



National
Qualifications
2026

2026 Classical Studies

Advanced Higher

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

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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					
Questions that begin ‘<i>In what ways . . .</i>’ require candidates to <i>analyse</i> a source. Candidates identify different aspects or components of a source and clearly show at least one of the following: • 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					
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. Evaluative comments may relate to, for example: • 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 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 evaluative points.

Question type – Source comparison	Overall mark		Marking instructions			
			Structural mark (5 marks)			
Questions that ask candidates to ‘<i>compare different sources . . .</i>’ require candidates to: • 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: • additional detail • examples • reasons • evidence.		

Question type – Comparison with modern source	Overall mark		Marking instructions			
			Structural mark (5 marks)			
Questions that ask candidates to ‘<i>compare classical ideas with a modern source . . .</i>’ require candidates to: - 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: - 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
No evidence of analysis (a purely descriptive response) OR Analysis is not relevant to the question.	Makes one or two analytical points about aspects of a value, concept or system of classical society.	Makes three or four analytical points about aspects of a value, concept or system of classical society. AND At least two of these are well-developed key points in the context of the question.	Makes four analytical points about aspects of a value, concept or system of classical society. AND All of these are well-developed key points in the context of the question.	Meets criteria for 6 marks . AND Some or all analytical points show evidence of engaging with wider reading.

Evaluation – 8 marks Candidates must make reasoned evaluative points.				
0 marks	1–2 marks	3–4 marks	5–6 marks	7–8 marks
No relevant, reasoned evaluative points.	Makes one or two relevant points of evaluation.	Makes three or four relevant, reasoned and/or evidenced evaluative points. AND At least two of these are well-developed key points in the context of the question.	Makes four relevant, reasoned and/or evidenced evaluative points. AND All of these are well-developed key points in the context of the question.	Meets criteria for 6 marks . AND 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 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.			Questions that begin ‘In what ways. . .’ require candidates to analyse a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following: • 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	Answers should discuss four areas of Herodotus’ presentation of the relationship of myth to history. Candidates gain equal credit for discussion of elements in Source A or from other parts of this text. Possible analytical points could refer to, for example: • this section follows immediately on from Herodotus’ introduction and statement of why he is writing this work • Herodotus treats mythology as if it is history • he treats Asia and Europe as if each one is a unified state making an attack on the other • he takes his stories from ‘learned Persians’, implying authority for these stories, in spite of their mythological nature • he notes that the Greek account of these stories and the Persian one differ • he notes that his sources (Greek and Persian) disagree about responsibility • he points out causes and effects in how these accounts from different time periods relate to each other • he sees the original cause of the Persian and Greek conflict in the mythological past, rather than in particular historical events. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
2.			Questions that begin ‘To what extent. . .’ require candidates to evaluate a source. Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement. Evaluative comments may relate to, for example: • origin • purpose • content • cultural or historical context.	10	Answers should discuss four areas of Thucydides’ use of history for political purposes. Candidates gain equal credit for discussion of elements in Source B or from other parts of this text. Possible evaluative points could refer to, for example: • Thucydides is at times critical of democracy as well as other political systems, like the Oligarchic takeover in Athens • he begins with the lack of unity between the members of the oligarchic movement • he subtly presents a middle-of-the-road position (‘a constitution of greater equality’) as an aspirational choice for the leaders • he argues that both human nature and the inherent nature of oligarchies prevented that from happening and led to downfall – philosophical and political statements • he notes the false pretences of oligarchs, who claim to support equality, but in reality are interested in their own position • the leaders of the oligarchy position themselves cynically as the ‘champions of the people’, showing Thucydides’ scepticism of these leaders, and by extension their political programme • he does, however, attempt to account for some external or historical factors, like Alcibiades, when explaining the actions of the oligarchs. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
3.			Questions that ask candidates to ‘<i>compare different sources. . .</i>’ require candidates to: • explain the content of two or more different sources • make points of comparison between sources.	15	Answers should discuss four areas of comparison between the two sources giving detail from each to show how each approaches and explains their motivation for and process in undertaking the study of history. Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts. Points of comparison between Sources C and D may include: • both sources recognise that history is a record of events and politics • both sources have a moral outlook in their approach • both sources note the decline of morals since past times • both sources state their aim to avoid bias • both sources note that other historians have discussed the same events and figures • both sources draw a contrast between the greatness of past Rome and the current state as a motivating factor for writing or studying history. Points of evidence from Source C may include: • Livy praises other historians • he wants to point his reader towards the kind of lives his historical subjects lived • he notes the benefit of studying history for his reader • he argues that history is a kind of medicine for a sick mind • he suggests that history can be used for finding moral examples for other/future individuals and nations • he claims that his bias might be drawn from too much passion for Rome’s history. Points of evidence from Source D may include: • Tacitus provides a sort of summary of Roman history as an introduction • his focus is on uncovering the truth amidst deception and political intrigue • he is interested in political structures and regimes • he notes that some other historians were too flattering of the emperors and some too critical • he claims that he will avoid bias based on moral outrage or partisanship • he implies he does not aim to compare himself with famous historians. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
4.			Questions that ask candidates to <i>'compare a modern source/quote with classical ideas'</i> require candidates to: - accurately explain the meaning of a modern source/quote - compare the views of the source/quote with classical ideas.	15	Answers should discuss four areas of comparison from the modern source and draw comparisons with how Livy constructs his history. Candidates gain marks for pertinent detail of events as well as analysis and evaluation. Points of comparison from Source E may include: - historians today are aware of the nature of writing history - history writing today is the result of the author's aims and opinions - historians recognise that it is difficult to capture the entirety of a period and then boil it down into a single narrative - historians are confronted with the problem of crafting a narrative out of historical evidence - historical narrative may seem to present facts - in fact, historical narrative is a deliberate choice of creating a narrative by the author. Points of comparison from Livy may include: - Livy states his aim to present historical fact, free from impairment - he gives very little insight into the sources that inform his history - he is clear that the early history of Rome is unverifiable, perhaps more suited to poetry than to history, noting the paucity of sources - he urges his readers to focus on the moral lessons that can nevertheless be drawn from the period - he is often explicit when there are two differing sources about an event, for example, with the she-wolf and the twins - Livy's approach in Book 1 is notably different in composition compared to the later books - in this section, the historical narrative occupies just over half the chapters, with the rest given over to dramatic accounts and antiquarian notices - there are few direct speeches in Book 1, and when there are any, they are brief. In this section, Livy uses more direct speech proportionally than he does elsewhere, where he prefers to rely more on indirect speech - Livy notes, for example, that it would be difficult to reconstruct the speech of Brutus after the death of Lucretia

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					• Livy starts with Aeneas to connect Rome to the Trojan War and Mediterranean history, and ends Book 1 with the expulsion of the Tarquins, emphasizing the shift from monarchy to the Republic and creating a teleological story of Rome's rise • Livy highlights stories illustrating Roman virtues, like Lucretia's suicide, to underscore themes of courage and duty. Any other reasonable point.

Part B – Classical society

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
5.			These questions require candidates to: - analyse - evaluate - synthesise points into a line of argument.	25	Answers should discuss Herodotus' approach to his sources and varying perspectives in Book 7. Possible points in the text(s) for discussion: - Herodotus includes the Persian perspective on the invasion, especially through speeches by Mardonius, ostensibly showing motivations directly from their own viewpoint - he shows both sides of the debate within Persia, as with Mardonius and Artabanus' differing perspectives - he reports supernatural events, such as Xerxes' dreams that encourage him to invade Greece, and Artabanus' dream which convinces him to abandon his opposition - he sometimes states loose connections, like the Persians deriving their name from the son of Perseus, as fact - he meticulously details the size and composition of the Persian forces, showing his commitment to gathering concrete evidence - he documents differing reactions among the Greek city-states to the Persian threat, from their initial demand of earth and water to the formation of alliances, showing a range of attitudes and fears - he acknowledges multiple accounts of Ephialtes' betrayal, including Ephialtes' alleged desire for personal gain - he acknowledges that not all his sources may be equally reliable, as when he reports Xerxes sending an envoy to Argos - he reports, in the episode with Argos, that his duty as a writer is to report what is said, but he is not expected to believe it - he also notes the various differing accounts of events, for example, the 'Argive account' that differs from the 'Greek account' - he provides a view into the mind of the Greeks in the account of Demaratus to Xerxes before the Battle of Thermopylae. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
6.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss Thucydides' presentation of the decisions and actions of the Athenian democratic government during the Sicilian Expedition. Possible points in the text(s) for discussion: • Nicias suggests a retreat from Sicily early on, but he faces resistance partly due to decisions back in Athens • the democratic assembly's pressure keeps Nicias from making the pragmatic decision to withdraw • Thucydides highlights how democratic Athens' reliance on multiple leaders, rather than a single decisive commander, leads to internal division and distrust, for example, the tensions between Nicias and Demosthenes • the decision to prosecute Alcibiades destabilised the campaign • Thucydides emphasises how Athenian overconfidence, partly fuelled by the self-importance of the democracy, contributes to the assembly's decision to send Demosthenes with reinforcements despite mounting losses • Thucydides portrays Nicias as sceptical about continuing the siege of Syracuse, but remains on into a second year in part because of his concerns about the character of the Athenians and how they were prone to make rash decisions based on the first clever speaker to address them • Nicias is also shown to be concerned about the impact of a withdrawal on his reputation and the possibility of being judged harshly by the democratic assembly, leading to indecision • the delays of the indecisive Athenians allow time for Gylippus to gather reinforcements, which ultimately led to Athens' major defeat • the Athenians, unable to accept a long-term approach or even a strategic withdrawal, continually push for an immediate and decisive victory • the final chaotic retreat and the decision to continue fighting despite hopeless conditions reflect a desire in the Athenians to avoid public disgrace rather than assess the military situation • he doesn't explicitly blame having a democracy for bad strategy. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
7.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss the ways in which Polybius links ambition to disastrous outcomes in Book 3. Possible points in the text(s) for discussion: • Polybius sets out that the ambition of his characters is one key means of judging them • he dismisses the historian Fabius' assertion that the cause of the war was Hasdrubal's ambition when he tried to make Carthage a monarchy • he argues instead that the real cause was the insult to Hamilcar by the Romans, downplaying the ambition of Carthaginian generals • but he notes the passion and vigour of Hannibal in taking Saguntum, an action that directly started the war • Polybius recounts how Tiberius Sempronius, eager to continue his early success, pushed the Romans to fight foolishly at Trebia • the Roman general, Flaminius, marched the army into disaster Lake Trasimene • Polybius discusses how Marcus Minucius' ambition led to recklessness at Larinum • however, despite that recklessness, the caution of Fabius saved the Romans • Varro commits all his troops into the attack at Cannae to win an overwhelming victory • Polybius describes the bravery and even-handedness of the commanders at Cannae, which still was a calamity for the Romans, showing that there were other causes of danger beyond ambition. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
8.			These questions require candidates to: - analyse - evaluate - synthesise points into a line of argument.	25	Answers should discuss Tacitus' presentation of Nero and his actions and the degree to which they are coloured by bias. Possible points in the text(s) for discussion: - through carefully chosen episodes and a focus on Nero's worst actions, Tacitus emphasises his moral failings and disregard for tradition and virtue - although Nero's actions may warrant some of this criticism, Tacitus' tone, presentation of certain episodes, and recurring themes of cruelty, paranoia, and corruption indicate a clear bias - in the story of Nero's plot to kill his mother, Agrippina, Tacitus provides a lurid account, portraying Nero as coldly calculating and ruthless, showing no remorse. Tacitus sees in this a sign of Nero's moral depravity and tyranny rather than any political necessity - Tacitus claims that Nero attempted to hide his responsibility for Agrippina's death, but that most people saw through his false show of grief, suggesting that Nero's rule is so despised and morally bankrupt that even ordinary Romans recognize his cruelty and hypocrisy - Tacitus implicates a Stoic philosopher, Seneca, in Nero's immoral acts, thereby suggesting that Nero's court corrupts all who are close to him - Seneca's growing moral conflict is used to show that even wise and virtuous men are dragged down by Nero's influence - Tacitus describes Nero's lavish lifestyle and penchant for public performances, which reflects Tacitus' disdain for Nero's disregard of traditional Roman virtues and political norms, furthering his portrayal of Nero as a tyrant in moral as well as political terms - Tacitus writes about Nero's purges, where he executes those he perceives as threats, including senators and former allies - Tacitus often provides few details about any actual conspiracies, making it seem that these executions are arbitrary, driven by paranoia rather than justified threats - Nero's paranoia even extends to his former wife. After fabricating charges of adultery and conspiracy against Octavia, Nero exiles her and then has her killed, despite her popularity with the Roman people. Any other reasonable point.

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.			Questions that begin ‘In what ways. . .’ require candidates to analyse a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following: • 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	Answers should discuss four aspects of Cicero’s discussion of the moral characters among rulers and lawmakers analysing how important it seems to be. Candidates gain equal credit for discussion of elements in Source A or from other parts of this text. Possible analytical points could refer to, for example: • stories from the past show that rulers were prized for wisdom/justice • a ruler of good character could prevent conflict between rich and poor when inequality was great • a wise ruler can maintain a state with equity • if there is not a wise ruler, laws must be followed which also maintain equity • leaders would be chosen based on their reputation for justice • just character combined with good judgement is a perfect combination for the state. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
10.			Questions that begin ‘To what extent. . .’ require candidates to evaluate a source. Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement. Evaluative comments may relate to, for example: • origin • purpose • content • cultural or historical context.	10	Answers should discuss four aspects of Plato’s discussion of women guardians evaluating whether he is arguing women and men should be equal. Candidates gain equal credit for discussion of elements in Source B or from other parts of this text. Possible evaluative points could refer to, for example: • it is best for the city if it has the best possible women and men • women and men should have the same musical and physical training • if women are educated, they can gain virtue, just like men • women must have lighter tasks because they are weaker • men laugh at women exercising due to prejudice, not reason • female guardians must share all activities with male guardians. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
11.			Questions that ask candidates to ‘compare different sources. . .’ require candidates to: • explain the content of two or more different sources • make points of comparison between sources.	15	Answers should discuss four aspects of comparison between the two sources regarding their attitudes to property and equality. Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts. Points of comparison between Sources C and D may include: • shared property versus private property • methods of maintaining harmony • idealisation of a perfect state • how to avoid corruption • level of honesty required. Points of evidence from Source C may include: • guardians must not possess property • guardians must live in shared accommodation/with no privacy • guardians who earned wages would no longer be guardians • guardians should never have too little or too much • the state should provide for the guardians’ needs • private property corrupts and would lead to civil strife • should be an entirely idealised state where people believe the ‘noble lie’. Points of evidence from Source D may include: • need to consider how a constitution affects everyone in the state • need to examine ideal states and also states which exist • no interest in constructing a cleverly structured argument like a sophist • there is a need for a better constitution because all existing ones are not perfect • some things must be held in common by citizens • it is crucial to consider the level of shared and private property. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
12.			Questions that ask candidates to ‘compare a modern source/quote with classical ideas’ require candidates to: - accurately explain the meaning of a modern source/quote - compare the views of the source/quote with classical ideas.	15	Answers should discuss four aspects drawn from the modern source in relation to how Aristotle discusses citizenship Candidates gain marks for pertinent detail of events as well as analysis and evaluation. Points of comparison from Source E may include: - citizen status may be conferred at birth or by naturalisation - citizenship also brings with it rights to vote - citizenship also brings with it rights to education - citizenship is about individuals’ relations to the state and to each other - citizenship can give a feeling of reciprocity and responsibility. Points of comparison from <i>Politics</i>: - Aristotle defines citizenship not by birth or status but functionally - a citizen is someone who participates in the judicial administration and in deliberative or legislative processes - holding political office and having a share in the administration of justice are essential - the virtues required for living a good human life are the same as those needed to rule and be ruled in turn - education essential to shape good citizens - Aristotle recommends a programme for civic education overseen by the state - the political community exists for the sake of living well, which means living a life of virtue - citizens cannot logically be defined as children of citizens since the first citizen could never have a citizen parent, therefore no one could be a citizen based on birth - citizens cannot gain citizenship purely from residence in a particular geographical area - citizenship of a particular state is not the same as being a member of a nation/people. Any other reasonable point.

Part B – Classical society

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
13.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss areas of <i>Republic</i> where Plato discusses censorship in education and evaluate whether it seems essential in his Republic. Possible points in the text(s) for discussion: • Plato states that censorship is crucial for an effective education system • Plato would censor stories he believes are untrue • stories shape the moral character of the guardians, who are the future leaders and protectors of the state • young minds are highly impressionable and must be shielded from harmful influences to develop into virtuous citizens • Plato would censor literature, poetry, and music • Plato criticises the works of Homer and Hesiod for depicting the gods and heroes in ways that promote undesirable behaviour like deceit and immorality • stories of the underworld promote fear of death • Plato aims to ensure that children only encounter stories and teachings that promote virtues like courage, moderation and justice • the educational system is designed to instil a sense of duty and loyalty to the state • by promoting only morally uplifting material, the state can cultivate citizens who are not only knowledgeable but also ethical • the good of the city-state outweighs individual freedoms • Plato also believes that the ‘noble lie’ should be promoted among citizens. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
14.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss places where Aristotle describes undemocratic forms of government and evaluate whether he effectively shows strengths and weaknesses. Possible points in the text(s) for discussion: • monarchy can be effective if the ruler is virtuous and governs for the common good • the strength of monarchy lies in its potential for decisive and unified leadership • the weakness of monarchy is the risk of tyranny, where the ruler governs for personal gain rather than the benefit of the people • aristocracy, the rule by the best, is praised for its potential to be led by the most virtuous and capable individuals • aristocracy can ensure wise and stable governance • upper classes who do not need earn wages can potentially become more educated than most of the population • aristocracy can devolve into oligarchy, where a few wealthy individuals rule for their own interests • oligarchy can prioritise the interests of the rich over the common good of the state • oligarchy can bring economic stability and efficient decision-making • oligarchy will lead to social inequality and unrest • his ideal polity combines elements of democracy and oligarchy • his ideal polity can balance the interests of the rich and the poor, promoting stability and fairness • wants as many citizens as possible involved in the process of government. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
15.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss practical examples in Cicero's <i>On Duties</i> and assess how far they illustrate honourable action. Possible points in the text(s) for discussion: • Cicero explores scenarios where what is morally right might seem to conflict with what is expedient • usefulness can never be in conflict with the morally right thing to do • honourable action always leads to the ultimate good • his examples are drawn from literature, history, philosophy, and contemporary politics • Tyrannicide is acceptable for the sake of the state • Stoic view that happiness consists solely in virtue is evident throughout the text • rhetorical skill is needed to reinforce the choice of virtue, especially for those who are not perfectly wise • Cicero's concern is with 'mean' duties, which are those that can be argued for and are accessible to common human understanding • that the right or truly honourable action is rooted in nature • direct explanation of the examples, such as: – Ring of Gyges (also dealt with in <i>Republic</i>) – the Rhodian grain merchant – the house seller examples (relating to legally defined <i>dolus malus</i> fraud) – Themistocles' plan to destroy the Spartan fleet – Fabricius' decision during negotiation in the war with Pyrrhus. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
16.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss parts of <i>Politics</i> and <i>On Duties</i> which seem to illustrate the attitudes of Aristotle and Cicero towards issues and actions which destabilise a state. Candidates must discuss both texts in order to gain full marks. If they do not, they can gain a maximum of 16 marks. Possible points in the text(s) for discussion: In <i>Politics</i>: • factional conflict, especially between the rich and the poor • extreme inequality in wealth and power is seen as a destabilising force • a large middle-class can act as a buffer between the rich and the poor • tyranny is inherently unstable because it governs against the will of the subjects • officials using their power for personal gain rather than the common good • rulers with a lack of virtue, particularly justice and prudence • laws that are not in the interest of the common good • laws should promote virtue and the good life for all citizens • a tyrant who holds power without approval of the majority should be removed. In <i>On Duties</i>: • injustice, whether from the ruling class or the citizens, can destabilise a state • violation of natural law that all human laws should conform to can lead to instability • stability of the state depends on the moral character of its people • rulers or officials prioritising their own interests over the common good • factionalism and the division of the state into parties that pursue their own interests rather than the common good • general disregard for the law, whether by the rulers or the citizens, can lead to chaos and anarchy • a tyrant could destabilise the state more than the killing of a tyrant, so tyrannicide is acceptable. Any other reasonable point.

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.			Questions that begin ‘In what ways. . .’ require candidates to analyse a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following: • 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	Answers should discuss four parts of the description of the conversation indicating in what ways they illustrate the moral attitudes and values held by the heroic society of the <i>Odyssey</i>. Candidates gain equal credit for discussion of elements in Source A or from other parts of this text. Possible analytical points could refer to, for example: • the way the Suitors abuse the hospitality of Odysseus’ household is portrayed as greedy and outwith typical expectations of hospitality • Telemachus points out that the local kings are courting his mother, something that is legitimate if a woman is unmarried or widowed • Athena provides an insight into a god’s view of the situation, and is a way to consider the issue morally • Athena views the Suitors actions as ‘monstrous’, implying they are immoral • Athena suggests that Odysseus would be justified in seeking vengeance and punishing the suitors by killing them • Athena suggests it is Telemachus’ responsibility to try and do something to remove the Suitors. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
18.			Questions that begin 'To what extent. . .' require candidates to evaluate a source. Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement. Evaluative comments may relate to, for example: • origin • purpose • content • cultural or historical context.	10	Answers should discuss four aspects of Briseis' criticism of Achilles and the extent to which he is portrayed as an anti-hero. Candidates gain equal credit for discussion of elements in Source B or from other parts of this text. Possible evaluative points could refer to, for example: • Briseis criticises Achilles for holding onto his anger and refusing to fight • Briseis says that Achilles' pride is getting in the way of his expected heroic duty to fight and stop Hector and the Trojans • Briseis criticises Achilles for not fighting and preferring an easy life • Briseis criticises Achilles for being satisfied with the glory already gained since conquering Briseis' homeland • Briseis describes Achilles as cruel and savage, based on his actions in the war and her personal experience of them • Briseis implies that Achilles should be fighting because he owes it to his father to make him proud by fighting bravely. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
19.			Questions that ask candidates to ‘<i>compare different sources. . .</i>’ require candidates to: • explain the content of two or more different sources • make points of comparison between sources.	15	Answers should discuss four areas of comparison between the two sources giving details from each source to show the experiences of heroes in war. Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts. Points of comparison between Sources C and D may include: • death in battle brings glory • funerals • importance of family • how honour is gained • mercy and ransoms • reasons for making war. Points of evidence from Source C may include: • Hector is willing to accept death if he dies bravely in battle • Hector believes dying in battle will bring him glory and fame • Achilles wants to prevent Hector’s family from receiving his body to dishonour and shame him as revenge for Patroclus’ death • Achilles talks about Patroclus having a proper funeral unlike Hector • Hector begs Achilles for him to give his body back so the Trojans can bury him properly • Hector says that his parents will offer a great ransom for his body. Points of evidence from Source D may include: • thousands of Greeks have died without a family burial because of the war • Cassandra questions whether the Greeks have won glory and honour in their deaths • many families on both sides have suffered from the losses caused by war • Cassandra argues that the Trojans have died with glory by defending Troy • Cassandra points out how the Trojans have been able to be buried by their families • Cassandra says that Hector has died a hero and won glory from battle. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
20.			Questions that ask candidates to ‘compare a modern source/quote with classical ideas’ require candidates to: - accurately explain the meaning of a modern source/quote - compare the views of the source/quote with classical ideas.	15	Answers should discuss up to four areas of comparison from the modern source and draw comparisons with Aeneas’ heroism in the <i>Aeneid</i>. Candidates gain marks for pertinent detail of events as well as analysis and evaluation. Points of comparison from Source E may include: - heroism embodies a virtue or ideal - heroism involves acting courageously on behalf of strangers - heroes put themselves at risk physically - heroes may also put their families or social standing at risk - heroes dedicate their lives to their beliefs - heroes are created when situations that require heroism occur - heroes are not intrinsically special, but their actions are. Points of comparison from the <i>Aeneid</i> may include: - Aeneas’ piety and sense of duty are acknowledged by his fellow Trojans - Aeneas is driven by a sense of duty to his family and his divine mission - Aeneas is not entirely dedicated to his mission as he jeopardises it for a relationship with Dido - Aeneas acts in a cowardly way when leaving Dido for Italy - Aeneas puts himself at risk multiple times after he realises Troy has been infiltrated by the Greeks - Aeneas acts heroically by rescuing his family from Troy - Aeneas puts himself at risk when trying to maintain the truce agreed to by both sides before his duel with Turnus - Aeneas puts himself at risk and fights bravely when fighting Turnus - Aeneas is helped and guided at many points by the gods - Aeneas is the son of a goddess and has a special destiny. Any other reasonable point.

Part B – Classical Society

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
21.			These questions require candidates to: - analyse - evaluate - synthesise points into a line of argument.	25	Answers should refer to and discuss parts of <i>Trojan Women</i> that demonstrate why the male characters are not role models, compare them to the ways in which the women in the play do act as role models, and evaluate how valid the statement is. Possible points in the text(s) for discussion: - the Greeks sacrificed Polyxena to honour Achilles - Ajax assaulted Cassandra at Athena's temple during the sack of Troy - Agamemnon does not respect Cassandra's status as priestess - the Greeks, especially the named heroes (Agamemnon, Odysseus and Neoptolemus) are all complicit in enslaving the women of Troy - Hecuba maintains her dignity through much of the play in the way she speaks to her daughters and the women of the chorus while facing the horrors of the Greeks' treatment of the women of Troy - Cassandra faces the knowledge of her future death bravely and focuses on the fact that it will allow her to have a heroic death by contributing to the death of Agamemnon - Cassandra bravely tries to make Hecuba feel better about her being taken away by focusing on what she sees as a positive future outcome - Cassandra argues that Hector gained glory through his actions - Cassandra argues that the Trojan men who died in the war did so honourably by defending their homeland unlike the Greeks - Andromache talks about how she was a 'model wife' and has gained a great reputation because of it - Odysseus is portrayed as a monster, who orders the murder of Astyanax - Menelaus suggests he wants to kill Helen in revenge after he takes her back to Greece (but he was too weak to do it) - Helen gives a powerful and persuasive defence of her actions that puts Menelaus' simple brutality to shame - Hecuba also demonstrates her intelligence in her response arguing against Helen's defence – all the other women blame Helen. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
22.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should refer to and discuss parts of the <i>Odyssey</i> in which the custom of hospitality is illustrated, drawing conclusions about why respect for the custom of hospitality is a very important aspect of heroism in the <i>Odyssey</i>. Possible points in the text for discussion: • respecting the custom of hospitality is a religious obligation that if broken may be punished by the gods, which Athena does do with the support of Zeus • respecting the custom of hospitality is a key part of human societies in Ithaca and Phaeacia • Telemachus offers hospitality to Mentos/Athena who praises the way he does so • the Suitors are abusing the hospitality of Penelope and Telemachus and Mentos/Athena remarks on their immorality for doing so • Mentos/Athena suggests that Odysseus and Telemachus would be justified in seeking vengeance and punishing the Suitors by killing them • when Telemachus calls on the Suitors to leave and stop abusing the laws of hospitality, he calls on Zeus to punish them if they do not • Zeus foretells that the Phaeacians will be very welcoming and hospitable to Odysseus, providing him with gifts and a ship to get him home • Calypso's treatment of Hermes and Odysseus mirrors human hospitality customs • Nausicaa offers Odysseus hospitality by providing bathing facilities, clothing, food and drink • Odysseus justifies his murder of Antinous and the other Suitors for their immoral behaviour and disregard for hospitality customs • Eurymachus agrees with Odysseus that the behaviour of the Suitors was outrageous • Athena directly intervenes in support of Odysseus and Telemachus when they fight the Suitors, which suggests the Suitors' disregard for hospitality deserves punishment. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
23.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should refer to parts of <i>Heroides 7</i>, discussing the ways in which they question Aeneas' morality due to his treatment of Dido, comparing them with the descriptions of Aeneas' treatment of Dido in the <i>Aeneid</i>, and evaluating how valid the statement is. Candidates must discuss both texts in order to gain full marks. If they do not, they can gain a maximum of 16 marks. Possible points in the text(s) for discussion: Points from <i>Heroides 7</i> may include: • Dido points out that she has lost everything, including her reputation, highlighting the significant impact Aeneas' actions have had on her life • Dido accuses Aeneas of being cold-hearted and made of stone, that he does not show human feelings and lacks humanity • Dido suggests that Aeneas is a liar and blames him for Creusa's death • Dido highlights the significant help and hospitality she has given Aeneas and the Trojans, which he has been ungrateful for and ultimately rejected • Dido says that Aeneas tricked her • Dido says that Aeneas' reputation for being loyal and trustworthy persuaded her that he would be true to her, but it turned out to be a false hope • Dido says that by abandoning her Aeneas is not only causing her death but potentially his unborn child's too • Dido argues that Aeneas could find enemies near Carthage that would give him and his son a chance at winning glory on the battlefield.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					Points from the <i>Aeneid</i> may include: • Aeneas treats Dido with great respect as his host and orders gifts to be brought to her, which include valuable items they had brought from Troy • Dido is portrayed as a victim of the gods' machinations, especially Juno's, who engineer for Dido and Aeneas to fall in love and start a relationship • Dido is described as believing she has married Aeneas to avoid admitting she is having an affair • Aeneas is not entirely dedicated to his mission as he jeopardised it for a relationship with Dido • Aeneas helps Dido develop Carthage instead of focusing on his own people and their need to build a new city to live in to replace Troy • Aeneas decides to leave Carthage because he is driven by a sense of duty to respect the gods and his divine mission • Aeneas acts in a cowardly way when he decides to make preparations to leave Carthage without telling Dido • Aeneas gives Dido an explanation about why he is leaving her that focuses on his duty to his family and his people, as well as the gods. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
24.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should refer to and discuss the words and actions of one hero, or more, in the <i>Iliad</i>, drawing conclusions about the extent to which they do not value the opinions and feelings of women. Possible points in the text for discussion: • Agamemnon and Achilles treat enslaved women as trophies or war-prizes, dehumanising them and objectifying them as symbols of their status and honour • Agamemnon requests another woman as a ‘trophy’ to replace Chryseis and the honour she represented when he has to return her to her father • Achilles argues against Agamemnon taking Briseis from him because he earned her as a ‘trophy’, and he would be disrespected • at no point do Agamemnon or Achilles value the opinions or feelings of the women they have captured • Andromache has already suffered a lot because of Achilles, who captured and enslaved her mother • Hector shows respect towards Andromache and says that no one matters more to him than she does • Hector explains to Andromache in detail why he cannot stay out of the fighting as she asks • Hector is more concerned with his own honour and glory than he shows concern for Andromache’s opinions and feelings • Hector ignores the pleas of his mother to not fight Achilles • when Andromache grieves for Hector at his funeral she expresses her fears for how badly the Greeks will treat her and the other women of Troy • when Helen grieves for Hector, she talks about how kind Hector was towards her and how he defended her. Any other reasonable point.

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.			Questions that begin ‘In what ways. . .’ require candidates to analyse a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following: • 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	Answers should discuss four areas of the conversation between Blepyrus and Chremes which give an insight into the roles of men and women in Athenian society. Candidates gain equal credit for discussion of elements in Source A or from other parts of this text. Possible analytical points could refer to, for example: • characters are discussing changes to the division of duties (following Praxagora’s speech at assembly) highlighting that men and women have defined duties • secret festivals mentioned, there are women-only religious festivals tied to women’s role in home and family • Chremes talks of leaking secrets – men would be expected to serve on the council and have a political role in society • informing, prosecuting and juries mentioned, men would have a role in the legal system • men would have an active role in democracy • stagger out of bed highlights that men started work early in the morning • maintain the family, the responsibility of the kyrios to provide. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
26.			Questions that begin ‘To what extent. . .’ require candidates to evaluate a source. Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement. Evaluative comments may relate to, for example: • origin • purpose • content • cultural or historical context.	10	Answers should discuss four comments made by Juvenal about corruption in Rome and why his friend is justified in leaving. Candidates gain equal credit for discussion of elements in Source B or from other parts of this text. Possible evaluative points could refer to, for example: • people who don’t gain enough money from honest work • using Daedalus as an example of a skilled craftsman outside the city • outside of Rome there will be less corruption • corruption in securing contracts (as people will lie) • influx of people from wider empire becoming very influential • use of augury, fortune hunting, poisoning to get ahead • aiding adultery is commonplace • governors take advantage of others due to greed and desire. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
27.			Questions that ask candidates to ‘<i>compare different sources. . .</i>’ require candidates to: • explain the content of two or more different sources • make points of comparison between sources.	15	Answers should discuss four areas of comparison between the two sources giving detail from each to highlight how fathers show ambition for their sons’ futures. Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts. Points of comparison between Sources C and D may include: • desire for a better education of their sons • motivation of the fathers • attitudes of the sons towards education • level of respect shown between father and son • the different type of education • the importance of wealth as an outcome. Points of evidence from Source C may include: • love between father and son at start of conversation • the son agrees to father’s educational choice at first • desire of father to use son to avoid debts • debts of son are responsibility of father • refusal of son to go to the Thinkery even if it would make him rich • the son thinks Socrates and the other teachers are fraudsters. Points of evidence from Source D may include: • Horace praises his father • Horace says his virtues are due to his father • the father sacrificed a lot for his son’s education • the father chose the best possible school • the father looked out for him and took on role akin to paedagogus • better education has potential to lead to greater wealth • the father is not worried if his son does not become rich as a result. Any other reasonable point.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
28.	Questions that ask candidates to ‘compare a modern source/quote with classical ideas’ require candidates to: • accurately explain the meaning of a modern source/quote • compare the views of the source/quote with classical ideas.	15	Answers should discuss four areas of comparison from the modern source and draw comparisons with the effects of war which are shown in the works of Aristophanes. Candidates gain marks for pertinent detail of events as well as analysis and evaluation. Points of comparison from Source E may include: • war can go on for varying degrees of time • war can impact people differently depending on their position • routine activities are affected, and people cannot carry on with daily life as normal • often people need to move from homes and their property is damaged • there is often an economic impact, both to nation and also to individuals • some people seek to make money from misfortune of others • citizen voice is often ignored. Points of comparison from Aristophanes may include: • the war with Sparta has continued for several years throughout the time of these plays • Trygaeus the farmer flies to Olympus to rescue Peace • citizens of Athens are displaced and live inside city walls, shown in <i>Acharnians</i> • Dikaiopolis dreams of his house in the country and is able to return following his individual peace treaty • chorus of Acharnians are angry and want retribution for the destruction of land by the Spartans • Lamachus shows the way in which war has an effect on soldiers • informers are shown in <i>Acharnians</i> taking advantage of war • Assembly does not listen to opinions of all – Amphytheus removed for trying to suggest peace • normal farming/economic activities have been impacted – wedding/celebration of peace at the end of <i>Peace</i> • Theban trader in <i>Acharnians</i> shows that war has impacted markets and trade both in Athens and other city states • lack of food and types of food, plays <i>Acharnians</i> and <i>Peace</i> have characters swooning over certain foods

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					- the Megarian is starving because the economy is not functioning properly - bridegroom/bride suffer and normal family life is disrupted in <i>Acharnians</i> - ambassador in <i>Acharnians</i> has used state funds to travel to Persia, suggestion of corruption and abuse of funds for the war effort. Any other reasonable point.

Part B – Classical Studies

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
29.			These questions require candidates to: - analyse - evaluate - synthesise points into a line of argument.	25	Answers should discuss the behaviour of characters in the plays of Aristophanes and what the author says in his work about his own motivations. Possible points in the text(s) for discussion: - Strepsiades is motivated to pay off his own debts in educating his son in <i>Clouds</i> - he wants his son to use clever arguments to deceive his creditors - at the end he regrets the results of sending his son to the school - Pheidippides is only interested in spending money on horses - Pheidippides initially mocks the students and teachers in the Thinkery - but he learns to argue cleverly - he uses his education to abuse his father - Socrates spends his time on his own intellectual experiments - Socrates is teaching students - Socrates is speculating about the nature of the gods - Praxagora wants women to take charge to fix situation in Athens in <i>Assembly Women</i> - Praxagora is critical of political leaders and assembly - Praxagora imposes a system of shared property - Praxagora imposes a communal family system - the men won't have to do any work - the citizen character refuses to share his property. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
30.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss Aristophanes presentation of the figure of Cleon and evaluate whether it does more than attack him as shown in the play, <i>Knights</i> and other features of society shown in the text. Possible points in the text(s) for discussion: • Cleon is prominent in Athenian Assembly at this time • the Paphlagonian character symbolises Cleon • the master, Thepeople, symbolises the assembly • the tanner – reference to Cleon used also as criticism of his trade background • stealing cake is a reference to Cleon taking the credit for Demosthenes’ success at Pylos • the Paphlagonian flattering master means this is how Cleon managed to get the Assembly to trust him • Cleon lies to confuse Assembly • Cleon uses oracles to sway opinion • the play does not affect Cleon’s popularity at time – elected general after production • Knights as chorus – group in society would have been anti populist • the play shows methods used by leading politicians to sway and control Assembly • Cleonymus was political ally of Cleon’s and is made fun of frequently • Aristophanes mentions grudge with Cleon • as a writer of comedy his aim is to entertain and win the dramatic competitions • he will exaggerate and use contemporary figures for effect • Assembly, council, role of magistrates all alluded to or mentioned in text and supported against historical evidence and other plays • use of oracles was known practice in Assembly • the power of rhetoric in the Assembly. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
31.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss how luxury and extravagance are shown in the works of Horace. Possible points in the text(s) for discussion: • Horace Satire 1.1 says a reason for discontent is people are always comparing themselves with others • greed is considered a vice • Satire 1.2 says that extreme behaviour is bad and makes the case that a moderate approach is best • Horace says that he hopes to be constructive in his satire, 1.4 and 1.10 • in 1.5 the journey to Brundisium does not illustrate luxury, presents journey in company of friends • friendship is a theme which Horace returns to; he addresses Stoic and Epicurean ideas; 1.3 deals with intolerance of friends • philosophical idea of golden mean used as way to show contentment and peace • Satire 1.6 shows Horace is content with a simple life • description of the simple life used in 2.2 in contrast to gluttony and self-indulgence • idea of misuse of wealth explored in Satire 2.2, wrong for the rich to waste money on luxury food • reliance on luxury and extravagance can be a problem if fortunes change; Satire 2.5 explores the cynical topic of fortune hunting • in Satire 2. 4 Horace satirises Catius' misunderstandings after attending a lecture • Satire 2.6 shows Horace living the simple life in countryside • contrast between town mouse and country mouse as to effect of luxury • in Satire 2.7 he is criticised by Davus as praising simple life but also keen to join Maecenas for more luxurious dinner • experience of Nasidienus Rufus in 2.8 using a dinner party to impress. Any other reasonable point.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
32.			These questions require candidates to: • analyse • evaluate • synthesise points into a line of argument.	25	Answers should discuss Aristophanes and Juvenal's use of contemporary figures. Candidates must discuss both texts in order to gain full marks. If they do not, they can gain a maximum of 16 marks. Possible points in the text(s) for discussion: • democracy gave writers greater freedom in Athens • under the Roman emperors writers had to be more careful • Aristophanes attacks contemporaries alongside the recently dead, for example, Cleon, Lamachus, Euripides, Socrates, Pericles • he is charged with slandering the city in front of foreigners by Cleon – individuals could take offence • prosecution does not stop Aristophanes from continuing his attacks on Cleon • he targets Cleon directly in <i>Knights</i> – likely he was in audience • Lamachus is attacked as war-monger – also likely he would have been in audience • Socrates is attacked by name. Aristophanes intends him to represent the sophist schools as destroyers of traditional beliefs • comic exaggeration of Socrates as a sophist • Juvenal does not mention real contemporaries • Juvenal says in Satire 1 he will not attack living people in his Satires • he uses names as representation of type of behaviour • he uses historical figures to show honourable traditional virtues – contemporaries do not uphold virtues • Emperor (Domitian) mentioned indirectly (no name given) in Satire 2 – now a safe target as he is dead. Any other reasonable point.

[END OF MARKING INSTRUCTIONS]