



**2009 Classical Studies**

**Advanced Higher**

**Finalised Marking Instructions**

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## 2009 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. Comparison, 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; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.

##### Valid Points

- Herodotus comes from a tradition of storytelling, oracles and the irrational as an explanation of events.
- Dreams as dramatic punctuation in narrative – a literary device.
- Dreams as wish fulfilment for the dreamer, and as a proof of the ruler's (in this case) prerogative.
- Contradictory dreams to explain motivation would appeal to Herodotus since he was sceptical.
- Herodotus's tragic view of human destiny: hubris and abasement would accord with a Greek view of Xerxes.
- Xerxes's naïve superstition is mocked when he assumes that his courtier will have the same dream as himself.
- The dream story shows courtiers flattering an autocrat to the great detriment of good government.

**10 marks**

2. Skills assessed: showing understanding of the work; identifying issues in sources; assessing value and reliability of sources; making reasoned statements of personal response.

##### Valid Points

- Fortune produced Roman domination of Mediterranean, since such an occurrence had not happened before in any nation's history according to Polybius.
- Examples of peoples or individuals influencing events through virtue, effort, ability, producing 'fortune'.
- Fortune influencing for better or worse, with examples.
- Fortune as 'pure luck', with examples.
- Results of rational actions, which surprise some are ascribed to fortune.
- Fickleness of fortune permits none to prosper indefinitely.

**10 marks**

3. Skills assessed: showing understanding; assessing the value of the source; identifying issues; making reasoned statements.

Valid Points

- Annalistic convention of history-writing uses spectacular omens for effect.
- Omens as pandering to the superstitious nature of a contemporary audience, listening to the story being recited and seeking melodramatic effects.
- People were superstitious since scientific explanation was wanting.
- Examples of Livy's use of oracles elsewhere with comment on effectiveness.

**10 marks**

4. (a) Skills assessed: showing understanding; identifying issues; comprehending and comparing sources; evaluating aspects of ancient Greek and Roman civilisation; making reasoned statements.

Valid points

- Both writers have a reasoned standpoint and collect evidence to prove this. For Herodotus this is the attempt to explain war between east and west; for Tacitus this is his attempt to prove that imperial government tends to corruption.
- Herodotus uses superstition to make moral points – eg story of Cleobis and Biton.
- Herodotus is sceptical about the literal truth of superstitious stories; examples.
- Herodotus is influenced by the Ionic philosophers in their views of causality – examples.
- Herodotus's use of evidence – examples.
- Tacitus's anecdotes about omens and superstitions are incidental to the annalistic tradition – examples.
- If omens help Tacitus to prove his case for the evil nature of characters he believes to be instrumental in the development of Rome's corruption then he will quote the omens.
- A summary of the attitudes of both writers to superstition and to rational inquiry.

- (b) Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Greek and Roman civilisation with comparisons between them; assessing the reliability of sources; making reasoned statements.

Valid points

- Herodotus the story-teller – some examples with indications of what makes a good story for him and for us.
- Polybius – some examples of his analytical fervour with reference to our modern desire to know how history can be explained; causality, beginnings and pretexts.
- Livy and the strength of his vision for Rome; early examples of triumph against the odds, the story of doomed Hannibal and his incredible fight against destiny.
- Tacitus, a dramatist with a narrative of power and corruption, principal characters of compelling complexity and as master of the telling phrase.
- A running commentary on the appeal of each writer to the modern reader.

**20 marks**

## SECTION B – Individual and Community

5. Skills assessed: showing understanding of the work studied, assessing the value and reality of the source; commenting on viewpoint and bias in the source; making statements and reaching 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**

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

Valid points

- Candidates should show a clear understanding of the main components of Plato's Utopia.
- They should understand the extent of state control.
- They should be aware of the lack of social mobility.
- They should consider other states and periods.
- They should consider the role of families.
- They should refer to human aspiration and consider its compatibility with states of this kind.
- They should cite examples of the reasons why such states do not work.

**10 marks**

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

Valid points

- Plato believes in equal chances for women to give them the potential to achieve.
- In the just society he believes women should have the same upbringing.
- They should have the same education (music, poetry, physical activity).
- But there are limitations on their role.
- Aristotle viewed women very negatively.
- He is very sexist and explicitly states so.
- He believes that women are subsidiary to men due to natural characteristics.
- Candidates should also make clear that they are aware of the reality of women's lives in the classical world.

**10 marks**

8. (a) Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Greek and modern civilisation with comparisons between them; assessing the reliability of sources; making reasoned statements.

Valid points

- Aristotle has clear views on the need for a written constitution.
- The point being made here is that it is arguable that laws need interpretation and that a king might fulfil this role.
- Candidates should be able to develop this argument to fully explain Aristotle's position on kings.
- The dangers in modern society of having a ruler determine interpretations of the law is clear.
- Examples may be found not only in totalitarian states eg the fuehrerbefehl in nazi Germany, but also the situation in the United States where the Supreme Court rather than the President interpret the laws.

**20 marks**

- (b) Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Roman civilisation; assessing the reliability of sources; making reasoned statements.

Valid points

- In answering this question candidates should show understanding of the conservative nature of Roman society during Cicero's lifetime.
- Difficulties for a novus homo like Cicero of advancing politically unless he manages to gain the support of the nobility who control the senate.
- Candidates should provide examples of how Cicero's political philosophy is based on practical solutions to practical problems.
- Cicero's own conservative outlook is very clear.
- Candidates should be able to have an opinion on how well Cicero's ideal state is suitable for Roman society.
- They should also be able to give examples (and there are several) of how the structures proposed by Cicero are capable of use in other societies, including those on today's world.

**20 marks**

## SECTION C – Orator and Audience

9. Skills assessed: show understanding of the work; evaluate aspects of ancient Greek civilisation; making reasoned statements.

Valid points

- Religion is the basis of Andocides’s trial – parodying the mysteries and mutilating the Herms.
- The seriousness of the religious charges as indicated by the gravity of the penalties.
- Sanctity of Eleusinian Mysteries – Andocides was charged with depositing a branch in the Eleusinum, a serious matter.
- Significance of the Amnesty of 403 BC freeing people from religious charges.

**10 marks**

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

Valid points

- Socrates proposes a set of syllogisms – good versus bad is aligned with honourable versus shameful: if shameful equals bad, then the capricious tyrant is bad and honourable people are good.
- The life devoted to appetite is incapable of satisfaction. Therefore the tyrant is himself tyrannised by his desires. Therefore the powerful are not to be envied.
- Allegories to prove the above eg the Danaids who cannot fill the leaky jars.
- Those who commit the deadliest sins are punished in the most horrible ways after death, to be an example to us.

**10 marks**

11. Skills assessed; showing understanding; comprehending, interpreting and comparing sources; commenting on viewpoint and bias, making judgements and stating conclusions; evaluating aspects of Greek civilisation; making reasoned statements of personal response.

Valid points

- It is clear by this stage that Philip will not just ‘do everything we wanted’; thus Demosthenes is vindicated in his stand against the appeasers.
- Rhetorical crescendo of instances where Philip was appeased, only to be permitted to wreak devastation on the towns sacrificed to him.
- Olynthiac Confederacy and the towns of central Greece taken in by Philip’s lies and destroyed.
- Demosthenes champions resolute action, using sarcasm and irony to emphasise the effects of Athens’s inertia.

**10 marks**

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

Valid points

- Demosthenes's use of irony to attack his opponents in this example.
- Compare Cicero's use of irony in his attacks on Catiline. Examples.
- Cicero shames the senate out of its inertia, just as Demosthenes tries to do with the Athenian Assembly.
- Compare Demosthenes and Cicero for catalogues of instances of insidious appeasement. Examples.
- Cicero's use of examples from the past when Rome acted with virtuous resolve, compared with the present inertia.
- Disparagement of tyrants/rebels with reference to their bloodthirstiness, their lies and their uncivilised behaviour, in order to win Athens/Rome over to war. Compare Demosthenes and Cicero.

**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 in sources, making judgements and stating conclusions; evaluating aspects of Greek and Roman civilisation with comparisons between the two societies.

Valid points

- Demosthenes builds up his case against the deviousness and treachery of Philip with many examples of irony and rhetorical questions.
- "Why would Philip need to declare war when he can invade a country while pretending to be its ally?"
- Cicero in contrast tries to shame Catiline to his face by piling up examples of his wicked conduct, with lots of rhetorical questions to reinforce the point.
- Cicero uses the past to shame the senate into action, with a telling list of examples from Roman history. Compare Demosthenes's goading of Athenians with reference to their great past.
- Cicero criticises himself for inaction faced with Catiline, to make the case for action more palatable. Cicero confines his opponent and neutralises him with all his inside knowledge of Catiline's schemes.
- Andocides uses conventional rhetorical devices effectively, to get himself off a charge. This is self-interested pleading as opposed to Cicero and Demosthenes.
- Andocides attempts to win the jury over with his praise of Athens and with reference to his glorious ancestors.
- The monstrous behaviour of some of his opponents referred to: eg Callias
- Andocides disparages Diocleides by referring to Diocleides's invitation to bribe him.
- He quotes laws which contradict his accusers' case.
- He points to contradictory behaviour of his accusers: now praising Andocides, now accusing him.
- He accuses his accusers of jealousy at his success.

**20 marks**

## SECTION D – Comedy, Satire and Society

13. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; assessing value and reliability of sources; commenting on viewpoint and bias; making reasoned statements.

Valid points

- Cleon is being accused of ingratiating himself with the Ecclesia and of bribing them to win their support.
- Specific mention is made of the 3 obols awarded daily to jurymen working on public service.
- Also alluded to is the victory of the Athenians over the Spartans at Pylos for which Cleon claimed full credit.
- The Assembly certainly gave their full support to Cleon since what he did in terms of policy and actions reflected their own often selfish interests.
- Aristophanes regularly refers to the gullibility of the Assembly.
- Demosthenes was the general mainly responsible for the victory at Pylos which Cleon claims credit for.

**10 marks**

14. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; assessing value and reliability of sources; commenting on viewpoint and bias; making reasoned statements.

Valid points

- In both passages the Assembly is being accused of gullibility in falling for the lies of rogues and war-mongers.
- In the case of *Knights* the main villain is the Paphlagonian – a thinly disguised version of Cleon the dominant figure in Athenian politics during the 420s.
- In the case of the *Assemblywomen* a succession of disreputable politicians are winning support by appealing/by playing to the selfishness of the Assembly as Cleon did a generation earlier.
- Aristophanes portrays these rogues as being driven out of power, the Paphlagonian by the sausage-seller, the others by the women of Athens.
- Aristophanes clearly is making a point over what he thinks the Assembly's main faults are – gullibility and selfishness – and what he thinks they should do – drive out the liars and take control of Athens' destiny again.

**10 marks**

15. Skills assessed: showing understanding of the work studied; assessing value and reliability of the sources; commenting on the viewpoint and bias in the sources; making judgements and stating conclusions.

- This satire which is quite complex is political and social advancement and how it is achieved in 1<sup>st</sup> century Rome.
- Horace says that he, as a follower of Epicurus, is not himself interested in political advancement but that he believes that advancement should depend on ‘decency of heart and character’.
- He explains the impact of Maecenas, Augustus’ right hand man, and his own father on his life.
- He explains that it was Maecenas’ interviewing skills which enabled him to see Horace’s virtues. It was not, he tells us, ‘chance’ that brought him to Maecenas’ attention.
- Maecenas provides him with security and financial support.
- He mentions also the support he received from his father ‘a poor man with a few scraggy acres’ who paid for him to go school in Rome and protected him by accompanying him to class. He clearly loves his father.
- So the theme of the poem is that advancement should be open to men of ability not just the upper class but that he is satisfied with what he has (Maecenas’ friendship) and knows who is responsible for making him the man he is (his father).

**10 marks**

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

Valid points

- In general, he is consistent but he has a complex attitude to lifestyles.
- He believes that ability should be the determining factor in advancement.
- He is also motivated by the aurea mediocritas – the golden mean – as he explains in satire 1.2.
- Good answers will be able to explain the contexts of each passage.
- Good answers will also pick out the main themes and show understanding of their complexity.

**20 marks**

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

Valid points

- This satire is ostensibly about hypocrisy though Juvenal comes close to turning it into a homophobic diatribe.
- Juvenal has made the point just before this passage that not even little children believe in ghosts.
- Agricola, the Roman governor of Britain had sailed around the Orkneys in 82AD.
- Julius Caesar mentions the short nights in summer in Northern Britain.
- Roman admiration for the purity of life among the tribes they conquered – the idea of the Noble Savage was common in Roman literature of the imperial period.
- Juvenal's suggestion the tribes of northern Britain are appalled by the homosexuality in Rome is far-fetched.
- Indeed, Juvenal has an ambivalent attitude to homosexuality, suggesting to the man who plans to marry in satire 6 'don't you think it is better to sleep with a pretty boy'.
- What appals Juvenal is not homosexuality per se. He accepts the traditional kind of homosexuality.
- What he cannot stand are effeminate men, like the lawyer in a chiffon gown who prosecutes Laronia for being a sort of call-girl. He detests Virro in satire 9, effeminate, rich and noble.

**20 marks**

## PART 2

### SECTION A – History and Historiography

1. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; assessing value and reliability of sources; commenting on viewpoint and bias; making reasoned statements.

Valid points

- Thucydides as a historian is concerned with truth, and the results this concern have been confirmed by later study.
- His analytical attitude in describing growing antagonisms and shifting sets of alliances.
- His discrimination between cause, pretext and beginning to produce effects, with examples.
- No place for superstition (cf Herodotus who is more entertaining).
- Avoidance of anecdotes; intends to be read not just for entertainment BUT he neglects the real drama of interaction between human beings, and his speeches must have been reconstructed – he was not an eyewitness.
- The speeches, while not verbatim accounts, are attempts at balancing each side's position.
- An awareness of economic causes eg Megaran and Corcyraean trade issues.
- He also demarcates the increasing tension between democratic and aristocratic factions in Spartan and Athenian hegemony.

**50 marks**

2. Skills assessed: showing understanding; identifying issues assessing the value and reliability of a source; commenting on the viewpoint in source; making reasoned statements.

Valid points

- Livy says in The Preface that Romans are descended from Mars – an important indicator of his purpose.
- He uses stories from the past as moral examples eg Horatius, Lucretia, the Corneli, Scaevola etc. (with explanation of the significance of the stories).
- He uses figures from the past (eg Numa, Romulus) as prototypes for Augustus, his patron.
- He will quote supernatural stories, but often gives rational explanations (eg Servius Tullius).
- Early stories are inspiring examples for Roman national behaviour.
- His stories are often clearly influenced by superstition and detract from his credibility for a modern audience.

**50 marks**

3. Skills assessed: showing understanding; assessing the value of the source; identifying issues; making reasoned statements.

Valid points

*Herodotus and speeches*

- Lively dialogues between adversaries (often one powerful and one reduced).
- Wants to emphasise man's place in Herodotus's view of destiny.
- Also he wants to show power v obsequiousness in the speeches eg Xerxes and Pytheas.
- Speeches as moral homilies eg Croesus and Solon; Croesus and Cyrus.
- Herodotus gives no speeches to Leonidas, a man of action, described in his deeds.

*Tacitus and speeches*

- Uses speeches as rhetorical persuasion, complete with pathos, rhetorical questions and crescendos.
- He would not have heard them and so they are 'fiction': examples of 'how to work a crowd'. He knew the rules: examples.
- Opposing speeches (eg Segestus and Arminius). His experience of putting arguments from both sides in the schools of rhetoric would have helped.
- A good speech (if pro-execution) is for the prosecution of the murderers of Pedanius Secundus, given by Cassius Longinus. (Did Tacitus agree?). Thus Tacitus provokes a timeless debate.

**50 marks**

4. Skills assessed; showing understanding; identifying issues; assessing the reliability of the source; commenting on bias, making judgements and stating conclusions.

Valid points

*Choosing any of the four writers the issues are*

- Truth v entertainment.
- What were the bases for evidence-gathering at that time? What could the writer have known 'for a fact'? In what ways did this pre-condition the writer?
- What was a historian trying to do? eg to collect an interesting set of information; to retell myth in prose; to explain why things happened?
- Preoccupation with sources in the ancient world would restrict you to the very recent past in most cases. This would not make for fascinating, exotic reading. 'Sources versus literature' is sharply in tension here.
- Sources have to be interpreted or mediated in any writer's account of an incident. The literary value of the account depends on the writer's style, variety and engagement with his audience.
- Each of the writers has a point of view and organises his collection of sources accordingly, producing 'literature': examples.
- The literary qualities of eg pathos in Herodotus; analytical impact in Thucydides; advice for statesmen in Polybius; diatribe in Tacitus – with examples.

**50 marks**

## SECTION B – Individual and Community

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

Valid points

- Plato sees the purpose of education as providing a level and type of education for each group as best fits their future role in society.
- So the guardians have a leadership type of education whereas others are directed to more vocational training.
- This means no social mobility.
- No advancement according to ability.
- A rigidly structured society is doomed – no place for initiative.

**50 marks**

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

Valid points

- Candidates need to be aware that there was little sympathy in the classical world for individuals to ‘go it alone’. Opting out was not acceptable. The interdependence of the citizen body was seen as both desirable and necessary.
- Aristotle supports the idea of a constitution.
- Strong emphasis by Aristotle on the duties of a citizen.
- Strong emphasis by Aristotle on the importance of education – idea of education as liberating.
- Rights for the individual seen as helping establish stability and so helping to create the correct political and social success.
- Aristotle reluctant to allow anyone to opt out of the state.

**50 marks**

7. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Greek and Roman civilisation with comparisons between them and modern society; assessing the reliability of sources; making reasoned statements.

Valid points

- The best answers will focus on the fact that while we may be able to see some positive aspects of the societies advocated by Plato, Aristotle and Cicero, all of them are flawed in certain ways.
- There should be consideration of how our society is ‘factured’ and see what we can learn in these particular aspects from our classical sources.
- Emphasis should be given to the idea of cohesion in society.
- But we should note that Plato’s Utopia resembles the communist and fascist societies of the last century.
- Aristotle may offer the best examples, but it too is authoritarian.
- Cicero brings practical experience, but we should remember just how disastrously fractured Roman society was at that time.

**50 marks**

8. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Roman civilisation; assessing the reliability of sources; making reasoned statements.

Valid points

- Cicero understands well the need for cohesion in society.
- He is part of a very conservative society – the mos maiorum.
- He believes the prosperity of society depends on the prosperity of those leading that society.
- He sees himself as an advert for social mobility and political success – his consulship in 63BC of which he was so proud.
- No real concept of the redistribution of wealth in the classical world.
- Practical support (eg corn dole) dictated by fear of revolution and street warfare (Clodius and Milo).

**50 marks**

## SECTION C – Orator and Audience

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

Valid points

### *Andocides*

- Andocides says that he did not want to leave Athens even ‘for a life of luxury’.
- He professes respect for the religious institutions of Athens by carefully refuting charges of sacrilege.
- He quotes the contribution of his ancestors to Athens’s greatness, and he stresses the significance of the ‘family’ of Athens, in which councillors are like his parents, and different from the ‘new citizens’ in Thessaly and Andros.
- His belief in the nobility of the jury system in Athens.
- Decrees eg Isotimides’s, which had the sanctity of law had resulted in his being exonerated of the earlier charges, he maintains.

### *Demosthenes*

- He uses Athenian pride and sense of history to provoke action against Philip. Examples.
- He wants to arouse Greek states against enemies of democracy. Examples.
- He sees how Athens is being encircled by Philip, and that this is a threat to the whole of Greece. Examples.
- Against Sparta, Athens was vigilant: against Philip, inert.
- Philip has been allowed to take over the Chersonese, an Athenian-controlled area, to Athens’s disgrace.
- Athens was famous for freedom: now, like the rest of Greece it tends to servitude and venality.
- Traitors are bought by Philip to speak against war with Macedon.

**50 marks**

10. Skills assessed: showing understanding of the work; comprehending, interpreting and comparing sources; assessing the value and reliability of the source; evaluating aspects of ancient Roman civilisation, making reasoned statements of personal response.

Valid points

- The triviality of the whole case is emphasised by ironic reference to its being the sole case to be tried at a time of vacation.
- Humorous use of antonomasia: eg Clodia is the ‘Medea of the Pakatine’.
- Clodia’s disgraceful behaviour is continually lampooned by Cicero: eg “her ‘husband’...sorry I mean ‘brother’!”; “how could I quarrel with a woman who is so intimate with everyone?”
- Account of Licinius’s alleged handing over of the poison to Clodia’s slaves in order to murder her is hilarious; with sarcastic references to the ‘honourable’ witnesses of the transfer.
- Sarcasm, with examples.
- Irony, with examples.
- Prosopopoeia of Appius Claudius creates opportunities for amusing contrasts of behaviour between Clodia and her ancestors.

**50 marks**

11. 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; evaluating Roman civilisation; making reasoned statements of personal response in respect of the work.

Valid points

- Aper says that what the modern orator needs is: fluent arguments; brilliant reflections; short, sharp epigrams; poetic colouring.
- Messalla says that what is needed is, as in ancient times: great learning; wide skills; universal knowledge.
- The speakers agree that the orator also needs: knowledge of virtue, vice and things indifferent; techniques to arouse anger and pity.
- Orator must know how to deal with hostile, prejudiced, envious, morose or frightened people; and how to adapt a speech to his audience.
- Wide knowledge of the arts lends distinction even when the topic of the speech is unpromising.
- In the past young orators gained experience by following a great speaker around.
- Oratory flourishes in times of licence and sedition.

**50 marks**

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

Valid points

*Choice of one orator, with discussion of his methods of attack and their effectiveness*

- Speech construction with reference to his opponents.
- Figures of speech and rhetorical devices.
- Humour.
- Ability to capitalise on a historical or legal context.
- Pathos, and the capacity to excite anger, pity or laughter at the opponent's expense.
- Quality of reasoning and strength of their case against the opponent.
- A selection of the above themes with commentary on effectiveness.

**50 marks**

## SECTION D – Comedy, Satire and Society

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

Valid points

- Conventions of Old Comedy need for mix of serious issues, political and social and to entertain audience.
- Aristophanes own views – strongly anti-war and anti-corruption.
- Wants to win prize in play competition.
- Political issues (war/peace, corruption, flaws in the democratic system radical solutions).
- Social issues (sophists/new ideas, emigration, position of women, moral values, father son relationships, state communism).
- Laughs (different kinds of jokes – examples).
- Strong conclusion making well-supported points.

**50 marks**

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

Valid points

- Clear philosophical message of Epicureanism.
- Stated positions on politics and issues like ambition and greed.
- But complex views in social mobility.
- Horace gives us (or, at least, claims to give us) his reasons for writing satire in 1.4.
- His observations are meant to lead to improvements in his own behaviour.
- He is not after fame for himself.
- The political circumstances when he wrote were not conducive to political criticism (post civil war).
- Any other relevant point.

**50 marks**

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

Valid points

- Juvenal's work an eclectic mix.
- Bitterness of earlier works reflects his personal experiences (exile, Egypt).
- Examples of his bombast against women, foreigners, homosexuals.
- What he says about why he is writing (satire 1).
- His hatred of changing social values – nostalgia for golden age.
- Subtlety of satire 10 – be careful of what you wish for.
- Very good points made in sat 10, but isn't it better to strive high and fail rather than not strive at all.

**50 marks**

16. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Greek and Roman civilisation with comparisons between them; assessing the reliability of sources; making reasoned statements.

Valid Points

- Conventions of old comedy mean that Aristophanes is compelled to include an eclectic mix of material in his plays.
- Juvenal and Horace give us their reasons for writing satire.
- Messages re political and social issues risk getting lost in Athens.
- But Aristophanes is free in the democracy of Athens to raise political issues.
- Horace and esp Juvenal need to be much more circumspect – risk of arrest and worse.
- Arguably, Aristophanes is more radical than Juvenal or Horace.
- Certainly, Aristophanes offers more solutions than the Roman satirists.

**50 marks**

Conversion Table 50 – 100

| <b>Points</b> | <b>Marks</b> |
|---------------|--------------|
| 50            | 100          |
| 49            | 98           |
| 48            | 96           |
| 47            | 94           |
| 46            | 92           |
| 45            | 90           |
| 44            | 88           |
| 43            | 86           |
| 42            | 84           |
| 41            | 82           |
| 40            | 80           |
| 39            | 78           |
| 38            | 76           |
| 37            | 74           |
| 36            | 72           |
| 35            | 70           |
| 34            | 68           |
| 33            | 66           |
| 32            | 64           |
| 31            | 62           |
| 30            | 60           |
| 29            | 58           |
| 28            | 56           |
| 27            | 54           |
| 26            | 52           |
| 25            | 50           |

| <b>Points</b> | <b>Marks</b> |
|---------------|--------------|
| 24            | 48           |
| 23            | 46           |
| 22            | 44           |
| 21            | 42           |
| 20            | 40           |
| 19            | 38           |
| 18            | 36           |
| 17            | 34           |
| 16            | 32           |
| 15            | 30           |
| 14            | 28           |
| 13            | 26           |
| 12            | 24           |
| 11            | 22           |
| 10            | 20           |
| 9             | 18           |
| 8             | 16           |
| 7             | 14           |
| 6             | 12           |
| 5             | 10           |
| 4             | 8            |
| 3             | 6            |
| 2             | 4            |
| 1             | 2            |
| 0             | 0            |

[END OF MARKING INSTRUCTIONS]