



National
Qualifications
2016

Classical Studies

Advanced Higher

Finalised Marking Instructions

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General Marking Principles for Advanced Higher Classical Studies

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific 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.
- (d) Where the candidate violates the rubric of the paper and answers more than two 25 mark questions, or questions in more than one section, all responses should be marked and the better mark recorded.
- (e) Markers will use the full range of marks available for each question. The detailed Marking Instructions are not exhaustive. Other relevant points should be credited.

For credit to be given, points must relate to the question asked.

In this assessment the following skills are assessed:

- Analysis
- Critical Evaluation
- Structuring and sustaining a line of argument

The following question types are used in this paper:

- Source **evaluation** question (10 marks)
- Source **analysis** question (10 marks)
- Source **comparison** question: comparing classical sources (15 marks)
- Source **comparison** question: comparing classical and modern sources (15 marks)

- Two questions requiring candidates to integrate knowledge, analysis, synthesis and develop a line of argument (25 marks each).

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.

NB: The detailed Marking Instructions for each question provide examples of points that candidates might give in their answer. Credit will also be given in both parts of the paper to candidates who put forward relevant points not listed in the Marking Instructions.

Marking Instructions for each type of question

Section 1 - Source based questions

These detailed Marking Instructions provide guidance on the application of the general marking principles.

Markers should award appropriate credit based on the criteria in the following tables. However, responses which do not fit neatly within the criteria should also be credited. For example, a response which meets most of the criteria in a mark range may be credited some or all of the marks depending on the professional judgement of the Marker.

Question Type	Overall marks	Marking Instructions					
<p>Questions that begin “<i>To what extent ...</i>” require candidates to <i>evaluate</i> 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:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context 	10	<p>0 marks</p> <p>No relevant evaluative points/ points made but not relevant to the question</p>	<p>1-2 marks</p> <p>Two reasoned, relevant evaluative points are made which respond to the question</p>	<p>3-4 marks</p> <p>Three reasoned, relevant evaluative points are made which respond to the question and show wider understanding of the writer/ source content, context or intention.</p>	<p>5-6 marks</p> <p>Four reasoned, relevant evaluative points are made which respond to the question and show wider understanding of the writer/ source content, context or intention</p>	<p>7-8 marks</p> <p>Four reasoned, relevant evaluative points are made which respond to the question and show full understanding of the writer/ source content, context or intention</p>	<p>9-10 marks</p> <p>Four or more reasoned, relevant evaluative points are made which respond to the question and show full understanding of the writer/ source content, context or intention.</p> <p>These are summarised into a clear overall judgement which shows evidence of wider reading</p>

Question Type	Overall marks	Marking Instructions					
<p>Questions that begin “<i>In what ways ...</i>” require candidates to <i>analyse</i> a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • Links between different components • Links between component(s) and the whole • Links between component(s) and related concepts • Similarities and contradictions • Consistency and inconsistency • Different views/interpretations • Possible consequences/implications • The relative importance of components • Understanding of underlying order or structure 	10	<p>0 marks</p> <p>No relevant analytical points are made, or analytical points do not respond to the question</p>	<p>1-2 marks</p> <p>Two relevant analytical points are made which respond to the question</p>	<p>3-4 marks</p> <p>Three relevant analytical points are made which respond to the question and show wider understanding of the writer/source content, context or intention</p>	<p>5-6 marks</p> <p>Four relevant analytical points are made which respond to the question and show wider understanding of the writer/source content, context and intention</p>	<p>7-8 marks</p> <p>Four relevant analytical points are made which respond to the question and show full understanding of the writer/source content, context or intention</p>	<p>9-10 marks</p> <p>Four or more relevant analytical points are made which respond to the question and show full understanding of the writer/source content, context or intention</p> <p>These are summarised into a clear overall analysis which shows evidence of wider reading</p>

Question Type	Overall marks		Marking Instructions			
Questions that ask candidates to “ <i>compare different sources ...</i> ” require candidates to <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources 	15	10	0 marks No relevant explanation of the source meaning or context	Up to a maximum of 10 marks, 1 mark should be awarded for each relevant developed point about the meaning or context of the sources If a candidate does not make developed points about the meaning of both sources, no more than 4 marks should be awarded Developed points will involve the candidate providing, for example: <ul style="list-style-type: none"> • additional detail • examples • reasons • evidence 		
		5	0 marks No relevant points of comparison	1-2 marks Candidate makes two points of comparison between any two sources OR Candidate gives an overall conclusion in response to the question, but this is not linked to any relevant points of comparison	3-4 marks Candidate makes four points of comparison between any two sources There will be an overall conclusion in response to the question, linked to points in two sources	5 marks Candidate makes accurate and relevant points of comparison which clearly link two sources This comparison is summarised into an overall conclusion in response to the question which is clearly linked to points in the sources

Question Type	Overall marks		Marking Instructions			
<p>Questions that ask candidates to “compare a modern source/quote with classical ideas...” require candidates to:</p> <ul style="list-style-type: none"> accurately explain the meaning of a modern source/ quote compare the views of the source/quote with classical ideas 	15	10	<p>0 marks</p> <p>No relevant explanation of the meaning or context of the modern source/quote, or about relevant classical ideas</p>	<p>Up to a maximum of 10 marks, 1 mark should be awarded for each relevant developed point about the meaning or context of the modern source/quote and relevant classical ideas</p> <p>If a candidate does not make developed points about the meaning of both the modern source/quote and classical ideas, no more than 4 marks should be awarded</p> <p>Developed points will involve the candidate providing, for example:</p> <ul style="list-style-type: none"> additional detail examples reasons evidence 		
		5	<p>0 marks</p> <p>No relevant points of comparison</p>	<p>1-2 marks</p> <p>Candidate makes two relevant points of comparison between modern source/quote and classical ideas</p> <p>OR</p> <p>Candidate gives an overall conclusion in response to the question, but this is not linked to any relevant points of comparison</p>	<p>3-4 marks</p> <p>Candidate makes four relevant points of comparison which clearly link both the modern source/quote and relevant classical sources</p> <p>There will be an overall conclusion in response to the question, but this is not linked clearly to points in the sources</p>	<p>5 marks</p> <p>Candidate makes four relevant points of comparison which clearly link both the source/quote and classical sources</p> <p>This comparison is summarised into an overall conclusion in response to the question which is clearly linked to points in relevant classical sources or the candidate’s background knowledge</p>

Section 2 - 25 mark essay questions

Analysis - 8 marks

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications. Analysis requires candidates to 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, and understanding of underlying order or structure.

0 marks	1-2 marks	3-4 marks	5-6 marks	7-8 marks
<ul style="list-style-type: none"> no evidence of analysis (a purely descriptive response) <p>OR</p> <ul style="list-style-type: none"> analysis is not relevant to the question 	<p>Two analytical points are made about aspects of a value, concept or system of classical society</p> <p>These may not be the key or most relevant points, in the context of the question</p>	<p>Two analytical points are made about aspects of a value, concept or system of classical society</p> <p>These will be key aspects in the context of the question</p>	<p>Three analytical points are made about aspects of a value, concept or system of classical society</p> <p>These will be key aspects in the context of the question</p> <p>Analytical points are used to support the overall line of argument</p>	<p>More than three analytical points are made about aspects of a value, concept or system of classical society</p> <p>These will be key aspects in the context of the question</p> <p>Analytical points are used to support the overall line of argument, showing a clear interaction between others' ideas and the candidates own</p>

Evaluation - 8 marks

Evaluation involves using in-depth knowledge and understanding to make a reasoned judgement based on criteria.

0 marks	1-2 marks	3-4 marks	5-6 marks	7-8 marks
<ul style="list-style-type: none"> no relevant, reasoned evaluative points 	<p>Two relevant points of evaluation are made but there is no clear supporting reasons/evidence</p> <p>OR</p> <p>There is one relevant, reasoned/evidenced evaluative point</p>	<p>Three relevant, reasoned/evidenced evaluative points are made</p>	<p>Three relevant, reasoned/evidenced evaluative points are made and used to support the candidate's overall line of argument/conclusion</p>	<p>At least four relevant, reasoned/evidenced evaluative points are made and used to support the candidate's overall line of argument/conclusion</p>

Conclusion and line of argument - 9 marks

0 marks	1-2 marks	3-4 marks	5-6 marks	7-9 marks
<ul style="list-style-type: none"> no evidence of concluding remarks <p>OR</p> <ul style="list-style-type: none"> no evidence of a sustained line of argument leading to any points of conclusion throughout the response 	<p>There is a conclusion but this is a summary of the main points made</p> <p>OR</p> <p>Line of argument breaks down during the response leading to partial conclusion</p>	<p>There is a clear overall conclusion representing a judgement in relation to the question/issue, supported by some evidence</p> <p>There is a clear link between some of the candidate's analytical/evaluative points and the conclusion, showing evidence of reasoning</p>	<p>There is a clear overall conclusion representing a judgement in relation to the question/issue which includes a weighing-up or relative judgement on different factors, supported by some evidence</p> <p>There is a clear link between most of the candidate's analytical/evaluative points and the conclusion, showing evidence of clear and detailed reasoning</p>	<p>There is a clear overall conclusion representing a judgement in relation to the question/issue which includes a weighing-up or relative judgement on different factors</p> <p>The conclusion is clearly supported by accurate reference to relevant supporting evidence</p> <p>There is a clear link between all or nearly all of the candidate's analytical/evaluative points and the conclusion, showing evidence of clear and detailed reasoning</p>

Detailed Marking Instructions for each question

Section 1 - History and Historiography
Part A - Classical Literature

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
1.	<p>Questions that begin “<i>In what ways...</i>” require candidates to <i>analyse</i> a source.</p> <p>Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • Links between different components • Links between component(s) and the whole • Links between component(s) and related concepts • Similarities and contradictions • Consistency and inconsistency • Different views/interpretations 	10	<p>Possible analytical points could refer to, for example:</p> <p>Herodotus</p> <ul style="list-style-type: none"> • Believes that the acts of individuals shapes history • Wants to help Greeks to understand the nature and power of the Persian empire • Gives the Persians a grand history similar to the heroic/mythic history of the Greeks <ul style="list-style-type: none"> ○ eg foiled exposure as infant – like Oedipus ○ eg savage cannibalism of Harpagus’s son – like Pelops • Believes that the actions of great Persians can illustrate the general character of the entire Persian people • Wants to illustrate the authoritarian culture of Persians to contrast with freedom of Greeks • Wants to illustrate the origins of the conflict • Illustrates the technical brilliance of the Persians by splitting the river Gyndes into channels to capture Babylon • Illustrates the military excellence of the Persians by detailing their relentless conquests • Illustrates their ability to conquer different types of people with different strategies and tactics

Question			General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • Possible consequences/ implications • The relative importance of components • Understanding of underlying order or structure 		<ul style="list-style-type: none"> • Illustrates their tendency to overreach in the attack on Massagetæ • Wants to entertain his audience • Other valid point

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
2.	<p>Questions that begin “<i>To what extent...</i>” require candidates to <i>evaluate</i> a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • Origin • Purpose • Content • Cultural or historical context 	10	<p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Book 14 contains significantly more direct speech than the average for the entire work (22% as opposed to 16%) • Nero is nagged by Poppaea to make him seem weak • Poppaea’s hypocritical nagging contrasts with Octavia’s silent suffering • Tacitus wants audience to be outraged by the transfer of imperial government to a very dysfunctional family • Nero’s public announcements about duty to parents highlights his public hypocrisy and impiety • Nero seems to speak to himself with paranoia when he finds out that Agrippina survived the collapsible boat • Agrippina tells the guards she cannot believe that Nero sent them to kill her to emphasise his cruelty • Direct speech of objectors to Nero’s entertainments creates the sense of a debate between traditional Rome and the new ideology • Burrus inspires pity from his loyalty to the emperor with his final words • Dialogue between Seneca and Nero shows Nero’s hubris and Seneca’s need for servility • Tigellinus’ sycophantic words show that Nero is only interested in yes men • Words of Plautus’ uncle that “decent men will back you and brave men help you” shows that there is no virtue left under Nero’s regime • Other reasonable point

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
3.	<p>Questions that ask candidates to “<i>compare different sources...</i>” require candidates to:</p> <ul style="list-style-type: none"> • Explain the content of two or more different sources • Make points of comparison between sources 	15	<p>Herodotus</p> <ul style="list-style-type: none"> • To show that the enmity between east and west dates back to prehistory • Assumes the myths are versions of genuine history • Claims that Persians tell the same stories • Rationalised the myths almost beyond recognition • No assumption that gods and heroes were genuinely involved in the past • The enmity grows from small beginnings to full scale war • Persians saw Greeks as aggressors for launching a war over Helen • Entertains the audience • Other reasonable point <p>Thucydides</p> <ul style="list-style-type: none"> • Treats myths as a poetic account of genuine history • Uses them as evidence that the Peloponnesian War was the greatest war in history <ul style="list-style-type: none"> ○ eg populations were much smaller ○ eg Trojan task force was much smaller than indicated • Uses them to highlight the development of civilisation <ul style="list-style-type: none"> ○ eg it was an acceptable career to be a pirate in the past ○ eg cities did not have walls to protect their people ○ eg Greeks were not a unified people distinct from barbarians • Uses them to highlight the importance of wealth for maintaining power and waging war • People followed Agamemnon through fear not honour or principle • Other reasonable point

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Livy</p> <ul style="list-style-type: none"> • Sees no harm in using myth where no historical sources exist • Feels it adds grandeur to a subject matter • Entertains the audience • Uses legends of Romulus and Numa for propaganda for Caesars • Offers alternative rationalisations for mythic material <ul style="list-style-type: none"> ○ eg two versions of the alliance of Aeneas and Latinus ○ eg two versions of the causes of Rhea Silvia's pregnancy ○ eg two versions about the death of Romulus ○ eg two versions of the <i>she wolf</i> raising Romulus and Remus • Other reasonable point

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
4.	<p>Questions that ask candidates to “<i>compare a modern source/quote with classical ideas</i>” require candidates to:</p> <ul style="list-style-type: none"> • Accurately explain the meaning of a modern source/quote • Compare the views of the source/quote with classical ideas 	15	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • The objective of the mission was unclear • The leaders of the mission were at odds • Poor understanding of Sicily and Syracuse • Alcibiades did not go in the end • Nicias was not keen on a large invasion at all • Athenian citizens making poor decisions to attack in the first place • Corrupt politicians manipulate citizens to vote for war • Thucydides determined to show a failure of democracy • Nicias sends letter for aid <ul style="list-style-type: none"> ○ Describes the state of army and navy ○ Asks for reinforcement or to withdraw ○ Asks to personally retire • Athenians send new generals and reinforcements but they don’t arrive soon • Syracusans attack on land and in the harbour • Demosthenes brings reinforcements • Demosthenes’ attacks are unsuccessful due to disorganisation • Athenians get lost in the night manoeuvres • Demosthenes advises they should return to Athens • Nicias refuses to retreat to Athens fearing blame • Nicias will not even withdraw to safer ground • Nicias stops any withdrawal for 27 days because of eclipse • Syracusans win decisively and block Athenian escape from harbour

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • Nicias inspires men with rhetoric for a last battle • Athenians panic in defeat and will not follow their generals • Fooled into not escaping by land by false messengers • Athenians spend a day packing while Syracusans close in • They are unable to feed themselves by foraging • The army becomes divided in their attempt to march south • 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.		<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • Description of Epidamnus affair <ul style="list-style-type: none"> ○ Civil war in Epidamnus: oligarchs v democrats ○ Corcyra (mother city) refuses appeal for help ○ Corinth agrees to help (for its own imperial aims) ○ Corcyra then becomes involved to counter Corinth ○ Corcyra defeats Corinth • Description of Corinthian retaliation <ul style="list-style-type: none"> ○ Corinth plans large invasion ○ Corcyra calls on Sparta to arbitrate ○ Corcyra also sends envoys to Athens ○ Corinth sends to Athens too ○ Athenian Assembly votes to side with Corcyra • Athens could not risk Corinth taking control of Corcyrean navy for Peloponnesian league • Corcyra (with Athenian support) wins naval battle against Corinth • Thucydides says declaration of war after this battle was because of fear of Athenian power

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • Spartan allies persuaded them of grievances against the Athenians <ul style="list-style-type: none"> ○ Corinth ○ Megara ○ Aegina ○ Potidaea • Thucydides saw the war as inevitable so did not take these seriously as genuine causes • Possibly this was rather a chain of events which could have been halted if the parties involved had tried to seriously arbitrate <ul style="list-style-type: none"> ○ Athens was threatening Corinthian colonies in West Greece and in Italy and Sicily: they asked Sparta to help ○ Athens had just attacked and taken Potidaea which had rebelled from Athenian empire: they asked Sparta to help ○ Megara was suffering due to Megarian decree: banned Megarians to use any ports in Athenian empire for trade (for alleged religious misdeeds). They asked Sparta to help ○ Athens threatening Megara threatened the Spartan access point along the Isthmus and would be something Sparta would fight for • Athens had probably not violated the letter of the 30 year peace • Athens had probably violated the spirit of the 30 year peace • The Corinthian speech at Sparta was very effective in persuading Sparta that Athens were a threat and that they were dangerously inactive too often

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • Sparta votes that the 30 years peace had been violated • Spartan envoys asked Athens to rescind the Megarian decree <i>then</i> they would discuss avoiding a full scale war • Pericles opposed this in an effective speech to the assembly: “we cannot give in to small things” <ul style="list-style-type: none"> ○ He ties this demand to the concept of Athenian freedom ○ He persuades the assembly that they need to stay strong ○ He believes they can win a quick victory to secure their rights not to be interfered with • Both sides did not mobilise until the next year suggesting that war was not planned by either side. • Corinth’s motive was to re-establish their old image of power • Athens’ motive was to maintain the integrity of the Athenian empire and failed to understand how important the Megarian decree was to the Spartans • Sparta’s motive was outrage at the way that Athens was threatening freedom across the Peloponnese and Greece in general • Other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
6.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <p>Foundation of Rome</p> <ul style="list-style-type: none"> • Gods ensure that Amulius’ plans are foiled: strong belief in destiny and fate • Romulus and Remus behave like Robin Hood: strong sense of fairness • Numitor recognises twins: noble blood shows in appearance and bearing • Romulus and Remus quarrel: a tendency to fight for power • Take auspices: willingness to trust the gods’ signs • Confusion over auspice meaning: no fixed religious codes • Romulus killed Remus: rigorous adherence to laws <p>Romulus</p> <ul style="list-style-type: none"> • Formed structured government: hierarchy was important • Senate: heads of families had special eminence • Rape of the Sabines: be ruthless when required for survival • Sabine women: stop the war for the sake of Rome • War with Sabines: believed they were morally superior • War with Veii: courage in battle • Apotheosis of Romulus: belief that great leaders could become gods <p>Numa</p> <ul style="list-style-type: none"> • Consecrated temples: believed the gods needed physical places • Inaugurated priesthoods: believed there must be ministers for the gods

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Tullus Hostilius</p> <ul style="list-style-type: none"> • Alliance of Rome and Alba: need to avoid civil war • Victory of Horatius: ability to fight unconventionally in order to win • Condemnation of Horatius: overall sovereignty of the law • Death of Tullus: importance of showing respect to the gods <p>Ancus Martius</p> <ul style="list-style-type: none"> • Ceremony for declaring legal war: did not like to see themselves as aggressors • Foundation of colonies: need to expand territory <p>Tarquinius Priscus</p> <ul style="list-style-type: none"> • Story of Attus Navius: need for rulers to respect the gods • Tanaquil: women should not be involved in controlling men and politics <p>Servius Tullius</p> <ul style="list-style-type: none"> • Social reorganisation: need for a structured society • Expanded the city: need to enhance Rome • Temple of Diana: importance to be at the head of allies <p>Tarquinius Superbus</p> <ul style="list-style-type: none"> • Tullia: warning against women exercising power • Tyranny: the importance of rule with the will of the people • Cruelty dealing with Turnus: shows non-Roman values • Treachery in dealing with Gabii: shows unheroic non-Roman warfare • Building programme: working the free Romans like slaves is non-Roman • Brutus at the oracle: the need to listen to the gods • Rape of Lucretia: Symbolises the excess of tyranny • Uprising of Brutus and Collatinus: the need to stand up for justice • Permanent fear of kingship • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
7.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> Analyse Evaluate Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <p>Possible causes for Tiberius' lack of popularity</p> <ul style="list-style-type: none"> He dealt poorly with Agrippina and Germanicus and family Trusted Sejanus too much – allowed him a free rein Retired to Capri and took little direct interest in government Followed Augustus' model so closely that he put no personal stamp on his reign <p>Positive aspects of his rule</p> <ul style="list-style-type: none"> Improved communications and trade in empire Managed imperial finances soundly Gave generously to individuals and cities following disasters Dealt effectively with the provinces <p>Politics and family in Rome</p> <ul style="list-style-type: none"> Livia is characterised as a monster who poisoned her grandchildren Tiberius retirement on Rhodes is characterised as “nursing his resentment” Augustus' death is tainted with rumour that Livia did it Death of Postumus is not proved to be Tiberius' fault but Tacitus implies he and Livia were responsible Prosecution of Crispus is then hypocritical Tiberius behaves well to the senate but Tacitus suggests this was an act He takes control of the imperial armies which Tacitus criticises as tyrannical He refuses an annual vote of allegiance by the senate but Tacitus says this was dishonest Tacitus suggests the funeral of Augustus was in Campus Martius to avoid popular uprising had it been in the forum

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • Presents a positive and negative analysis of Augustus’ reign but gives the negative version last at greater length and with greater flourish • Tiberius first speech: wants to share more power with senate as he does not feel equal to Augustus. Tacitus sees this as dishonest • Tiberius ignores his ex-wife, Julia: she was Augustus’ daughter, but they had always hated each other and Tacitus records that she “looked down on him” • Tiberius refuses the title “father of the fatherland”: again Tacitus says this was just to fool everyone <p>The Mutiny in Pannonia</p> <ul style="list-style-type: none"> • The mutineers are characterised as ignorant riffraff though they seem to have valid complaints • Sends Drusus and Sejanus to deal with the mutiny: criticised Tiberius for not dealing with it himself • Their tactics seem reasonable but Tacitus says they were hypocritical • Drusus settles the mutiny but Tacitus says it was really because of luck that the full moon appeared and criticises them for executing the ring leaders – the normal procedure <p>The Mutiny in Germany</p> <ul style="list-style-type: none"> • Germanicus is spoken of very favourably in all he does to contrast the way that Drusus and Tiberius are described • Germanicus is represented as loved by the men and tries to calm them by appealing to his hurt feelings – contrasting with Drusus who threatened them and lied to them • Germanicus’ appeal <i>does not work</i> suggesting he is not more greatly loved and he needs to send his family away from the danger • There is a grand speech celebrating Agrippina and Germanicus as the true noble house of the empire (Augustus’ true heirs) • When the mutineers are executed here, Germanicus, despite being in command is not responsible – it is the common mob of soldiers

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>The German Wars</p> <ul style="list-style-type: none"> • Tiberius pays tribute to Germanicus' success in the senate but Tacitus says this was insincere • He then gives Germanicus a triumph in Rome before the war is even over yet Tacitus maintains Tiberius is anti-Germanicus • Germanicus almost leads the army to disaster in Germany but Tacitus makes no negative judgement <p>The Treason Trials</p> <ul style="list-style-type: none"> • These were abused later in his reign but at this time they do not appear different to the policies of Augustus • Tacitus description of these trials do not show Tiberius being corrupt or tyrannical • Tiberius offers to withdraw from the trial and acquits one man when he realises that he will not get a fair trial <p>Any point made with reference to other sources which describe the reign of Tiberius will be given credit.</p> <p>Any other reasonable point.</p>

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
8.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <p>Pre-war</p> <ul style="list-style-type: none"> • Differentiates <i>cause</i>, <i>pretext</i>, and <i>beginning</i> of the conflict <ul style="list-style-type: none"> ○ The <i>cause</i> is the deep underlying reason why there is a wish to go to war ○ The <i>pretext</i> is the initial event which allows war to be waged, but is not the actual <i>cause</i> of the war ○ The <i>beginning</i> is the first action • Desire for revenge in Hamilcar Barca • Anecdote of Hannibal's Oath as a boy • Rome's annexation of Sardinia • Carthaginian success in Spain • Ebro Treaty • Alliance with Saguntum <p>Saguntum</p> <ul style="list-style-type: none"> • Rome failed to respond quickly to calls for aid • Hannibal deliberately avoided Saguntum until he had secured Spain • Harsh treatment of pro-Carthaginian faction inside Saguntum • Roman envoys only threaten reprisals/do not listen to grievances • Romans assume war is inevitable • Romans assume war will be fought in Spain • Allowing Saguntum to fall enabled Hannibal to move on with Spain secured • Allowing Saguntum to fall enhanced Hannibal's wealth and reputation

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>The Start of the War</p> <ul style="list-style-type: none"> • Polybius' description of the treaties between Rome and Carthage <ul style="list-style-type: none"> ○ Ebro treaty was not clear and never ratified ○ Treaty of Lutatius forbade an attack on a Roman ally • Roman request that Hannibal is handed over forces Carthage's hand • Romans do not anticipate the speed of Hannibal's march • Roman army is badly prepared and under-strength <ul style="list-style-type: none"> ○ Scipio Senior seems not to have good intelligence ○ Longus is sent off to Africa ○ Scipio Senior sends half his troops towards Spain • Hannibal's army is greatly weakened by the crossing of the Alps <p>The Battles</p> <ul style="list-style-type: none"> • Scipio Senior is wounded at Ticinus • Scipio saves him and learns from close observation of Hannibal • Longus is drawn into an unwise attack at Trebia • Romans do not anticipate surprise tactics • Hannibal uses softer diplomacy to win over allies • Flaminius is drawn into the ambush at Trasimene • Polybius discusses the failings in leaders • Fabian strategy • Brilliant escape by Hannibal on Plains of Capua • Ending of Fabian Strategy • Foolishness of Varro at Cannae • 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.	<p>Questions that begin “<i>In what ways...</i>” require candidates to <i>analyse</i> a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • Links between different components • Links between component(s) and the whole • Links between component(s) and related concepts • Similarities and contradictions • Consistency and inconsistency • Different views/interpretations possible consequences/ • Implications • The relative importance of components • Understanding of underlying order or structure 	10	<p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Aristotle states that slavery is “natural” • Aristotle elsewhere states that slaves were incomplete in their intellect or spirit • Aristotle sees it as beneficial to those who are slaves • Slavery is necessary as it allows leisure time for the rulers to devote their time to philosophy and ruling • He compares them to animals whose bodies are used for physical labour • Aristotle does not give any practical method of determining “natural” slaves • Aristotle concedes that other people disagree with him • He acknowledges later on that there are some people who are slaves who are not natural slaves, often through capture in warfare • As this was a large source of slaves, it is difficult to see how Aristotle can maintain that most slaves were natural • By referring to war he seems to be close to admitting that slavery is based on the rule of the strong • Aristotle argued that in an ideal world unnatural slaves would be released, but seems to suggest that we just have to accept that some people are enslaved by bad luck • Any other reasonable point.

Question		General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
10.		<p>Questions that begin “<i>To what extent...</i>” require candidates to <i>evaluate</i> 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:</p> <ul style="list-style-type: none"> • Origin • Purpose • Content • Cultural or historical context 	10	<p>Possible relevant developed points could refer to, for example:</p> <ul style="list-style-type: none"> • Plato agrees with Adeimantus’ point • In fact he also states that rulers are banned from travelling abroad, and receive subsistence level income whilst ruling • Rulers would also have to open up their house to inspection by the general populace, to ensure they are not living luxuriously • Plato believes that those who are motivated by material wealth would be the wrong sort or ruler • This would lead to envy amongst the guardians, and they would become hated by the people • They would have changed function from rulers to householders • Plato believes in general that private property is undesirable • Plato’s answer is that the satisfaction of ruling is enough reward in itself • The rulers will have enough wisdom to realise that the satisfaction of ruling is in itself reward • This state of mind is reached after the study of philosophy • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
11.	<p>Questions that ask to “<i>compare different sources</i>” require candidates to:</p> <ul style="list-style-type: none"> • Explain the content of two or more different sources • Make points of comparison between sources 	15	<p>Possible points of comparison and explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • Plato wishes to transfer children from the family unit to communal facilities supervised by the state • Plato seems to advocate the killing or exposure of undesirable children, although his language is vague • Plato believed that the family unit was an unsuitable method for raising children • Plato argued that parents would pass on unsuitable habits or views to their children • The state was the best method for ensuring that children were raised properly • Plato argued this would also ensure the purity of the guardian class • Perhaps Plato believed that potential guardians could be identified and nurtured • Aristotle rejects Plato’s proposal, and prefers the family unit • He states that it is safer for children, and leads to less lawlessness • Aristotle has already outlined that the family unit is in fact a microcosm for the state • Aristotle also advocates the removal of weak or disabled children, but this would be decided within the family • “Exposure” was an accepted practice in the Classical World • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
12.	<p>Questions that ask candidates to “compare a modern source/quote with classical ideas” require candidates to:</p> <ul style="list-style-type: none"> • Accurately explain the meaning of a modern source/quote • Compare the views of the source/quote with classical ideas 	15	<p>Possible points of comparison for the meaning/context of the source/quote and relevant Classical ideas could refer to, for example:</p> <ul style="list-style-type: none"> • Cicero argues that wars should be governed by “rules” • Cicero’s is the first definition of “the just war” • Cicero argues that the wars are only justifiable after peaceful alternatives are exhausted as outlined in the International Court of Arbitration • Cicero argues that the objective of war must be to establish peace • Cicero seems to introduce the concept of war crimes, stating that there should be no unnecessary slaughtering • Cicero explains that prisoners-of-war should be treated fairly, as outlined in the Geneva conventions • Cicero fails to distinguish civilians from combatants which is a modern distinction • Cicero does not advocate the setting up of international bodies and fails to state what the consequences are for illegal treatment of prisoners or civilians • “Proportionality” is an important concept in modern views of the “just war” • Cicero’s argues that the Romans observe these rules, but this is hard to credit from readings of Tacitus, Livy or Caesar • This might lead us into the idea that for Cicero and today, war crimes tend to be objective, what the enemy does, or “victor’s justice” - as evidenced in the controversial bombing of German civilians in the Second World War • 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.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Eynthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • Plato rejects a range of option put forward by others • Cephalus argues that giving back what is borrowed and telling the truth is justice • Plato finds exceptions (returning a knife to a madman) • Polemarchus proposes that justice is treating each as he deserves • Plato dismisses this as too subjective, and confuses friendship with worthiness • Plato seeks an absolute answer to the definition • Thrasymachus proposes that justice is what the strong do - might is right • Plato argues that rulers should look out for what is the general good • Thrasymachus claims this is unrealistic using the analogy of the sheep and shepherds • Plato argues that the problem is the wrong type of ruler - rulers should be reluctant rulers • Justice is important as it brings happiness and prevents disharmony • Plato argues that justice can first be found by examining it in the city/state and then in the individual • Plato’s conclusion is that justice/happiness is established by ordering society correctly • Justice/happiness will be established by the guardians • An important part of justice/happiness is each individual being allocated to a role, and accepting this • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
14.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • Aristotle rejects Plato’s stringent limits on wealth • Aristotle argues that the ownership of wealth is not in itself intrinsically wrong • Aristotle defends slavery as it allows individuals to gain enough freedom to govern and study philosophy • Aristotle argues that the correct attitude to money is to see it as a means to an end • Aristotle bases his state on the household unit, which was important as a repository of economic wealth • Aristotle argues for a mix of private and public ownership • Aristotle claims that people are more motivated to look after what they owned rather than what was held in common • Aristotle’s claim that property should be privately owned, but open to public use has led to some debate as to what he meant • Aristotle does warn against miserliness as this distorts the purpose of money • Aristotle also sets limits to wealth, and warns against what today would be called wealth inequalities • When discussing “polity”, Aristotle argues that it is likely that the ruling classes will have wealth • Rulers should have enough wealth to prevent them having to work • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
15.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • De Officiis is ostensibly written by Cicero to give his son a guide to political life • It is also an attempt to show how philosophical ideas can be transferred into the practical world of Roman politics • Cicero claims to try to establish what is honourable in politics • Cicero is also establishing what is useful in Roman politics • In the final book he tries to show how what is advantageous to a right-thinking politician can never be dishonourable • Cicero also seeks to justify his own conduct as a politician • Cicero reveals how conservative he is • Arguable, it shows how he has failed to grasp the shifting political issues of his time • Cicero fails to offer solutions to important social issues of his time such as land distribution and debt relief • Cicero only views his obligations to those of the same class as himself • Cicero is keen to show his rivals, such as Crassus, in a poor light • Cicero seems in places arrogant about his past achievements • He seeks to justify the assassination of Caesar, of which he approved, but took no part • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
16.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • Plato and Aristotle both see happiness of the state as more important than the happiness of the individual • Plato envisages state control and state direction of much of an individual's life; for example in career choice • Plato is happy to have the state direct the sexual relations of the individual • Plato's concept of justice amounts to everyone knowing their place and sticking to it • Plato would impose a state religion on individuals • Plato supports the state lying to its members to ensure stability • Children would be brought up communally, giving the individual little say in the rearing of their child • Plato bases much of his vision on Sparta which gave the individual few rights • Duties of individuals are emphasised over rights • All of the authors propose to some extent punishing those who dissent from their vision of the state • There is no evidence of the concept of protecting minority interests • Concepts incompatible with individual rights such as slavery and female inferiority are inbuilt to the political systems proposed • Aristotle's insistence of the rule of law is key to beginning to develop individual rights • Aristotle/Plato urge rulers to think about the happiness of those they rule as well as their own happiness.

Section 3 - Heroes and Heroism

Part A - Classical Literature

Question		General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
17.		<p>Questions that begin “<i>In what ways...</i>” require candidates to <i>analyse</i> a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • Links between different components • Links between component(s) and the whole • Links between component(s) and related concepts • Similarities and contradictions • Consistency and inconsistency • Different views/interpretations • Possible consequences/implications • The relative importance of components • Understanding of underlying order or structure 	10	<p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • Personal status is the most important value to him • His wife is entirely in his power to do whatever he likes • He deceived people about the cause of the war • He is most concerned about avenging the insult to his guest friendship • He seems to think the punishment of the entire nation is a fair punishment to have revenge on Paris • He still needs revenge on Paris even though Paris is already dead • The Trojans fought to defend her for ten years and now they are sending her back to be killed anyway • He says that killing her will make up for all the deaths in the war • He will not kill her in the end anyway • He is blaming her for the murder which all the men around her are actually carrying out • Any other reasonable point

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
18.	<p>Questions that begin “<i>To what extent...</i>” require candidates to <i>evaluate</i> 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:</p> <ul style="list-style-type: none"> • Origin • Purpose • Content • Cultural or historical context 	10	<p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • He is planning to search for information about his father • He will take the lead in honouring Odysseus if he is dead • He will take control of his mother • He is taking responsibility for defending his household • He is going to avenge his father like Orestes • He is going to win fame and celebrity • He is carrying out guest friendship duty in his house • He is talking directly with a god • He corrects the suitors • He tells his mother to go to her room • He does not lead the defence against the suitors himself yet • He has his nurse help him to bed • He needs guidance from others • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
19.	<p>Questions that ask candidates to “compare different sources...” require candidates to:</p> <ul style="list-style-type: none"> • Explain the content of two or more different sources • Make points of comparison between sources 	15	<p>The answer should reflect Greek and Roman view of heroism.</p> <p>Possible points of comparison could refer to, for example:</p> <p>From the Sources</p> <p>Aeneid</p> <ul style="list-style-type: none"> • Loss of strength in his legs • Description of the failure of the stone to reach the target • He tried to be brave but the goddess prevented his success • He has whirling thoughts • The sight of his people/city he is letting down • Physically trembles <p>Odyssey</p> <ul style="list-style-type: none"> • The goddess is fighting against them • They have become bewildered • Odysseus’ men are like vultures waiting to pounce • Gory description of the floor swimming in blood • Leodes begs for mercy <p>From other knowledge</p> <ul style="list-style-type: none"> • Graphic descriptions of violence show understanding of the horror of war • Personal biographical details show sympathy for the loss of lives • Andromache, Hecuba, Priam talk of their powerlessness to stop Hector dying • Zeus weighs the fate of fallen heroes (Hector) before they die • Descriptions of Priam in Aeneid and Iliad show suffering of parents • Other examples of gods shaping heroism • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
20.	<p>Questions that ask candidates to “<i>compare a modern source/quote with classical ideas</i>” require candidates to:</p> <ul style="list-style-type: none"> • Accurately explain the meaning of a modern source/quote • Compare the views of the source/quote with classical ideas 	15	<p>Meaning/context of the modern idea(s) could include:</p> <ul style="list-style-type: none"> • Keeps going when there seems to be no hope • Keeps trying to do the right thing • Tries to make up for mistakes • Heroism is part of ‘who he is’ <p>Possible points of comparison of the meaning/context of the source quote and relevant classical ideas could refer to, for example</p> <p>Iliad</p> <ul style="list-style-type: none"> • Achilles’ heroism is about personal honour • Achilles withdraws from battle because he has a personal setback • Achilles begs his mother to help him • Hector and Aeneas rally the troops when all looks hopeless • Hector refuses to stay in Troy with his family • Hector faces up to Achilles when he could have fled inside the city • Hector runs from Achilles but overcomes his fear and faces him • Priam shows heroism in going to Achilles to get Hector’s body back <p>Odyssey</p> <ul style="list-style-type: none"> • Telemachus makes the voyage to investigate where his father is • Odysseus perseveres at Calypso’s island • Odysseus doesn’t give up when Poseidon sinks his raft • Odysseus does not give up when he could stay with Calypso or Nausicaa • Odysseus makes a plan to fight the suitors against the odds

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Aeneid</p> <ul style="list-style-type: none"> • Aeneas investigates Carthage after the shipwreck • Aeneas considers a heroic death in Troy • Aeneas accepts his destiny is to lead the people away • Aeneas puts his duty above his personal happiness • Aeneas allows his anger and desire for revenge to cloud his judgement at the death of Turnus • 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.		<p>These questions require candidates to:</p> <ul style="list-style-type: none"> Analyse Evaluate Synthesise points into a line of argument 	25	<p>Possible points for discussion may include:</p> <p>Iliad</p> <ul style="list-style-type: none"> Achilles and Agamemnon need to be seen to have glory Achilles does not try to charm others in powerful positions Achilles and Agamemnon need to avenge their honour regardless of the consequences for others Hector needs to inspire his men to fight against the enemy Heroes need to be inspired by a god Hector encourages the women to support the war effort by prayer Hector tries to encourage his brother to show greater heroism Hector does not allow Andromache's emotional appeal to stop him going to battle Diomedes and Glaucus make personal agreement to honour each other Achilles shows no mercy after the death of Patroclus Hector puts his personal sense of honour before his family Hector runs away from Achilles Achilles will not show respect to his defeated enemy Achilles returns Hector's body after he speaks with Priam Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
22.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible points for discussion could include:</p> <p>Heroides 1 Penelope does show an understanding of Odysseus as a hero, for example</p> <ul style="list-style-type: none"> • Imagining hazards more awful than real – Odysseus did face unbelievable hazards • Even clever tricks had failed – Odysseus’s clever tricks did not lose him his life (though they were not always entirely successful) • Rhesus and Dolon – he was successful in this mission • Your first thought was always of me – he does stay faithful in that regard as he is not won over by Nausicaa or Calypso (or Circe) • I consider the perils of land and sea – she is right to suspect all sorts problems for Odysseus • Perhaps it is only love that detains you – Odysseus was never interested in love for another woman <p>Odyssey But there is more to Odysseus than is shown in the Heroides 1</p> <ul style="list-style-type: none"> • He is offered immortality by Calypso but refuses • He is constantly at the mercy of the gods • He spends a night in bed with Calypso after she agrees to let him go home • He has the practical skills to build a sea-going raft • He flatters Nausicaa in order to get what he wants • He is ruthless with the suitors in his house • He could not succeed without Athene • He cruelly punishes the maids in his house • Any other reasonable response

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
23.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Candidates must discuss what events in the texts tell them about heroism in the Roman world.</p> <p>Possible points for discussion could include:</p> <ul style="list-style-type: none"> • Turnus shows great courage and responsibility by calling for the single combat to end the war • He also does this to win Lavinia even though he knows she is not fated to be his • He refuses to think of his father • Amata wants Turnus to become the source of the new Latin kingdom • His rage in combat is like a savage bull • Turnus seizes on the wounding of Aeneas as a reason to enter combat • Aeneas and Turnus both have heroic episodes on the battlefield • Turnus realises that war has turned against them but he decides to face Aeneas anyway • Aeneas is tempted to take glorious but futile revenge during the sack of Troy but does not do so and leads his people to safety • Aeneas resists his anger when he sees the atrocities of the Greeks killing Priam • Aeneas leaves Dido because he knows that his passion for a woman is less important than his duty to his people • Aeneas sees his duty is to marry for the sake of his people • Aeneas always thinks of his father and son as his duty • Aeneas agrees to the single combat with Turnus to try to end the war and save lives and he tries to restart the truce after it is broken • Aeneas has a great heroic episode • Aeneas attacks the city itself • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
24.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible points for discussion could include:</p> <ul style="list-style-type: none"> • Helen is by definition not a typical woman so in a sense she will always be an extreme example • The attitudes shown towards her are acceptable attitudes toward women in Greek society • Helen’s role in mythology is entirely because she is a beautiful woman: she was given as a prize <p>Helen’s own words</p> <ul style="list-style-type: none"> • Helen is entirely in the power of Menelaus as her husband • Menelaus says he wants to kill her and is not willing to allow Helen to present her side • Helen begins her speech asking for a fair hearing like a male citizen in a court case - women would not normally be granted that level of concern by the law • Helen claims she was blameless for the war because the men ultimately controlled her fate • Paris forced her to marry him • Priam allowed Paris to live – put the needs of male relative before her

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • Helen was also a pawn for the goddesses: Aphrodite promised her to Paris as a bribe in the same way that women were betrothed by their fathers to secure favour • Helen says her beauty was therefore her curse: she was sold and ruined because of her beauty • Menelaus did not do enough to protect her – she was powerless to resist • When Paris died Helen was passed on to his brother and still could not control her own destiny • Helen claims that she tried to return to the Greek camp but that she was prevented by her husband – she is always at the mercy of her male family • She claims that it is no justice to kill her as she has only ever been a slave <p>Hecuba’s reposte</p> <ul style="list-style-type: none"> • Hecuba claims that Helen cannot blame the goddesses – implying women cannot take responsibility • Hecuba says that Helen could not resist Paris because he was so handsome – women cannot control their passions • Hecuba says that Helen could not resist Paris because he wore expensive clothes – women are naturally greedy • Hecuba criticises her for not trying to commit suicide – she says a noble woman would do this for her husband: women were expected to be secondary to men • Hecuba says that she didn’t leave Troy because she enjoyed barbarians bowing down to her – women will do anything for adoration • Hecuba criticises her for not dressing in rags and not being ashamed of herself – women were not expected to value themselves • Hecuba’s concluding remark “make her an example... if you betray your husband, you will die.” <p>Menelaus’ judgement</p> <ul style="list-style-type: none"> • Helen deserves to die because she disgraced her husband • Sees his execution of Helen as a good example to intimidate all women into honouring their husbands no matter what

Section 4 - Comedy, Satire and Society

Part A - Classical Literature

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
25.	<p>Questions that begin “<i>In what ways...</i>” require candidates to <i>analyse</i> a source. Candidates will identify different aspects/components of a source and clearly show at least one of the following:</p> <ul style="list-style-type: none"> • Links between different components • Links between component(s) and the whole • Links between component(s) and related concepts • Similarities and contradictions • Consistency and inconsistency • Different views/interpretations • Possible consequences/ implications • The relative importance of components • Understanding of underlying order or structure 	10	<p>Possible evaluative points could refer to, for example:</p> <p>Consequences of War:</p> <ul style="list-style-type: none"> • The war has forced everyone into the city • The politicians/war profiteers/demagogues did not look after the people or listen to them/they led Athens to ruin • Discussion of the actions of Pericles and Cleon • The people were swept up in their hatred for Sparta • The political speeches encouraged bad decisions • Throughout the play Aristophanes talks about the loss of citizen life • The hatred of the allies towards Athens • The rise of oracle mongers as trusted advisors • The quest for personal glory rather than peace • The cost of living in the city and the constant fear of the call up with all its hardships <p>Benefits of peace:</p> <ul style="list-style-type: none"> • Prosperity and a return to farming • Festivals and happiness • Marriage • Children • Moving out of the city • No more call ups or death • No more war profiteering • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
26.	<p>Questions that begin “<i>To what extent...</i>” require candidates to <i>evaluate</i> 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:</p> <ul style="list-style-type: none"> • Origin • Purpose • Content • Cultural or historical context 	10	<p>Possible relevant points could refer to, for example:</p> <p>In the opening scene of the play Aristophanes lists criticisms of Athenian political life which include: From the source:</p> <ul style="list-style-type: none"> • The behaviour of the ambassadors, general and war profiteering that takes place at the expense of the city • The ambassadors embezzling money • The behaviour of those who attend and officiate at the assembly • Through the ambassadors Aristophanes criticises the effect of rhetoric on the Athenian masses <p>From the candidates own knowledge of the scene and play:</p> <ul style="list-style-type: none"> • The refusal to talk about peace and the poor treatment of Amphitheus • The ignoring of Dikaiopolis • The behaviour of the ambassadors, generals and war profiteering • Through the ambassadors Aristophanes criticises the effect of rhetoric on the Athenian masses • The pandering to the Persians who were and should still be the enemy of Athens • The play continues to expose corruption through further speeches made by Dikaiopolis with the Chorus such as the behaviour of the politicians/demagogues, those who are able to dodge the call ups and ambassadorial missions • The issue whether Dikaiopolis/Aristophanes is too severe and biased in his discussion could also be discussed • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
27.	<p>Questions that ask to “<i>compare different sources</i>” require candidates to:</p> <ul style="list-style-type: none"> • Explain the content of two or more different sources • Make points of comparison between sources 	15	<p>Possible points of comparison and explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • Candidates should demonstrate an understanding of the nature of the patron client system • Horace discusses it as a real friendship • Juvenal talks about debts being paid and paints a picture of false friendship • Horace talks about his character being the reason he won the patronage of Maecenas • Trebius seems to be parasitic and lacks merit • Horace respects and cares for his patron • Trebius only seems to be interested in getting a free meal • Horace’s’ patron treats him well and thrives • Trebius can only expect poverty and abuse • Horace is overwhelmingly positive in his description of the patron client system • Juvenal is negative. This applies both to the pictures they paint about the patron and the client • The different contexts of Horace’s and Juvenal’s lives in order to further explain the differences • Any other reasonable point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
28.	<p>Questions that ask candidates to “compare a modern source/quote with classical ideas” require candidates to:</p> <ul style="list-style-type: none"> • Accurately explain the meaning of a modern source/quote • Compare the views of the source/quote with classical ideas 	15	<p>Possible points of comparison for the meaning/context of the source/quote and relevant Classical ideas could refer to, for example.</p> <p>Modern view:</p> <ul style="list-style-type: none"> • Many writers of comedy and satire continue to address contemporary issues in society. Charlie Hebdo, Saturday Night Live, In the Thick of It, Team America are all examples of modern comedy/satire that addresses serious societal issues • The candidate will discuss the nature of modern literature and discuss whether it can have an impact on society and the views of individuals or not • Candidates should compare their understanding of the modern view with the impact of the ancient writers <p>Aristophanes:</p> <ul style="list-style-type: none"> • His plays are issue-focused - war, peace, corruption, changing traditions. He is trying to bring these issues to the attention of the people. Candidate could discuss why this is • Aristophanes uses his plays to inform the people of the problems he saw in society • He seems to be trying to expose corruption in several plays • His plays were successful but changed nothing • He provides no practical solutions to the issues he presents, relying on fantasy to fix the problems in his plays • Impact on Socrates and how he was viewed could be discussed

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Horace:</p> <ul style="list-style-type: none"> • Wrote for a small group of elite men, was not interested in the wider society • Focused only on the moral failings and vices that men dealt with • Provided advice on how to lead a good life • A philosophical approach to life/Epicureanism • Part of Augustan propaganda • Avoided discussion of contemporary issues and individuals • Horace's impact is hard to judge beyond becoming popular and surviving the test of time, however candidates could discuss the failure of Augustus' social reforms <p>Juvenal:</p> <ul style="list-style-type: none"> • Seems to write more for personal reasons and out of anger, than out of a desire to have an impact on society • He attacks Roman society and those he despises within it • He refers to historical events, but not to his own time • Provides barely any advice, he merely attacks therefore other than exposing old corruptions and continued bad behaviour the impact was minimal • 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.		<p>These questions require candidates to:</p> <ul style="list-style-type: none"> Analyse Evaluate Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <p>He is reliable:</p> <ul style="list-style-type: none"> Contemporary of 5th century Athens, eyewitness would have had contact with the men and issues he wrote about The <i>Acharnians</i> - a reliable source for information on the impact of the war with Sparta on Athens, the workings of democracy, the relationship with the Persians and war profiteering The <i>Knights</i> - a reliable source of information on the war with Sparta, the position held by Cleon, the working of democracy, the relationship with the Athenian allies/empire, the power of the navy, the importance of rhetoric, the changes in social order and the use of oracles The <i>Peace</i> - a reliable source of information on the deaths of Cleon and Brasidas at Amphipolis, on the impact of war on Athens, on the use of oracles and of war profiteering The <i>Clouds</i> - a reliable source of information on the changing nature of education, its impact and changing social relationships <i>Assembly Women</i> - reliable information on Athenian women's daily lives, what was expected of an Athenian woman and what they were deprived of. On the workings of democracy after the end of the Peloponnesian War

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>He is not reliable because:</p> <ul style="list-style-type: none"> • The comic genre is a performance, it is not a history • He has to be laugh-out-loud funny, primarily his plays are comedies and sometimes this takes away from the serious issues he is trying to deal with • He is trying to win first prize for comedy not write a social history • He has to caricature and exaggerates individuals or events to please the audience and therefore cannot entirely be relied upon • Biased in his depiction of democracy and the war in the Knights, Peace and Acharnians • Biased in his depiction of Sophists and philosophers in the Clouds • Biased in his depiction of Cleon and biased in his depiction of Socrates and Lamachus • Any other valid point.

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
30.	<p>These questions require candidates to:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <ul style="list-style-type: none"> • Horace is often referred to as the smiling satirist. It must be remembered however that his is an ironic smile, that there is always a purpose behind the smile. The purpose is that of all satirists - to make the reader pay attention to the faults and vices which he is describing <p>Vices:</p> <ul style="list-style-type: none"> • He makes clear statements on politics and issues like ambition and greed in Satire 1.1 (the description of the miser) and 1.6 (Horace's statement as to why he is glad that he is a freedman's son rather than the son of a quaestor, no demands on his time, no pressure.) • Tackles the complex issue of social mobility and the importance of money, offering us insight into the social structure of Rome 1.6 (clear that Horace must have suffered criticism as the son of an ex-salve, 1.9 (criticism of the parasite who wants to wheedle his way into the patronage of Maecenas, the pest has no good qualities and is merely greedy for what such an opportunity would give him), 2.5 (criticism of the practice of legacy hunting) and 2.8 (criticism of the importance people place on dining and of false friendships) • Horace provides us with his reasons for writing or at least claims to, especially in satire 1.4 where he shares how his father taught him how to avoid vices • Satires 1.1 focus on how to avoid greed, 1.2 the vice of male sexual folly and 1.3 the problems with being intolerant of your friends' faults. Each time the vice is explored, exemplified and followed with advice on how to lead a better life

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>The Nature of Happiness</p> <ul style="list-style-type: none"> • Horace repeats the message of Epicurean moderation and friendship as being the key to happiness. Evidence for this can be found in many of the satires for example 1.3 (respect friendship, be tolerant and moderate when dealing with the faults of friends), 1.5 (true pleasure in life is to be found in true friendship), 1.6 (not to be caught up in the need to succeed to be moderate in to be satisfied with life) and 2.2 (the description of Ofellus who has not let the troubles of life disrupt his peace of mind) 2.7 (stoic lessons) • He produces a clear philosophical message of Epicureanism throughout his satires • He is trying to give us advice and help us on with self-improvement. However he is very self-deprecating and he is including himself in the messages provided • He makes it clear that he is not after fame; he is writing for a particular group of upper class educated men as stated in 1.4 and 1.10 • His tone is mild and instructive. You always come away thinking that Horace has made some good points. The structure is similar in the majority of his satires which aids our understanding. They are short and to the point • Epicureanism/philosophical approach as a way of life flourished within the upper classes, Horace would have contributed to this • Any other valid point.

Question		General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
31.		<p>These questions require candidates to:</p> <ul style="list-style-type: none"> Analyse Evaluate Synthesise points into a line of argument 	25	<p>Candidates are expected to show the position of Roman women in society compared to Juvenal's depiction.</p> <p>Possible relevant points could refer to, for example:</p> <p>Women in this satire are criticised in the following ways</p> <ul style="list-style-type: none"> Husbands lack of control of women's reproductive power & anxieties about legitimacy of offspring Women in the household and their excessive spending habits Women as an explanation for life's miseries <p>Possible Points:</p> <ul style="list-style-type: none"> It is ostensibly a piece of advice to persuade a man not to marry (misogamy) Juvenal's persona is an extreme misogynist He has frequent outbursts of rage Structure of the poem makes him look obsessive He is also sometimes inconsistent: sometimes greed is a worse motive than passion He is also unsuccessful; Postumus does indeed get married during the course of the poem Juvenal as a believer in "traditional values," ought to advocate marriage, but instead he undercuts the official pro-marriage stance Persona's viciousness emerges in the last 100 lines. Abortion, poisoning; negates women's fecundity

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<ul style="list-style-type: none"> • However men are shown equally unfavourably. They allow the women to behave as they do unchecked and marry for the wrong reasons • The targets of his attack are often specifically named: Eppia, Cornelia and Messelina. We learn from the satire that upper class women had access to the legal world, to sports and to education, have a reluctance to bear and nurse children, they employ contraception and abortion • Juvenal contrasts this with the poor girl and with the matrona (wife and mother) of early Rome: chaste, modest, industrious, wool-working; readily bears and nurses children • The only interpretation of what Juvenal is saying is that there is a new social issue in the problem of women’s increasing freedom afforded by wealth • The rest of the poem “proves” the thesis that you cannot find a chaste wife. Juvenal develops the theme that in the ‘Good Old Days’, poverty kept women chaste now with the wealth of Rome available they have given themselves over to vice and lust • Any other valid point. • Pudicitia/Chastity is the key theme. It was used as a slogan on coins early in Hadrian’s reign. Therefore not only Juvenal was concerned with the chasteness of marriage. In the satire we see the desecration of altar of Pudicitia, this reflects how bad the state of women has become in Rome. Pudicitia in Juvenal’s eyes is the ideal of female behaviour • He concentrates on “marriageable” women only

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Specific Criticisms:</p> <p>Adultery: 82-113: Eppia who ran away with a gladiator was only emulating the behaviour of imperial women. There is Pompeian graffiti proving that women found gladiators attractive 115-135: Messalina. The Whore Empress!</p> <p>Refusal to be a good mother : 76-81, 592-609: Illegitimate children. Being a bad influence on adult daughters or being a wicked stepmother</p> <p>Greed: 352ff: Women are particularly vulnerable to the effects of wealth 457-473: Objects to female spendthrifts. Implies that they spend their husband's money</p> <p>Involvement in "male" activities : 399-401: The busybody woman who assumes the masculine role and neglects her feminine duties 435-456: Attacking woman philosophers and is also attacking male philosophers with views about "female emancipation" 487-493: The Cruel Mistress. We see vicious treatment of the female slaves Overall though the poem is once again addressing Juvenal's main concern that Rome has degraded socially</p> <p>Any other reasonable point.</p>

Question		General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
32.		<p>These questions require candidates to:</p> <ul style="list-style-type: none"> Analyse Evaluate Synthesise points into a line of argument 	25	<p>Possible relevant points could refer to, for example:</p> <p>Aristophanes is effective because:</p> <ul style="list-style-type: none"> He is freer to write about what he wishes and is not under the fear of punishment. Even being sued by Cleon does not stop him He is strong in his criticism of war and political corruption He is writing about his own time, contemporary individuals and important events that affect him and those around him He is eclectic in his choice of subject and therefore provides variety. He can look at many different social problems. From the change in education to new philosophical ideas He was successful in his own time period, proving that people enjoyed his plays and perhaps agreed with the points made His plays survived and have been referred to by other writers

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Aristophanes is less effective because the comic genre demanded elements which Horace and Juvenal did not need to concern themselves with:</p> <ul style="list-style-type: none"> • The comic genre is a performance designed to win a competition • He has to be laugh-out-loud funny, primarily his plays are comedies and sometimes this takes away from the serious issues he is trying to deal with • He has to include slap stick, physical humour merely to invoke a laugh • He uses crude language and humour again to raise a laugh • Men as naked women and audience participation are again part of the genre • He has to caricature and exaggerates individuals or events to please the audience and therefore cannot entirely be relied upon as effectively demonstrating the issues with 5th century Athens • None of his plays had the desired societal impact that he may have wished, peace was not developed and democracy did not suddenly start running better. Cleon is continually re-elected until his death, the Sicilian Expedition is given the go ahead, oracles are still consulted etc. The majority of Athenians may not have shared Aristophanes views. The war goes on with Sparta and so on <p>Freedom of Speech:</p> <ul style="list-style-type: none"> • Aristophanes is less restricted than Horace, as he is entirely free to write as he wishes and is not influenced by the agenda of another like Horace Horace is writing for Maecenas his patron, he must please him. Maecenas is closely connected to Augustus • Horace is clearly writing in a manner that supports Augustus' conservative social reforms. Horace could not write in any way he felt for fear of offending these two. Aristophanes is also more effective than Juvenal for the same reason • The political circumstances that he writes in are not conducive to political criticism. He cannot be truly effective as he cannot address any major social issues he has to deal with the behaviour of the individual and the vices they may give themselves over to • He is not free as he is writing under a persona and it may not reflect his own views or behaviour in life • He is not effective as a satirist as he does not attack and is mild in his tone

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Horace has freedom of speech because:</p> <ul style="list-style-type: none"> • He produces a clear philosophical message • He makes clear statements on politics and issues like ambition and greed • Tackles the complex issue of social mobility, offering us insight into the social structure of Rome • Horace provides us with his reasons for writing or at least claims to, especially in satire 1.4 and 1.10 • He makes it clear that he is not after fame, he is writing for a particular group of upper class educated men. He is free from the compulsion to be laugh-out-loud funny • His tone is mild and instructive • He does not need to immediately win over an audience or a competition • He is free of all the requirements of the comic genre crude humour, naked women etc <p>Juvenal compared to Aristophanes has freedom of speech because:</p> <ul style="list-style-type: none"> • He is able to tackle an eclectic mix of topics attacking a variety of social issues, greed, immigration, immorality, ambition, corrupt women, hypocrisy, perversion, the breakdown of the patron-client system, gluttony etc • His freedom as a satirist is immense, he is bitter in tone and his works reflect personal experience • Provides us with reasons as to why he writes, we understand his purpose He is not confined by the requirements of the comic genre; he does not have to write in any particular style. No need to make people laugh, although he often does. He can create his satires to suit his own needs • He can make good points and observations especially in the latter satires, Satire ten is especially good with its be careful what you wish for theme

Question	General Marking Principles for this type of question	Max Mark	Detailed Marking Instructions for this Question
			<p>Juvenal is not as free because:</p> <ul style="list-style-type: none"> • He is confined to write about the past as the time period in which he lives would be too dangerous to talk about • He can hugely exaggerate a problem and examples of his bombast can be found in his attacks on women, foreigners and homosexuals • He can be inconsistent, biased and has little positive comment to make • Any other reasonable point.

[END OF MARKING INSTRUCTIONS]