

**2006 Classical Studies**

**Advanced Higher**

**Finalised Marking Instructions**

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## 2006 Classical Studies – Advanced Higher

The general principle underpinning the marking of all sections in both parts is that credit is to be given for well-thought out answers, supported by examples from the prescribed texts with direct quotes, if possible. Comparisons, where appropriate, with societies other than those of the classical world, will also gain credit for the candidate.

### PART 1

#### SECTION A – History and Historiography

1. Skills assessed: showing understanding of the work studied; making judgements and stating conclusions; making reasoned statements of personal response.

Valid Points:

- the history is concerned with the chronic strife between Greeks and Persians
- Croesus the Lydian had conquered Greek cities; now he was himself conquered by the Persians
- Herodotus is interested in human value judgements versus the workings of divine omnipotence
- Croesus reckoned himself most fortunate, but was punished by the gods
- Oracles, digressions and moralising are characteristic of Herodotus.

**10 marks**

2. Skills assessed: showing understanding of the work studied; commenting on viewpoint and bias in sources, making judgements and stating conclusions; making reasoned statements of personal response in respect of the work studied.

Valid Points:

- the speeches of Pericles appeal to Athenian pride and determination
- in Pericles' speech in Book 1 revoking the Megarian decree is implied as the thin end of the wedge. Athens is as not so slavish as to concede
- Athenian naval power is superior to Sparta's, says Pericles, and this will be decisive
- Pericles when urging action to the Athenians cites the wisdom of their ancestors who defeated the Persians
- in the Funeral Speech, Pericles refers to the courage of the Athenians' ancestors using aposiopesis to glorify them
- Pericles praises Athenian powers of resistance, their constitution and their tolerant but law-abiding life-style
- Pericles praised the virtues of the open versus the closed society, and the Athenians' cultivation of allies through good will.

**10 marks**

3. Skills assessed: showing understanding of the work studied; commenting on viewpoint and bias in sources, making judgements and stating conclusions; making reasoned statements of personal response in respect of the work studied.

Valid Points:

- Livy quotes supernatural stories but often as with the Servius Tullius incident, gives more rational explanations
- he regards superstition and religion as important socially and laments religion's decline
- he doubts that Mars was the father of Romulus and Remus, that the twins were suckled by a she wolf, and the story of Romulus' apotheosis
- Livy seems sceptical about Numa's use of religion to control the populace
- throughout Livy stresses the importance of a right relationship between men and gods, so he is not entirely sceptical.

**10 Marks**

4. (a) Skills assessed: showing understanding of the work studied, assessing the value and reliability of the sources; commenting on viewpoint and bias in sources, making statements and stating conclusions; making reasoned statements of personal response.

Valid Points:

- Tacitus' work written to be declaimed like a speech
- Tacitus' use of oratorical technique to arouse emotion, eg pathos and patriotism
- vigorous moralising, which would now be unfashionable
- demonisation versus idealisation eg portraits of Octavia and Germanicus v Livia and Nero
- vivid battle scenes; not realistic but evoking horror, heroism, panic and surprising reversals of fortune
- the corruptions of absolute power have full scope for display in the emperors' courts
- Tacitus is factually correct even if his interpretation of the facts is often partisan
- Tacitus reinforces his theme of the growth of oppressive rule and of moral degeneracy by a series of episodes which illustrate the increase of both.

**20 marks**

- (b) Skills assessed: showing understanding of the work; comprehending and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons between them; making reasoned statements of personal response.

Valid Points:

- Herodotus moralises with stories of Croesus, Xerxes, Astyages etc but his prime purpose is to explain a war
- Thucydides has much practical morality in the content of his speeches: eg tolerant liberal relations produce less damage than violent aggrandisement. Also Pericles' moral qualities are emphasised to the detriment of his successors. However Thucydides' purpose is not primarily moralistic
- Livy believed that Rome had declined in moral stature since there had been a loosening of belief in the traditional Gods. He often characterises historical characters in terms of morally good or bad
- moral purpose is paramount in Tacitus. Decline and disaster are due to vice. Virtue and vice are continually emphasised and contrasted.

**20 marks**

## SECTION B – Individual and Community

5. Skills assessed: showing understanding of the work studied; commenting on viewpoint and bias in sources, making judgements and stating conclusions; making reasoned statements of personal response in respect of the work studied.

Valid Points:

The best answers to this question will focus on the hierarchical nature of the Platonic state with the Guardians at the top. Another feature of this system is the exclusivity of the tasks allocated to each group and their interdependence on each other. Those, like the person mentioned in the extract who are multi-skilled are seen as a threat to this system which requires people with a high level of skill for specific tasks rather than those with even adequate skill for many tasks. The platonic system is, therefore a clear impediment to social mobility

**10 marks**

6. Skills assessed: showing understanding of the work studied, assessing the value and reliability of the sources; commenting on viewpoint and bias in sources, making statements and stating conclusions; making reasoned statements of personal response.

Valid Points:

- reality of the prejudice faced by Greek women
- Plato's views on women's role as expressed elsewhere in the Republic
- inconsistencies in Plato's views
- philosophical ideal as opposed to reality
- practicality of his suggestions
- advantages and disadvantages of what he is proposing from the point of view of modern feminism.

**10 Marks**

7. Skills assessed: showing understanding of the work; commenting on viewpoints; making reasoned statements.

Valid Points:

- the importance of the constitution in Aristotle's state
- his emphasis on the duties of a citizen
- the importance of education in Aristotle's state
- the importance of making citizens stakeholders as a guarantee of their support for the system
- the need for stability to create the correct political and social success.

**10 marks**

- 8 a) and b)** Skills assessed: showing understanding of the work; comprehending and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons between them; making reasoned statements of personal response.

Valid Points:

- Aristotle's reluctance to allow anyone to opt out of the state. He sees this sort of person as a threat to the order of society. More than a hint of compulsion here. On the surface quite similar to pre WW2 totalitarianism
- Cicero's approach is quite different. Man needs contact with others to flourish. It is the interaction of ideas and the concept of mutual support which appeals. This seems reassuringly modern
- there is little tolerance in the classical world for the person who "wants to go it alone". The concept of the state as a sort of extended family was the dominant idea in the classical world. To be part of a society was seen not only as desirable, but as completely necessary. Although Cicero's view is more subtle than that of Aristotle, they are really saying the same thing.

**20 marks**

## SECTION C – Orator and Audience

9. Skills assessed: showing understanding of the work; commenting on viewpoint in the sources; making reasoned statements of personal response.

Valid Points:

- Oratory relies on quick, pleasing effects to attract people
- Oratory works on the emotions, not on reason
- Oratory is a series of techniques eg word play, assonance, tricolons, which can be learned
- the techniques have nothing to do with factual accuracy or truth
- food can look good, when cooked, but may not be good for you
- beauty treatment can hide unfitness or illness.

**10 marks**

10. Skills assessed: showing understanding of the work; commenting on viewpoints; making reasoned statements.

- Demosthenes points to the disgrace of not dealing earlier with enemy agents in the pay of Philip, using rhetorical techniques.
- Irony is used to suggest that events took the opposite course from the one stated.
- Crescendos of phrases are built up to emphasise the stupidity of appeasement.
- A rhetorical question points to false naivete.
- Understatement in “there is a great deal that could be said... points out the enormity of what has been lost”.

**10 marks**

11. Skills assessed: showing understanding of the work; commenting on viewpoint and bias; making reasoned statements of personal response.

- The triviality of the case is emphasised by ironic reference to it’s being the sole case to be tried at a time of vacation.
- The technique of damning with faint praise is used against Atrantinus, one of the prosecutors.
- Irony is used against those who brought old trumped up charges to bolster the present case; why have they not brought them sooner?
- Herennius, the mild, has suddenly become a stern chastiser of the morals of Cicero’s client.
- Continuous irony in Cicero’s attack on Clodia with some examples.
- Complete fiction of Clodia’s story of her “spy-slaves” seeing the transfer of the poison in the baths is ironically described in extract 3.

**10 marks**

12. (a) Skills assessed: showing understanding of the work; comprehending and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons between them; making reasoned statements of personal response.

Valid Points:

Main threats to good oratory:

- the times (empire) unfavourable to oratory
- “declamations” inhibit good oratory because they are unreal
- lazy youth, neglectful parents and ignorant teachers
- children badly educated brought up by Greek maids and acquiring vices
- no longer was there the training of the forum, as in republican times
- one ruler now, who may be a tyrant, inhibits freedom of speech.

However in Demosthenes’s time:

- Athenian democracy meant freedom of speech for all adult free males
- all male citizens were encouraged to take an interest in politics and to serve the democracy
- speeches were made in times of state-crisis to effect real results, unlike declamations
- the speeches of Demosthenes were designed to instigate resistance to tyranny.

**20 marks**

- (b) Skills assessed: showing understanding of the work studied; comprehending, interpreting and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation.

Valid Points:

Most impressive features:

- skilful use of eg assonance, alliteration, pairs, triads, homoioteleuta, with some examples
- skilful use of figures of speech such as irony, personification, prosopopoeia, simile, metaphor, with some examples
- excitement of fear, pathos, guilt and patriotism created by a combination of the above, with some examples
- requirement for an able, trained speaker, physically and mentally tough

Least impressive features:

- ranting, vituperation, with examples
- long rambling sentences
- insincerity, (with examples)
- a series of techniques which could be learned (with examples)
- appearances (beautiful speeches) at the expense of truthfulness

**20 marks**

## SECTION D – Comedy, Satire and Society

- 13 Skills assessed: showing understanding of the work; commenting on viewpoint in the sources; making reasoned statements response.

Aristophanes is mocking the use of oracles by charlatans during the Peloponnesian War.

The best answers will be developed to give more specific examples of this abuse and will also link it to the wider corruption within Athenian society which Aristophanes saw as arising from the Peloponnesian war.

**10 marks**

14. Skills assessed: showing understanding of the work; commenting on viewpoint in the sources; making reasoned statements response.

Praxagora is making the point that the political will of the Athenians during this period of history (after the defeat at the hands of Sparta in 404) is very fickle and that political life is characterised by indecisiveness. Athens has not yet accepted its changed role in the Greek world and the fact that it needs to make alliances to survive. So, as exemplified by the extract, the man who was a hero yesterday as the architect of one alliance, is today's traitor.

It is because of this lack of decisiveness about the men who control Athens that Praxagora and her female friends have decided to take over the Assembly and the running of the city.

**10 marks**

15. Skills assessed: showing understanding of the work studied; commenting on viewpoint and bias in sources, making judgements and stating conclusions; making reasoned statements of personal response in respect of the work studied.

- The best answers will address the question of whether Horace is a reliable source when writing about himself and his relations with others.
- Mention should be made of Horace's self deprecation – is it genuine or artifice.
- Examples can be found of his ability to laugh at himself eg the incident with the woman during his night of "passion" in the same poem as this extract.
- His delight in meeting his friends.
- His willingness to laugh at pomposity.
- His genuine admiration of Maecenas.

**10 marks**

16. (a) Skills assessed: showing understanding of the work; comprehending and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons between them; making reasoned statements of personal response.

Valid Points:

- both passages are about the decline in Roman morality and about the readiness of the old nobility to turn on each other and to betray friends for personal gain
- both passages refer to moral corruption
- relevant quotes should be included to support this
- neither of the incidents is contemporary to the time of Juvenal's writing
- the main difference is that in passage 4 – the Silius-Messalina marriage- the ruination of the 2 lovers is seen as the fault of Messalina, the emperor Claudius' wife, the betrayer in passage 5 is a Greek characterised as a hypocrite who, as a Stoic, pretends to have high moral standards.

**20 marks**

- (b) Skills assessed: showing understanding of the work; comprehending and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons between them; making reasoned statements of personal response.

Valid Points:

- comment should be made on the similar tone of both passages – the themes of corruption and betrayal
- the frustration of the old aristocracy at their loss of decision making power under the empire
- their descent into sexual promiscuity
- the racist resentment of the Roman middle classes at the surges of immigration from the east into Rome
- Juvenal's hatred of the Greeks
- the collapse in traditional family values
- extracts would confirm the prejudices of those who are losing or have lost their previous social advantages under changing social, political and economic conditions.

**20 marks**

## **PART 2**

### **SECTION A – History and Historiography**

1. Skills assessed: showing understanding of the work studied; assessing the value and reliability of the sources; commenting on viewpoint and bias; making reasoned statements of personal response.

Valid Points:

- Herodotus' declared purpose is to describe the causes of the war between the Greeks and the Barbarians
- his sources include Persian writers who mythologised the causes of the war. Herodotus distances himself from this kind of story by ascribing initial blame to a historical figure, Croesus.
- Herodotus tells stories about Croesus' interesting ancestors, stories of guilt and cruelty which we associate with the barbarians
- the story of Croesus' life illustrates the subservience of man to destiny, a theme of the histories
- Herodotus loves the unusual in human fate or behaviour and loves to tell stories
- the theme of eastern despotism is illustrated by stories of the whipping of the Hellespont, the punishment of Pythius, etc
- freedom is highly rated in Herodotus, as the story of Xerxes' and Demaratus' conversation about Sparta shows.

**50 marks**

2. Skills assessed: showing understanding of the work studied; comprehending, interpreting and comparing sources; commenting on viewpoint and bias, making judgements and stating conclusions; making reasoned statements of personal response

Valid Points:

- Herodotus and cause and effect: he believes that the course of events is ruled by fate but men are responsible for their actions, Croesus drew blame on himself by his actions. Herodotus believes that the gods grudge excessive human power, and that they punish moral guilt of Xerxes and the flogging of the sea and also Solon (Book 1) and the divine displeasure and destruction which occurs when fortune seems assured. Herodotus believed in signs and prophecies
- Thucydides and cause and effect: Hellenic power emerged only in consequence of the development of navigation and commerce. No faith in soothsayers and oracles (cf his account of the end of the plague) He is sceptical about divine intervention: cf indiscriminate deaths of the faithful and the sceptical in the plague. Moral and social breakdowns are caused by civil strife and plague. Thucydides the first writer to sort out primary causes and immediate pretexts. "What made war inevitable was the growth of Athenian power and the fear this caused in Sparta"
- Polybius and cause and effect: Polybius believes that fortune steers the affairs of the world. But fortune can mean "chance" or else "a powerful positive power influencing history" Also, where two lines of development, each applicable, intersect to produce an unforeseen situation, there is "Fortune" (cf Abilyx and Bostar episode at 3,97). Where fortune is "pure chance" the only answer is moderation, which may one day be remembered in one's favours. Polybius' Fortune blurs the distinction between what had happened and what had had to happen
- Livy and cause and effect. His purpose in writing is moral and patriotic. The causes of the Second Punic War were for him largely Carthaginian aggrandisement and the character of Hannibal. It was the heroism and incorruptibility of early Rome which produced the rise of Rome and Livy is sceptical about divine origins for Rome
- Tacitus and cause and effect: Tacitus' purpose is to hold up examples of political vice and virtue for us. He wishes also to teach his readers that good citizens may live under bad rulers. Moderation and reserve are the best insurance against the effects of tyrannical rule: defiant people or flatterers are often destroyed by the caprice of the ruler. Tacitus has no profound thoughts on cause and effect as he was a rhetorician rather than a true historian
- a choice of any of the above should be accompanied by relevant comparisons with one or more of the others.

**50 marks**

3. Skills assessed: showing understanding of the work studied; comprehending, interpreting and comparing sources; commenting on viewpoint and bias in the sources, making judgements and stating conclusions; making reasoned statements of personal response.

#### Valid Points

##### Polybius

- His purpose is “to train one for a political career and to bear the vicissitudes of fortune”
- Does not believe in entertaining with genealogies and stories
- Believes in the importance of personal enquiry
- Reports on the politics of the second century BC as a diplomat who was personally involved
- Spoke to informants who had experienced the events he describes
- He treats history as a collection of data testable by evidence, which can teach us principles

##### However

- His belief that history must fulfil practical and moral aims means he must sometimes be biased, to prove this

##### Thucydides

- In events before the pentecontaetia, Thucydides cannot be sure of veracity, and this is according to his own principles
- Thucydides is one of the first to see that the recent past is within the scope of scientific history
- Thucydides’ speeches are analytical summaries of cases for and against, or else they are epitrepetic in function (eg Pericles’ funeral oration), designed to lift the mood of a nation.
- The causes of the War are analysed carefully, from incidents such as Corcyra and Potidaea to the phenomenon of the growth of Athenian power
- The purpose is to create a “possession for all time”
- Answers should include comparisons between the two writers

**50 Marks**

4. Skills assessed: showing understanding of the work studied; assessing the value and reliability of the sources; commenting on viewpoint and bias in the sources, making judgements and stating conclusions; making reasoned statements of personal response.

Valid Points:

A poor historiographic tradition?

Yes

- He used sources written long after the events.
- The sources were not impartial and used each other.
- The stories from early Roman history are largely borrowed from Greek stories.
- Rome had no substantial written records before the 4<sup>th</sup> Century BC.
- Characteristic features of near contemporary events were overlaid on events from the remote past ( cf Catiline and the sons of Brutus).

No

- Writers in Greek colonies south of Rome, and Greek mainland writers make references to Rome.
- Inscriptions, columns and other monuments lasted down to the 1<sup>st</sup> Century BC and were sources.
- Pontifices kept religious ritual records and records of the occurrence of special incidents.
- Romans were conservative in their institutions, and one could relate practice to the early years of the Republic.

The Power of Livy's Descriptions

- The many set pieces eg Horatii and Curatii, rebellion against Tarquin, Sextus at Gabii, Lucretia, are dramatic tours de force which excite fear, pity and patriotism.
- The portrait of Hannibal is demonic.
- Livy keeps geographic description to the minimum, but conjures up the feelings of people of the time, to engender panic or joy.
- Livy creates or enhances a dramatic situation only when suitable events present themselves eg – crisis in battle, excitement in assemblies, fearful or romantic episodes.
- Livy's narration of sieges aims at dramatic, pathetic treatment. He achieves this by excluding mention of attackers, and by assessing the effects on the emotions and sufferings of the besieged. His emphasis is on the motives and emotions and not on gory description.

**50 marks**

## SECTION B – Individual and Community

5. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; evaluating aspects of Greek civilisation, with comparisons; making reasoned statements of personal response.

### Valid Points

- Both Plato and Aristotle believe in the state as the core round which a society is built
- Plato's state requires its citizens to adapt to the structures of the state
- Aristotle's state is based on a constitution which sets out the duties and responsibilities of its citizens
- So then, in general the statement is true but a good candidate will understand that it is far too simplistic. Aristotle can, as evidenced by Passage 4 in Part 1 of this paper, take quite an authoritarian view, while Plato is too astute to allow the system to become a sort of tyranny, denying the citizens control

**50 marks**

6. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; evaluating aspects of Roman civilisation, with comparisons; making reasoned statements of personal response.

### Valid Points:

#### Strengths

- It reflects its author's involvement in Roman politics over a long and troubled period eg the Catilinarian conspiracy and his year as consul, his period of exile, the First Triumvirate, the domination of Caesar.
- There is a practicality, missing from Plato and Aristotle, about many of his ideas – perhaps as a result of his time in politics – he understands what is achievable.
- He understands what is right and what is wrong – note his views on tyrannicide and justice among others.

#### Weaknesses

- Its unremittingly conservative outlook. It is the guarantee of a dying society. Change is needed to regenerate social systems. Cicero fails to address this completely in line with the Roman adherence to the concept of mos maiorum.
- He is writing for an audience for whom change is anathema.

**50 marks**

7. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; evaluating aspects of Greek civilisation, with comparisons; making reasoned statements of personal response.

Valid Points:

- political factors affecting the development of Plato's ideas
- failures of democracy in late 5<sup>th</sup> and 4<sup>th</sup> centuries
- success of more totalitarian societies eg Sparta, Thebes, Macedonia
- importance for Plato of the state
- hierarchical nature of his state
- different tasks for different social groups
- little opportunity for social mobility
- education to deliver the type of citizens the state needs
- to balance the above, give credit for any well argued view that Plato is not anti-democratic, but only wishes to take the best from all existing political systems.

**50 marks**

8. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; commenting on viewpoint and bias; evaluating aspects of Greek and Roman civilisation with comparisons; making reasoned statements of personal response

Valid Points:

- conservative nature of classical societies
- background of the authors
- in Greece, a perception that democracy had serious inherent weaknesses
- a widespread aversion to tyranny in both Greece and Rome
- no real concept of social mobility
- Cicero's support for a self-serving oligarchy
- on the other hand, an awareness of the importance of the citizen body as a whole
- an awareness of the mutual dependence of the different social groups comprising society
- examples of fairness for all in the envisaged states.

**50 marks**

## SECTION C – Orator and Audience

9. Skills assessed: showing understanding of the work; assessing value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; making reasoned statements of personal response.

Valid Points:

- Andocides says he did not want to leave Athens for a life of luxury
- he says it's harder for the accused than the accuser
- he colours his argument by referring to perjurers in the prosecution
- he asks for the benefit of the doubt
- the systematic way in which he constructs arguments, with examples
- implication that Diocleides (accuser) was lying
- Andocides was only trying to spare his family by accusing others
- Callias, an accuser is presented as a monster of depravity
- Andocides is the victim of petty people who removed support for him because he outbid them from a contract.

**50 marks**

10. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; commenting on viewpoint and bias; evaluating aspects of Greek and Roman civilisation with comparisons; making reasoned statements of personal response.

Valid Points:

- showing understanding of the work
- comprehending and comparing sources
- commenting on viewpoint and bias
- evaluating aspects of ancient Greek and Roman civilisation, with comparisons
- making reasoned statements of personal response.

#### Cicero's Techniques

- Grandiose climacteric of rhetorical questions at beginning of speech against Cataline.
- Cataline depicted as a monster who threatens the state.
- Gradual isolation of Cataline as the chief instigator of the rebellion, through Cicero's rhetoric.
- Cicero makes his audience feel guilty for inaction (examples).
- Quoting of historical examples of similar crises, to goad the senate into action.
- Use of play on words, pairs, triads and other rhetorical devices with examples.
- Cicero's mastery of the events leading to the present is displayed, to discomfort Cataline.

#### Demosthenes' techniques

- He plays on memories of Athens' greatness, to urge action against Philip.
- He implants a feeling of guilt by reminding them of recent inertia and appeasement and its results.
- He appeals to sense of duty.
- He creates fear by his references to the sinister ways in which the inertia of other Greek states led to their gradual encirclement and conquest.
- He shows a knowledge of the tactics used by Philip and the need for Athens to act similarly, especially the need to prepare for war well in advance.
- He accuses the assembly of being full of complacent flatterers.
- Use of rhetorical questions, pairs and triads, with examples.
- Philip's wiles are laid bare by accurate description of his deception of other states, which obviated the need for him to use force.

**50 marks**

11. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; evaluating aspects of Roman civilisation, with comparisons; making reasoned statements of personal response.

Valid Points:

Cicero

- Style and knowledge needed for oratory.
- Whatever the theme the orator will state it better than the specialist.
- Need to know how to rouse and to calm people.
- Poetry and oratory are close.
- Orator must be trained in the liberal arts.
- Orator should have a mind well-stocked with examples from history, philosophy, science and poetry, to interlard his speeches.
- Some examples of the above.

Tacitus

- Need for fluent examples, brilliant reflections, short sharp epigrams and poetic colouring.
- Need for “a house which does not merely keep wind and rain out but which catches the eye and pleases it”.
- Oratory needs great learning, wide skills and universal knowledge.
- Need to know the arts.
- Need to be able to “hear your hearers’ pulses”.
- Some examples of the above.

**50 marks**

12. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias in sources, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons; making reasoned statements of personal response

Valid Points:

- the answer should address each prejudice in turn, with examples from some or all of the writers
- examples of racial prejudice against Greeks in Tacitus
- example of prejudice against Macedonians in Demosthenes
- prejudice against lower classes and against aristocrats in Cicero
- Andocides is “a man in my position” ie he is class conscious. Also he refers to extraction of information under torture from slaves, as lesser beings
- prejudice against women in Cicero: his treatment of Clodia.

**50 marks**

## SECTION D – Comedy. Satire and Society

13. Skills assessed: showing understanding of the work studied; assessing the value and reliability of the sources; commenting on viewpoint and bias in the sources, making judgements and stating conclusions; making reasoned statements of personal response.

Valid Points:

No

- Speculation on Aristophanes' purpose in writing the type of comedies he did – not a social historian.
- Comedies written for a play competition – kudos of winning first prize – impact of this consideration on the content of his plays.
- Effects of comic exaggeration.
- Biased viewpoint of Aristophanes – no friend of radical democracy – very conservative.

Yes

- Need for content of plays to reflect areas of audience concern – so dealing with real issues eg need for peace, corruption of politicians.
- Real people attacked in plays – for plays to be credible there needs to be some basis of truth.
- For modern comparison – does Rory Bremner's treatment of Tony Blair tell us about the reality of his time as Prime Minister?

**50 marks**

14. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; evaluating aspects of Roman civilisation, with comparisons; making reasoned statements of personal response.

There are 3 main issues involved in answering this question well. Firstly the candidate must address the question of whether Horace was writing for a privileged elite. To this the answer is yes – the references to Maecenas can be quoted to support this. Secondly, to balance this there is substantial evidence in the Satires that he is not a political writer and that his themes are capable of attracting a much wider audience eg issues such as ambition, friendship. Thirdly, one of the benefits of the universality of Horace's themes is that they still have relevance today, especially in sections dealing with social vices and the merits of Epicureanism. These should be carefully compared to modern Scottish examples.

**50 marks**

15. Skills assessed: showing understanding of the work studied; comprehending, interpreting and comparing sources; commenting on viewpoint and bias in the sources, making judgements and stating conclusions; making reasoned statements of personal response.

Issues to be addressed:

- analytical insight – mention should be made, on the one hand, of Juvenal’s understandable reluctance to speak out against the faults of the imperial system directly – too great a personal risk and, on the other, of his willingness to confront serious issues as, for example, on the corruption of imperial favourites, the rich of the nouveaux riches, the impact of immigration on Roman society, the decline in traditional morality, the degradation of the nobility and the role of women
- passion – is the impact made by Juvenal lessened by the vehemence of his attacks on certain groups which clearly go “over the top”? eg satire 6 on women, satire 2 on homosexuals anti – foreigner diatribes (passim) Is Horace’s more subtle approach more effective? Is it possible to argue that where Juvenal is more restrained, eg satire 10, then he hits the target more tellingly?

**50 marks**

16. Skills assessed: showing understanding of the work studied; comprehending, interpreting and comparing sources; assessing the value and reliability of sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation.

To attract a mark at A or B levels candidates must comment on “the effect” the authors intended.

The main areas of contrast are:

- Greek comedy was written under a democratic system of government with considerable freedom of speech eg Aristophanes’ attacks on Cleon and Hyperbolus, while the situation in Rome at the times of both Horace and Juvenal made it much more difficult to attack contemporary political figures or to question decisions made by the ruler of the period
- Greek Old Comedy had certain conventions about the way it was delivered to its audience a mixture of slapstick, political comment and spectacular
- most of Aristophanes’ work was produced against the background of the war with Sparta. Much of Aristophanes’ work is concerned with the need to end this war
- Roman satire developed over a much longer period and the work of Horace was very different from that of Lucilius, while that of Juvenal was different again
- the main targets of Roman satire are not the ruling elite, either at the time of Horace or of Juvenal, but rather those vices which weaken society
- it is social/personal vices that Horace and Juvenal deal with particularly well.

**50 marks**

**Conversion Table 50 – 100**

<b>Points</b>	<b>Marks</b>	<b>Points</b>	<b>Marks</b>
50	100	24	48
49	98	23	46
48	96	22	44
47	94	21	42
46	92	20	40
45	90	19	38
44	88	18	36
43	86	17	34
42	84	16	32
41	82	15	30
40	80	14	28
39	78	13	26
38	76	12	24
37	74	11	22
36	72	10	20
35	70	9	18
34	68	8	16
33	66	7	14
32	64	6	12
31	62	5	10
30	60	4	8
29	58	3	6
28	56	2	4
27	54	1	2
26	52	0	0
25	50		

[END OF MARKING INSTRUCTIONS]