method learnt in school</li> <li>• Pheidippides not interested in learning for the sake of knowledge</li> <li>• Socrates seems more interested in obscure experiments than effect on his students</li> <li>• representation of the Socratic method (‘asking you a question or two’)</li> <li>• Strepsiades hopes to evade debts using methods learned.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• explain the content of two or more different sources</li> <li>• make points of comparison between sources.</li> </ul>	15	<p>Candidates gain equal credit for discussion of elements in Sources C and D or in other parts of these texts.</p> <p><b>Points of comparison between Sources C and D may include:</b></p> <ul style="list-style-type: none"> <li>• using humour to make social comment</li> <li>• overvaluing luxury</li> <li>• importance of gossip in society</li> <li>• overspending</li> <li>• moral criticism</li> <li>• description of foods.</li> </ul> <p><b>Points of evidence from Source C may include:</b></p> <ul style="list-style-type: none"> <li>• guest, Balatro, is critical of his host who is trying to impress</li> <li>• dinner party invitation as part of social contract between patron and clients</li> <li>• Horace's presentation of Nasidienus as host, trying to 'achieve fame'</li> <li>• enslaved people used to show wealth</li> <li>• the host is over concerned about the 'Bread' and 'Sauce' served at dinner</li> <li>• has been incident at dinner, 'canopy falling'</li> <li>• 'next laugh' — dinners would be topics of gossip.</li> </ul> <p><b>Points of evidence from Source D may include:</b></p> <ul style="list-style-type: none"> <li>• hosts — what is correct for one is not for other, wealth of host important, what is appropriate for individual Atticus/Rutilus</li> <li>• Juvenal critical of people who are living out with their means</li> <li>• Scandal . . . gossip . . . idea of gossip amongst diners and others</li> <li>• food as topic to show extravagance</li> <li>• criticism of people who care more about food than being in debt</li> <li>• extreme outcome of pursuing this path, gladiator school . . . totter to ruin</li> <li>• willing to ruin their family and their reputation.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>accurately explain the meaning of a modern source/quote</li> <li>compare the views of the source/quote with classical ideas.</li> </ul>	15	<p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p><b>Points of comparison from Source E may include:</b></p> <ul style="list-style-type: none"> <li>idea of finding peace</li> <li>removing worries, stress or anxiety</li> <li>being accepting of current situation</li> <li>importance of relationships on peace of mind</li> <li>life experience can affect peace of mind</li> <li>making choice to remove yourself from situation which causes stress.</li> </ul> <p><b>Points of comparison from Horace's <i>Satires</i> may include:</b></p> <ul style="list-style-type: none"> <li>Horace's advice on faults and follies to avoid, <i>Satires</i> 1.1 vice of greed, dangers of relationships with married women shown in 1.2</li> <li>importance of friendship shown in 1.3 and 1.5</li> <li>Horace points out the importance of seeing one's own faults in 1.3 and 2.7, linked to forgiving the faults of friends</li> <li>Horace's father had advised him to be content with own lot, 1.4</li> <li>foolish to pray for more than one needs, 2.6</li> <li>description of dangers which come from seeking glory in politics in 1.6</li> <li>comments on system of patronage through 1.9 and 2.8</li> <li>Epicurean and Stoic ideas shown in 2.2 and 2.7</li> <li>Horace reflects on his own desire of a simple life in 2.6</li> <li>comment on stoic idea that all men are enslaved to something, shown in 2.7</li> <li>Horace comments on his own position and relationship to Maecenas in 1.6 and 2.6</li> <li>Horace praises the simple life through voice of farmer Ofellus in 2.2.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Aristophanes draws attention to serious issues in his works, these areas are explored in depth and repeated through works</li> <li>• corruption of politicians in <i>Knights</i></li> <li>• incompetence of politicians in <i>Assembly Women</i></li> <li>• bad leadership and apathy explored in <i>Knights</i> though criticism of Cleon and ThePeople</li> <li>• he makes clever representations of real people, Cleon, Demosthenes, Nicias, through his work. Characters would have been known to audience, could relate to issues and people shown</li> <li>• women take political control in <i>Assembly Women</i></li> <li>• property held in common in <i>Assembly Women</i></li> <li>• no traditional family life in <i>Assembly Women</i></li> <li>• all women must be treated as equally desirable in <i>Assembly Women</i></li> <li>• Aristophanes draws attention to issues he does not offer realistic solutions</li> <li>• often plays need to resort to fantasy to solve a problem</li> <li>• gives frequent suggestions that the people do not realise what is going on as shown in <i>Knights</i></li> <li>• his attack on Cleon can be seen as personal</li> <li>• as a writer of comedy his main aim is to entertain and win theatrical competition</li> <li>• use of violent, sexual, crude humour shows desire to make audience laugh</li> <li>• exaggeration or distortion of serious issues for comic effect</li> <li>• plays were generally successful showing topic may have resonated with audience</li> <li>• issues in politics and society however were not solved during his time.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• bribery and corruption suggested amongst political figures, <i>Acharnians</i> suggests envoys becoming rich, corrupt dealings with Persia</li> <li>• problem with informers shown in <i>Acharnians</i> and <i>Peace</i></li> <li>• frequent return to similar issues throughout his writing suggests this was real issue throughout the war years</li> <li>• wealth and greed of the ambassadors and envoys contrasting with motivations of the main characters of Dikaiopolis and Trygaios</li> <li>• misuse of oracles suggested in <i>Peace</i></li> <li>• war-profiteering (arms salesman) shown in <i>Peace</i></li> <li>• in <i>Peace</i> Zeus has given up on the Greeks because the war never ends</li> <li>• Hermes' speech in <i>Peace</i> raises issues about the cause of the war: <ul style="list-style-type: none"> <li>– he says Pericles caused the war to deflect from his alleged corruption</li> <li>– he says the Megarian Decrees were brought in for the same reason</li> <li>– he says farmers were losing their livelihoods because politicians won't make peace</li> </ul> </li> <li>• in <i>Acharnians</i> Dikaiopolis complains the politicians won't talk about making peace</li> <li>• the chorus of <i>Acharnians</i> complain they have been taken off their land</li> <li>• the city becomes unhealthy because it is overcrowded</li> <li>• Dikaiopolis makes his own peace treaty</li> <li>• the general Lamachus is humiliated.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Horace discusses the advice given to him by his father in <i>Satires</i> 1.4 and 1.6</li> <li>• through praise and discussion of father we can note Horace's own success in society</li> <li>• Horace's position as secretary hinted at in 1.5</li> <li>• it is Horace's father's moral training and Maecenas' patronage which made Horace's freedom to write possible</li> <li>• <i>Satires</i> 1.6 shows some hypocrisy as he attacks ambition but he has won Maecenas' friendship</li> <li>• Horace's father had been enslaved — people don't let him forget it</li> <li>• <i>Satires</i> 1.9 shows his encounter with a socially ambitious 'bore' however it is not really an attack more a laugh at himself for his inability to escape the attention</li> <li>• <i>Satires</i> 1.9 is a tactful flattery of Maecenas and group</li> <li>• in 1.4 and 1.10 he refers to his need to be genial and forgive others lapses</li> <li>• Horace's focus is to address a type of behaviour or moral vice rather than put others down</li> <li>• <i>Satires</i> 2.2 ironic in that it teaches idea of living simply but written after Horace had achieved success through patronage</li> <li>• <i>Satires</i> 2.7 shows Stoic idea of being 'enslaved to desire', criticism of political ambition</li> <li>• criticism of the host but also of hangers-on in 2.8.</li> </ul> <p><b>Any other reasonable point.</b></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"> <li>• analyse</li> <li>• evaluate</li> <li>• synthesise points into a line of argument.</li> </ul>	25	<p><b>Possible points in the text(s) for discussion:</b></p> <ul style="list-style-type: none"> <li>• Juvenal says ‘Indignation makes me write’ in <i>Satires</i> 1, his purpose is to draw attention to flaws in society</li> <li>• he attacks specific behaviours and types of people, his targets are often used only to discuss type of behaviour or vices</li> <li>• can be seen to show racism and snobbery in his attacks, feels different groups are subverting the old traditions, loss of ‘true nobility’ in 8</li> <li>• attacks of Greeks and non-Romans, freedmen and upper classes in 1, 2, 3 and 5</li> <li>• attacks money and its abuse and perversions of social relationships in 3, highly critical descriptions of life in Rome</li> <li>• <i>Satires</i> 2 and 9 are attacks on hypocrisy of upper classes and so-called intellectuals</li> <li>• <i>Satires</i> 6 an attack on marriage and behaviour of women</li> <li>• targets are often not contemporary, dangers of attacking named targets during this time, uses historical figures</li> <li>• attacks sit alongside praise for golden age</li> <li>• Juvenal’s persona is important when considering satire</li> <li>• uses at times more sophisticated rhetoric</li> <li>• insists he speaks the truth while also distorting facts</li> <li>• critical of different vices but likes sensationalism</li> <li>• his change in tone in 10 and 11, switching topic to consideration of prayer and living within means and philosophical approach</li> <li>• different tone and persona can be seen comparing 5 and 11, similar theme of dinner parties but one is constructive handling while the other is destructive.</li> </ul> <p><b>Any other reasonable point.</b></p>

[END OF MARKING INSTRUCTIONS]