



EP06/AH/01

Classical Studies

Date — Not applicable

Duration — 3 hours

Total marks — 100

Choose ONE Section

Attempt **ALL** questions in Part A of your chosen Section
and

Attempt **TWO** questions in Part B of your chosen Section

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Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — HISTORY AND HISTORIOGRAPHY

Part A — CLASSICAL LITERATURE — 50 marks

Attempt ALL questions in this Part if you have studied History and Historiography

Study the sources below and attempt the questions which follow.

Source A: Livy, 1.1

Events before Rome came into being or was even thought of have come down to us in the form of old stories, with the delights of poetry rather than of reliable historical record. These stories I can neither confirm nor deny. There is no need, in my opinion, to become too concerned when people in times long ago draw no distinction between human events and the supernatural: it adds dignity to the past, and if any nation deserves to claim divine ancestry, well, it is our own.

1. In what ways does this extract show the approach of classical historians to historical writing?

10

Refer to **Source A** and your own knowledge.

Source B: Tacitus, *Annals* 1.1

The histories of Tiberius, Caligula, Claudius and Nero were falsified out of fear while those emperors were alive, and when they died, were written with memories of recent hatreds...it is my intention to describe the reign of Tiberius, and what happens afterwards without anger or bias — for I have no motive to do so.

2. To what extent do you agree that Tacitus writes “without anger or bias”?

10

Refer to **Source B** and your own knowledge.

Source C: Herodotus, *Histories*, 7.7

“We Persians have a way of living which I have inherited from my predecessors and which I am determined to follow. This is God’s guidance which I follow. Now I myself have been considering how to match up to these men, and how to add to the power of the Persian empire. And now I have found a way to win for Persia not only great glory, but add a country great and strong to our empire.”

Source D: Thucydides, 7.87

The defeated Athenians who were in the stone quarries were at first treated appallingly by the Syracusans. There were many of them, and they were crowded together in a narrow, roofless pit, where the sun beat down on them, and the cold air froze them. They had no sanitary provision, and were surrounded by the bodies of their compatriots who had died from heat, cold, injury or any other cause. The stench was unimaginable.

3. Compare how Herodotus and Thucydides stir the emotions of their readers in these passages.

15

Refer to **Sources C, D** and your own knowledge.

Source E: Newspaper article, 2015

We read of Marxist historians, right-wing historians, nationalist historians and liberal historians. Is it possible just to be a historian without a political agenda? Probably not. Nor is it desirable. In fact, that is the difference between a chronicler and a historian. It is vital to have a viewpoint, a prism through which the past is presented. Without this, we just have a list of events. And who would want to read that?

4. In what ways do classical historians resemble modern historians in their approach to systems of government and ideologies?

15

Refer to **Source E** and your own knowledge.

SECTION 1 — HISTORY AND HISTORIOGRAPHY

Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied History and Historiography

5. “Herodotus is more the father of lies than the father of history.”
How valid is this statement? 25
Refer to any relevant parts of Herodotus’ *History* and your own knowledge.
6. “Thucydides places the individual at the heart of his story.”
Discuss, with reference to any relevant parts of Thucydides’ work and your own knowledge. 25
7. “Polybius is a superb analyst of the causes of war.”
How valid is this statement? 25
Refer to any relevant parts of Polybius’ work and your own knowledge.
8. “Livy’s portrayal of Romulus is a carefully and subtly constructed message about the nature of Roman rule.”
Discuss, with reference to book 1 of Livy’s *History of Rome* and your own knowledge. 25

SECTION 2 — INDIVIDUAL AND COMMUNITY
Part A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied Individual and Community

Study the sources below and attempt the questions which follow.

Source A: Plato, *Republic*, 5. 451d–452a

| | |
|----------|--|
| Plato: | Do you think female watchdogs should do their share of watching and hunting in the same way as males? Or do we think bearing and raising puppies makes them incapable? |
| Glaucon: | We think they should join in everything. However we must remember that women will be weaker though, and the males stronger. |
| Plato: | So do we give them the same education as males or a different one? |
| Glaucon: | We give them the same one. |

9. In what ways can Plato's attitude to women be interpreted?

10

Refer to **Source A** and your own knowledge.

Source B: Aristotle, *Politics*, 2. 1265a30

| |
|--|
| Socrates states that a man should only have enough property to give him the essentials of life. That is too general an idea. People can have the basics and still be miserable. A better definition would be that a man can have enough property to live with some freedom — not enough to cause luxurious living, but enough to free him from toil. |
|--|

10. To what extent does Aristotle view the ownership of property as important to a stable society?

10

Refer to **Source B** and your own knowledge

Source C: Aristotle, *Politics*, 5. 1312b17

There are two main reasons why men attack tyrants — hatred and contempt. Hatred of them is inevitable, and contempt is also a frequent cause of their destruction. Anger too plays its part, and produces the same effect. It is often even more ready to strike — the angry are all too quick to make an attack for irrational reasons.

Source D: Cicero, *On Duties*, 3. 18-19

There are occasions when an action which we might think as inappropriate turns out not to be. Look at this example. What crime can be greater than murdering not just any individual but a close friend? But what if that friend turns out to be a tyrant? Is this a criminal act? The Roman people judge it in fact to be a noble deed.

11. Compare the views of Aristotle and Cicero on the killing of tyrants.

15

Refer to **Sources C, D** and your own knowledge.

Source E: Newspaper article, 2012

Manufacture an education system which moulds society the way you want it; censor literature and ban books that don't fit in with your vision of the world; create myths and lies to keep people in their place. Who are we describing? Adolf Hitler? Maybe. But it could also be Plato. Is it surprising that Karl Marx, the founder of communism, wrote his PhD thesis on classical philosophy? Not really when you see what kind of society he proposed.

12. In what ways might Plato's ideas in the *Republic* have contributed to modern political ideologies?

15

Refer to **Source E** and your own knowledge.

SECTION 2 — INDIVIDUAL AND COMMUNITY

Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied Individual and Community

13. “Plato’s vision of the rule of the ‘wise’ is not just impractical, it is also downright dangerous.”
How valid is this statement? 25
Refer to any relevant parts of Plato’s work and your own knowledge.
14. “Aristotle’s analysis of systems of government is brilliant, though we might disagree with his conclusion.”
Discuss, with reference to any relevant parts of Aristotle’s work and your own knowledge. 25
15. “Cicero’s *On Duties* would be of little use to a modern politician.”
How valid is this statement? 25
Refer to any relevant parts of Cicero’s work and your own knowledge.
16. “In the writings of ancient philosophers, the poor are excluded from any chance of holding political power.”
Discuss, with reference to any relevant classical source(s), and your own knowledge. 25

SECTION 3 — HEROES AND HEROISM
Part A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied Heroes and Heroism

Study the sources below and attempt the questions which follow.

Source A: Homer, *The Odyssey*, 6. 15–27

The goddess flew to the girl's bed like a breath of air, and taking the form of the famed ship owner, Dymas' daughter, a girl of similar age to Nausicaa, and dear to her heart, she leant over her and said: 'Nausicaa, how did your mother bear such a careless daughter? Your lovely clothes are neglected, yet your marriage will soon be here, when you'll not only need to be dressed in lovely clothes yourself, but provide for those who accompany you. From such things we gain good reputation among men, and our father and dear mother rejoice. Let's go and wash the garments at daybreak: I will go with you to help, so you can have it done without delay, for you won't be long unwed.'

17. In what ways is this behaviour typical of the gods in Homer's poems?

10

Refer to **Source A** and your own knowledge.

Source B: Virgil, *Aeneid*, 12. 946–952

Aeneas, blazing with fury, and terrible in his anger, cried:
 'Shall you be snatched from my grasp, wearing the spoils
 of one who was my own? Pallas it is, Pallas, who sacrifices you
 with this stroke, and exacts retribution from your guilty blood.'
 So saying, burning with rage, he buried his sword deep
 in Turnus' breast: and then Turnus' limbs grew slack
 with death, and his life fled, with a moan, angrily, to the Shades.

18. To what extent is Aeneas' killing of Turnus surprising?

10

Refer to **Source B** and your own knowledge.

Source C: Euripides, *Trojan Woman*, 100–109

Hecabe:

Hold tight, Hecabe. Stay strong while Fate changes her way.

Accept her new path, follow it, sail with it.

Don't turn your prow against your life's tide. Sail on.

Fate will steer your life's ship.

Oh! The grief!

How can I not groan with pain when I have lost it all?

Everything. My country, my children, my husband!

Mountains of glorious wealth, passed down to us over many generations, all of it, vanished.

Now it is nothing.

Source D: Homer, *Iliad*, 24. 126–137

His regal mother sat down beside Achilles and stroking him with her hand said: 'Child, how long must you consume your heart with tears and sorrow, forgetting your food and bed? Why not find comfort with some woman, since you have but a brief time left to live, and the shadows of Death and remorseless Fate are already close upon you. Obey me swiftly now.' And she gave him Zeus' message, to release Hector's corpse and take a ransom in exchange.

19. Compare the various ways that fate is presented in the texts you have read.
Refer to **Sources C, D** and your wider reading.

15

Source E: from a newspaper article about modern interpretations of *The Odyssey* (2009)

We have all too often underestimated Penelope as a character in *The Odyssey*. She is not the submissive nonentity we have all assumed, nor simply the plot device to drive Odysseus forward. Look more carefully. What game was she really playing with the suitors? What were her motives? Modern authors have found ways of reinterpreting Penelope precisely because Homer left more unsaid than said about her.

20. In what ways might the character of Penelope be relevant today?
Refer to **Source E** and your wider reading.

15

SECTION 3 — HEROES AND HEROISM
Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied Heroes and Heroism

21. “Admirable Hector compared with loathsome Achilles.”
Discuss these descriptions of Hector and Achilles with reference to the *Iliad* and your own knowledge. 25
22. Is Helen a victim or a villain?
Discuss, with reference to the *Iliad*, *Trojan Women* and your own knowledge. 25
23. “Odysseus is a modern anti-hero.”
How valid is this statement?
Discuss with reference to *The Odyssey* and your own knowledge. 25
24. “Aeneas well deserves the description ‘dutiful’.”
How valid is this statement?
Discuss with reference to the *Aeneid* and your own knowledge. 25

SECTION 4 — COMEDY, SATIRE AND SOCIETY
PART A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied Comedy, Satire and Society

Study the sources below and attempt the questions which follow.

Source A: Aristophanes, *Peace*, 1130–1144

| | |
|---------|--|
| Chorus: | I'm so happy, yes so happy to have shed my helmet and army cheese and onions. Because I'm not happy when I'm in battle but I am when I drink with my good friends by the fireplace by the blazing logs. |
| Chorus: | Ah the logs we cut in summer, when the sun burnt them dry! There I'd roast the chick-peas and acorns and there, by its sweet fire, I'd have some fun with the maid from Thrace while the wife was having a bath! |
| Chorus: | What better joy is there, than when the god spatters his rain on the planted seed and a neighbour says to you: |
| Man 1: | Tell me how shall we pass the time? |
| Man 2: | I think, since the god's behaving so well towards us, we should get us well and drunk. |
| Man 3: | And, you, wife, dry the chick peas — three cups of them — and mix some barley-corn with them and give us some figs in the meantime. |

- 25.** To what extent does this extract show Aristophanes' attitude to a happy life?
Refer to **Source A** and your own knowledge.

10

Source B: Juvenal, *Satire 5*. 66–75

The greatest houses are always full of arrogant slaves.
 Look upon this one, grumbling as he offers you scarcely
 Breakable bread, lumps of solid crust already mouldy,
 That exercise your molars, while thwarting your bite.
 While that reserved for the patron is soft snowy-white
 Kneaded from finest flour. That's not for you;
 The baking-tray must be granted respect; if you move
 Your hand towards it, a slave orders you to stop:
 'Impertinent guest, please address the proper basket,
 Have you forgotten which bread's reserved for you?'

26. In what ways does this passage show Juvenal's dissatisfaction with Roman society in his own time?

Refer to **Source B** and your own knowledge.

10

Source C: Aristophanes, *Assembly Women*, 607–629

Praxagora: That's right, darling! That's all due to the laws we have now, under the current system but when this new system is established and everything is deposited in a common fund and everyone would be living from it, how would it profit anyone to keep from depositing his stuff?

Blepyrus: But then if a man sees a lovely girl and he would just love to buy her for a night of games, he'll appeal to the "common fund", draw the price she's after, and go off with her.

Praxagora: No, there'll be no need to draw any funds. He'll be able to sleep with her for free. No charge, no price. These girls will also become part of the common property law. Men will be able to sleep with them whenever they want and, if they want, make babies with them.

Blepyrus: Well! In that case, every man will be running to the prettiest girl.

Praxagora: No, all the ugly ones and the ones with the twisted noses will stand next to the cute ones; and if the man wants the cute one he'll have to sleep with the ugly ones first.

Source D: Horace, *Satires* 1.2. 28–35

Some will only touch women
 whose ankles are hidden beneath a wife's long dress:
 another only those who frequent stinking brothels.
 Seeing someone he knew exit from such a place, Cato's
 noble words were: 'A blessing on all your doings, since
 it's fine when shameful lust possesses young men
 for them to wander down here, and not mess around
 with other men's wives.'

Source E: Juvenal, *Satires*, 6. 115–122

Take a look at the rivals of the gods; hear how Claudius
 suffered. When his wife, Messalina, knew he was asleep,
 she would go about with no more than a maid for escort.
 The Empress dared, at night, to wear the hood of a whore,
 and she preferred a mat to her bed in the Palatine Palace.
 Dressed in that way, with a blonde wig hiding her natural
 hair, she'd enter a brothel that stank of old soiled sheets,
 and make an empty cubicle her own; then sell herself.

27. Compare the descriptions of male-female relationships in these sources.
 Refer to **Sources C, D, E** and your own knowledge.

15

Source F: Academic article, 2009

Some people have argued that comedy and satire can only be produced by a society which is at ease with itself, which feels strong enough to laugh at itself. In fact the opposite is just as likely to be true: comedy and satire are triggered by insecurity about change and the comedian and satirist is usually the one most insecure about this change.

28. In what ways might this comment apply to classical comedy and satire?
 Refer to **Source F** and your own knowledge.

15

SECTION 4 — COMEDY, SATIRE AND SOCIETY

PART B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied Comedy, Satire and Society

29. “Fear and distrust of the intellectual leads to mockery.”
How valid is this statement? 25
Refer to any relevant parts of Aristophanes’ play *Clouds*, Juvenal’s *Satires* and your own knowledge.
30. “The question of the Peloponnesian War clearly dominated the cultural life of Athens in the second half of the fifth century BC.”
Discuss, with reference to any relevant plays of Aristophanes and your own knowledge. 25
31. “The content of Juvenal’s *Satires* makes him completely politically incorrect by today’s standards.”
Discuss, with reference to any relevant parts of Juvenal’s *Satires* and your own knowledge. 25
32. “Horace’s *Satires* are tame. But if we look at the life of Horace and his position in society, we can see why.”
How valid is this statement?
Discuss, with reference to any relevant parts of Horace’s work and your own knowledge. 25

[END OF EXEMPLAR QUESTION PAPER]



National
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EP06/AH/01

Classical Studies

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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General Marking Principles for Advanced Higher Classical Studies

The following general marking principles will be applied when marking all candidate responses to questions in this paper. These principles must be read in conjunction with the Detailed Marking Instructions for each question. The Detailed Marking Instructions that follow these general marking principles are written to assist in determining a range of acceptable answers rather than listing every possible correct answer.

- a) Marks for each candidate response will **always** be assigned in line with these general marking principles and the Detailed Marking Instructions for the relevant question.
- 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) 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.
- d) 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 paper 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 questions (10 marks)
- source analysis questions (10 marks)
- source comparison questions (15 marks)
- source comparison question comparing a classical and modern source (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

Part A – 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 with 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.</p> <p>Evaluative comments may relate to, for example:</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context | 10 | 0 marks | 1–2 marks | 3–4 marks | 5–6 marks | 7–8 marks | 9–10 marks |
| | | No relevant points of evaluation are made | One or two reasoned relevant points of evaluation are made | One or two reasoned relevant points of evaluation are made In which: There is accurate evaluation of how specific content in the source relates to wider knowledge about the classical world | Three or four points of reasoned relevant evaluation are made In which: There is accurate evaluation of how specific content in the source relates to wider knowledge about the classical world | At least four points of reasoned relevant evaluation are made In which: There is accurate evaluation of how specific content in the source relates to wider knowledge about the classical world AND Candidates show a full understanding of the content, context or intention of the writer/source. | Criteria for 8 marks are met AND Candidates answer the question with a reasoned conclusion to their answer AND Candidates effectively refer to wider reading |

| 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 | 0 marks | 1-2 marks | 3-4 marks | 5-6 marks | 7-8 marks | 9-10 marks |
| | | No relevant points of evaluation are made | One or two reasoned relevant points of analysis are made | <p>One or two reasoned relevant points of analysis are made</p> <p>In which:</p> <p>There is accurate analysis of how specific content in the source relates to wider knowledge about the classical world</p> | <p>Three or four reasoned relevant points of analysis are made</p> <p>In which:</p> <p>There is accurate analysis of how specific content in the source relates to wider knowledge about the classical world</p> | <p>At least four points of analysis are made</p> <p>In which:</p> <p>There is accurate analysis of how specific content in the source relates to wider knowledge about the classical world</p> <p>AND</p> <p>Candidates show a full understanding of the content, context or intention of the writer/source</p> | <p>Criteria for 8 marks are met</p> <p>AND</p> <p>Candidates answer the question with a reasoned conclusion to their answer</p> <p>AND</p> <p>Candidates effectively refer to wider reading</p> |

| Question type | Overall marks | | Marking Instructions | | | |
|--|---------------|----|---|--|---|--|
| <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 | 10 | <p>0 marks</p> <p>No relevant explanation of the source meaning or context</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 sources</p> <p>If a candidate does not make developed points about the meaning of both sources, 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>One or two reasoned relevant points of comparison are made between at least two sources</p> | <p>3-4 marks</p> <p>Three or four reasoned relevant points of comparison are made between at least two sources</p> | <p>5 marks</p> <p>At least four reasoned relevant points of comparison are made between at least two sources</p> <p>AND</p> <p>There is a reasoned conclusion which effectively responds to the question and is clearly linked to points of comparison in the sources</p> |

| Question type | Overall marks | | Marking Instructions | | | |
|---|---------------|----|--|---|--|--|
| <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 | 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>One or two reasoned relevant points of comparison are made between modern source and classical ideas</p> | <p>3-4 marks</p> <p>Three or four reasoned relevant points of comparison are made between modern source and classical ideas</p> | <p>5 marks</p> <p>At least four reasoned relevant points of comparison are made between the modern source and classical ideas</p> <p>AND</p> <p>There is a reasoned conclusion which effectively responds to the question and is clearly linked to points of comparison between the modern source and classical ideas</p> |

Part B – 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 |
| <p>No evidence of analysis (a purely descriptive response)</p> <p>or</p> <p>Analysis is not relevant to the question</p> | <p>One or 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 candidate's 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 |
| No relevant, reasoned evaluative points | One or two relevant reasoned points of evaluation are made | Three relevant, reasoned/ evidenced evaluative points are made | Three relevant, reasoned/ evidenced evaluative points are made and used to support the candidate's overall line of argument/ conclusion | At least four relevant, reasoned/evidenced evaluative points are made and used to support the candidate's overall line of argument/conclusion |
| Conclusion and line of argument – 9 marks | | | | |
| 0 marks | 1-2 marks | 3-4 marks | 5-6 marks | 7-9 marks |
| No evidence of a sustained line of argument leading to any points of conclusion throughout the response | Line of argument breaks down or is incoherent | The argument is coherent and relies upon references to source material AND There is a conclusion which presents a judgement | The argument is coherent and logically structured and relies on references to source material AND There is a conclusion which presents a judgement and shows evidence of reasoning based upon the analytical and evaluative points in the essay | The criteria for 6 marks are met AND The conclusion involves a weighing up of opposing interpretations/points of view AND There is a clear link between all or nearly all of the candidate's analytical/evaluative points and the conclusion AND There is evidence of detailed reasoning based upon wider reading |

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 • 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"> • Livy is clearly using non-historical sources. • The reference to poetry indicates such sources as drama or epic poetry. • Livy clearly feels that these sources are valid for him to use. • He admits that he is unable to verify the reliability of the evidence in the sources. • Livy and Polybius might be at a disadvantage as they are writing about events long in the past – whereas Herodotus, Thucydides and Tacitus can consult witnesses and more up-to-date records. • Livy does not always distinguish clearly between events which are 'human' and those which are 'supernatural'. • Candidates may wish to refer to supernatural events contained within Livy and Herodotus. • Livy refers to the divine origins of Rome, which was a key part of his book, partly to justify the supremacy of Rome as a world power. |
| 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. Evaluative comments may relate to, for example:</p> | 10 | <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Tacitus generally fails to be detached in his portrayal of the Roman emperors. • His general theme is that the rule of the emperors was despotic and corrupt. • Tacitus seems to state that no matter the individual, they will ultimately be corrupted by power such as the emperors held. |

| Question | | | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| | | | <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context | | <ul style="list-style-type: none"> • Tiberius is portrayed as a paranoid tyrant, initiating a series of treason trials. • Sejanus is portrayed as the vicious power behind the throne. • Nero is shown as a weak and corrupt youth. • Agrippina is presented as a power-crazed woman. • The portrayal of Livia, which in other historians is positive, is negative in Tacitus. • Livia is described as a ‘disaster’. • Many scholars conclude that Tacitus is ‘back-projecting’ his own experience under Domitian onto earlier emperors. |
| 3 | | | <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>Possible points of comparison, explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • Herodotus portrays Xerxes as a figure from Greek tragedy. • His hubris is clear from this passage. • His boastfulness will result in failure and punishment from the gods. • A Greek audience might feel anger towards Xerxes as the invader of the country. • Herodotus might also be trying to invoke pity, as Xerxes is at times shown as an intelligent and compassionate foe. • The reference to Greece as a ‘country great and strong’ is likely to invoke pride in a Greek audience. • Thucydides seeks to invoke pathos from his audience. • The description of the men’s suffering is genuinely moving. • There is a sense that this is a snapshot of the entire fate of Athens in the war she will shortly lose. |

| Question | | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 4 | | <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 between the source/quote and relevant classical ideas could refer to, for example:</p> <ul style="list-style-type: none"> • The source suggests that modern historians have ideologies which influence their view of history. • Tacitus argues that the principate per se was a corrupt and despotic form of government. • Tacitus uses characters such as Sejanus, Tiberius and Nero to illustrate this point. • Thucydides views the post-Periclean democratic system as a failure which caused the loss of the war with Sparta. • Thucydides uses Cleon as an example of a demagogic leader who ultimately causes defeat. • Polybius has as his overarching theme the rise of the Roman empire and looks to the republican system of government to explain this rise. • Livy's theme is that royal government in early Rome was unfit for purpose, and so was replaced by the republican system instituted by Brutus. • Herodotus is largely 'ideologically free', although he contrasts Xerxes' rule with Greek systems of government. • Candidates may wish to show how the background of the historians influenced their work (eg Tacitus' experience of Domitian, Thucydides' experience as a general in war). |

Part B – Classical Society

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
|----------|---|----------|--|
| 5 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Herodotus has been called the ‘Father of History’ as he is the first historian whose works survive ‘in substantial measure’. • There were other earlier historians (eg Xanthus of Lydia) whose work has failed to survive. • There is very little evidence, if any, of Herodotus lying. • He is relatively unbiased; although an Ionian Greek, he gives credit to the Persians in his discussion of their culture in Book 1. • He travelled widely and interviewed witnesses in order to establish facts. • His account of the battle of Thermopylae seems on the whole plausible and is backed up by geographical evidence available today. • His use of myth, such as the story of Gyges and Candaules’ wife, or the Trojan war, strikes many as out of place in a historical record. • His belief in oracles seems difficult for a modern audience to take seriously. • He uses techniques from drama such as portraying Xerxes as a flawed hero. • His story of Arion and the dolphin seems far-fetched, and suggests that Herodotus was gullible, or at least lacked editorial skills. • His use of causation seems limited (eg Xerxes’ dreams in Book 7). • Candidates may also challenge each point, eg myth is now recognised as important in cultural history: the oracle was political as much as religious. • Candidates should recognise the enormous challenges facing Herodotus in putting together a history of such a huge entity as the Persian empire. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 6 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • The figure of Pericles is described at the end of Book 1. Thucydides generally had a positive view of Pericles as a statesman. • The speeches of individual statesmen are shown as crucial in Book 1 in explaining the outbreak of the Peloponnesian war over the Potidaea crisis. • The battles outlined in Book 4 are told in terms of individual leaders and their speeches to their troops (eg Brasidas). • Cleon is described in Book 4 as the man who sways the Athenians into a hostile attitude to the Spartan ambassadors. • The defeat of the Athenians in Sicily in Book 7 is described through the ‘tragedy’ of their leader Nicias. • The central character of Book 8 is Alcibiades and his devious dealings with the Persians and Spartans. • Thucydides realises that his history will be given drama and flavour by the focus on the individual. Modern works of biographical history follow this tradition. • The Athenian system of democracy placed individuals at the centre through their ability to sway the citizens in the Assembly. • The focus on the individual remains controversial amongst historians – ‘the great man’ driving events tends to ignore mass movements or intellectual ideas. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 7 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Polybius is generally a systematic author; each book including Book 3 begins with a summary of its content and argument. • In section 6, Polybius analyses how wars begin. • He argues that although the Carthaginian attack on Saguntum is the ostensible reason for the war, further analysis is needed. • He widens his analysis by drawing parallels with other wars such as Alexander the Great's attack on Persia. • He argues for the three-point approach to explaining the outbreak of conflicts – a beginning, a cause and a pretext. • This represents a refinement of Thucydides' approach, which used only the first two. • He illustrates this tripartite approach by using a number of wars to prove his point. • Causation is vital to Polybius, and he compares his approach to a doctor helping cure a patient, or a statesman improving the life of citizens. • He criticises a contemporary commentator, Fabius, who he says failed to fully understand why the Carthaginians attacked Saguntum. • Polybius argues that the attack on Saguntum was only a pretext; the beginnings and cause lay with the Barca family and long-term Carthaginian resentment over the outcome of the First Punic War. • Polybius can be criticised as he fails to analyse what the attitude of Rome was, and thus historians today still argue about Rome's role in the outbreak of war. • Candidates may wish to demonstrate how Polybius' approach can be applied to other conflicts, such as the First World War or the Gulf War. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 8 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Romulus is a key figure for Livy as the founder of Rome, the theme of whose greatness is at the heart of Livy’s purpose. • Romulus’ birth indicates divine origins, although the link with Mars is left ambiguous. • Romulus is shown as responsible for the murder of various characters (his grandfather, Remus, Titus Tatius). • Each of these deaths can be seen as ‘justifiable’. • An overarching justification might be that these deaths advance the Romans and ensure their survival. • Romulus’ first act after Remus’ death is to build walls and perform religious rites, showing his desire to protect his people and his dutifulness to the gods. • Romulus is shown as instituting the Senate, thus founding constitutional government. • The rape of the Sabine women is a violent and devious act and is shown from the viewpoint of their parents, but again it ensures the survival of the Roman race and the Sabines become allies. • Romulus’ death suggests an ascent to heaven to join the gods. • Candidates may analyse Livy’s use of mythology, and careful ambiguity in the presentation of certain events. • Candidates may analyse Romulus as a complex figure, showing that the Romans were aware of the questionable morality of their later history. • Candidates may see Romulus as a parallel with later Romans such as Augustus. |

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 |
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| 9 | <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 • 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"> • Plato seems to view women as equal to males in his comparison with hunting dogs. • He agrees with Glaucon that they should have the same education as men. • This would be considered quite extraordinary in Athens at this time. • Some have considered Plato as a ‘proto-feminist’. • Some commentators believe that this is another example of Plato’s approval of Sparta where women were educated and had more freedom. • Elsewhere in the Republic, Plato seems to advocate women fighting. • The comment that women are weaker has led to great debate as to what women’s place could be. • Plato later concedes that this is a general rule – some exceptional women are better than men. • Plato later seems to suggest women could be guardians, but as they are weaker, how can they fulfil this role? • Under Plato’s definition, men could be superior in traditional female roles such as child-rearing and domestic responsibilities. |
| 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.</p> <p>Evaluative comments may relate to, for example:</p> | 10 | <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Aristotle rejects Plato’s harsh limits on the possession of property/wealth. • He denies a direct causal connection between wealth and happiness, although later he stresses the need for the wise man to be free of want. • He seeks a middle way – enough to avoid toil, but not enough to cause luxurious living, as this can cause people to forget what the point of wealth is. • Elsewhere he argues for a modern system of ‘mixed property’ – some communal, some private. |

| Question | | General marking principles for this type of question | Max Mark | Detailed Marking Instructions for this question |
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| | | <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context | | <ul style="list-style-type: none"> • Aristotle argues that people tend not to respect what they do not own. • Aristotle himself came from a wealthy background. • Aristotle elsewhere develops the importance of education to producing a ruling class. Good education is likely to be available to the wealthy, hence Aristotle reasons that moderate wealth is beneficial. |
| 11 | | <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>Possible points of comparison, explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • Aristotle provides reasons as to why men are likely to kill tyrants. • Elsewhere, he provides numerous examples of the killing of tyrants in Greece and elsewhere. • Aristotle believes that tyranny is a corrupt form of monarchy. • Tyrants ultimately look to their own interests, whereas monarchs put the interests of their state first. • Hence this explains the anger and resentment which causes the slaying of tyrants. • Aristotle seeks to explain why tyrants are killed, but Cicero goes further in justifying this act. • Arguably, Aristotle condemns the murder of tyrants in his reference to irrationality. • Cicero is clearly defending the assassination of Caesar, which he did not take part in, but of which he approved. • This is only one of a number of references in his book attacking Caesar. • He clearly agrees with Aristotle that anger is a motive in the killing. • He claims that the state has sanctioned the slaying of Caesar, which was a dubious statement. • The Roman state did have the concept of the ‘senatus consultum ultimum’ which overrode existing laws, but this was not passed in this instance to justify his assassination. • Cicero is motivated by a concern for the welfare of the Roman state as he sees it, but was also frustrated at the failure of his own political career. |

| Question | General marking principles for this type of question | Max Mark | Detailed Marking Instructions for this question |
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| 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 between the source/quote and relevant classical ideas could refer to, for example:</p> <ul style="list-style-type: none"> • Source suggests that totalitarian regimes have followed some of Plato’s ideas. • Some critics, such as Karl Popper, clearly see parallels between Plato and totalitarianism. • Modern totalitarian societies parallel Plato’s vision in a number of ways, as outlined below. • Plato created an education system aimed at supporting his vision of society controlled by the guardians/philosopher kings. • Plato suggests that creation myths can be used by ruling elites to support the society they create. • Plato supports the state lying to its citizens for the greater good, which can be paralleled in propaganda as found in, for example, Nazi Germany. • Plato’s vision of a stable and happy society rests on everyone knowing their place. This is close to ‘central direction’ as practiced in communist regimes. • Censoring of information, outlined by Plato in his view of Homeric Epic poetry, can be seen in modern totalitarian regimes. • Plato’s dislike of private property influenced communist ideology. • Utopian principles of drastically remodelling society can be seen in ‘Year Zero’ solutions as practiced in the French Revolution, or by the Khmer Rouge regime in Cambodia/Kampuchea. • Plato’s disdain for democracy has helped totalitarianism justify itself. • Opposite views that the link between Plato and totalitarianism are tenuous would be given credit. |

Part B – Classical Society

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 13 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • In many places Plato fails to explain how the guardians would be selected. • Plato is vague about how ‘rogue’ guardians would be dealt with and how guardians could be recruited from outwith the original elite. • Plato views education as the key to becoming a guardian, but limits the numbers who would gain this education. • Plato seems oblivious to the likelihood that the elite would simply become a self-interested and self-perpetuating oligarchy. • Plato believes that these people would subordinate their own self-interest to that of the state, but, as Thrasymachus points out in Book 1, this is highly unlikely. • Plato’s stringent rules about guardians (lack of property, opening up their houses to inspection by the people) make it unlikely, as Aristotle points out, that people would wish to become guardians. • Plato seems to believe that there would always be a ‘correct’ answer or path to any problem, which would be decided upon by the guardians. This belief is tendentious to say the least. • A dogmatic ruling elite which is convinced of its own infallibility can have disastrous consequences, as modern history shows. • Plato’s remarks on women leave their role amongst the guardians unclear. • Modern politics tends to suggest that intellectuals do not often make effective politicians. • On the other hand, many of Plato’s idea in a broad sense are accepted today. • Education is seen as a key component in a modern liberal democracy. • Populist movements, which rule in certain countries, can be disastrous too, as Plato warned. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 14 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Aristotle’s analysis can be seen as clearly structured and comprehensive. • He looks at examples from all over the Greek world and beyond, such as Crete and Carthage, as a modern political scientist would do. • He critically discusses the works of other philosophers, such as Plato. • His tripartite organisation of the rule of the many, the few and the individual works well and is easy to follow. • This organisation has stood the test of time, and most modern forms of government can be placed within this structure in some meaningful way. • His subdivision of each into a ‘true’ and ‘perverted’ version is fair-minded and shows his lack of dogma. • Unlike Plato, Aristotle can find positive points in each system, by identifying strengths (eg a virtuous monarchy or a virtuous democracy could work). • He stresses that governments are ‘organic’: each must be shaped by its individual factors – population, heritage, geography. • His stress on the importance of the rule of law is important. • His condemnation of tyranny, and his point that it often collapses under its own contradictions, is supported by historical example. • His emphasis that rulers must look beyond their own interests is a key concept. • His rejection of democracy is out of favour with the consensus today. • His defence of slavery is distasteful in modern eyes. • He seems to believe that ‘aristocracy’ is the best system, which is tendentious today. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 15 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Cicero’s book is aimed at an oligarchical political system. • Cicero’s book is largely about developing connections with others within the ruling elite. • Cicero says very little about duties and obligations to those on the lower rungs of society. • Cicero fails to discuss the ‘patron-client’ system which was the main nexus between the elite and those below them in society. • A modern politician in a democracy would have to address the aspirations of the electorate. • Cicero’s philosophy is largely conservative, and he seems blind to the social needs of his time, such as land reform and public debt. • Cicero is revealed as out of touch with trends in Roman politics and his study of philosophy is to an extent a consequence of his political failure. • Some of Cicero’s views on such topics as tyrannicide are unpalatable to many today. • Cicero’s desire to reconcile what is advantageous with what is morally correct would be useful to a politician today, although it might lead to charges of cynicism. • Cicero seeks to underpin his ideas with philosophical thinking and ideology. • Some of the issues of Cicero’s time, such as debt and land-holding, are still with us. • Cicero’s book reminds us how much is still decided within the ruling elite. • Cicero’s analysis of the just war has much to say to us today. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 16 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Plato advocates rule by an educated elite. • Plato has the poorer classes in the army or as artisans. • Plato’s society is stratified and rigid and has little room for social mobility, so it is difficult to see how the poor would accept this. • Aristotle argues that states must avoid revolution, but much of Plato’s vision could lead to a violent revolution by the poor. • As the poor were denied an education, they would fail to enter the ruling elite of Plato. • Aristotle stressed that ‘polity’ was most likely to be achieved by rule of an educated, property-owning elite. • Both Plato and Aristotle condemn democracy as a system of government, which is the most likely to allow power to the poor. • Both Plato and Aristotle advocate regulating sexual relations and both clearly see this as a way of controlling the lower classes. • Aristotle and Plato agree that the ruling classes must rule with a view to the whole polis and so the poor should be taken into consideration. • Cicero’s book is only concerned with relations between members of the political classes. • None of the duties or obligations Cicero discusses concern duty towards the lower classes. • Cicero even fails to discuss the patron-client relationship which was the chief nexus between the classes in Rome. • Cicero dismisses attempts to tackle land distribution and debt relief which would help the poor. |

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 |
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| 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"> • The gods appear in dreams. • The gods appear in disguise. • The gods are trying to protect their hero of choice. • The gods use shame as a tool. • Later in the incident, Athene misleads Nausicaa by hinting that she may meet a future husband. • This incident is aimed at protecting a hero; at other times they seek to destroy a hero. • The gods may represent ‘internal thought or debate’ within a character. • Candidates will be credited if they give examples of each type of behaviour from other parts of Homer’s work. |
| 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.</p> <p>Evaluative comments may relate to, for example:</p> | 10 | <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Aeneas has been depicted in most of Book 12 as a picture of restraint. • He has done his best to avoid bloodshed. • Turnus has just given a moving speech. • This is out of keeping with Aeneas’ depiction as a man of reason. • As a result of Virgil’s portrayal of Aeneas as a different type of hero, we would expect him to spare Turnus. • To a certain extent Turnus has been wronged and hardly deserves this ending. • Turnus’ armour reminds Aeneas of the loss of his beloved Pallas. |

| Question | General marking principles for this type of question | Max Mark | Detailed Marking Instructions for this question |
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| | <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context | | <ul style="list-style-type: none"> • Turnus deserves death due to his bloodthirsty and furious behaviour earlier in the book. • Virgil wishes to indicate that there are limits to clemency. • Virgil may be linking Augustus and Mark Antony with Aeneas and Turnus. • Virgil models this scene on the death of Hector at the hands of Achilles. |
| 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>Possible points of comparison, explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • Source C depicts fate as a reversal of fortune. • Fate casts down the powerful and mighty. • This fate was a common theme in Greek tragedy. • The women in the play were once all members of the Trojan royal family, but it is their fate to become concubines and be sent as slaves to various Greek heroes. • Throughout the play Hecabe refers to this as fate and, although broken in some ways, she is resigned to what will happen to her and her family. • There is debate as to whether Troy deserves its fate, due to the acceptance of Helen, or ancient wrongs done to the gods, or whether fate is in fact not linked to the punishment of past crimes. • Source D shows fate as an apportioner of human life span. • In numerous places it is related that Achilles is fated to die young. • Thetis preferred fame for her son rather than long life. • Other heroes such as Hector also refer to their short life. • When manipulated into his fight with Achilles, Hector accepts his death as the working of fate. • In the Odyssey and the Aeneid, fate is a driving force as it is Odysseus' fate to return home, and Aeneas' fate to found a new civilisation. • Fate can protect heroes, as Poseidon cannot stop Odysseus returning home, nor can Juno prevent Aeneas' eventual triumph. |

| Question | General marking principles for this type of question | Max Mark | Detailed Marking Instructions for this question |
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| 20 | <p>Questions that ask candidates to compare a modern source/quote with classical ideas require candidates to:</p> <ul style="list-style-type: none"> • 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, explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • Penelope barely speaks in the Odyssey. • When she first speaks she is silenced by Telemachus. • She is then sent away before Odysseus' final confrontation with the suitors. • She seems to perform the role of the 'MacGuffin' – a device to drive the plot along, but with little significance in herself. • Her motives seem simply to remain faithful to Odysseus. • She is a contrast to 'bad women' such as Helen. • She is wily enough to outsmart the suitors by unravelling her weaving each night. • Ovid's Penelope seems to have more substance. • She questions whether the Trojan War was really justified. • She suspects that Odysseus may be enjoying love affairs and be in no hurry to return. • The source points out that modern authors have tended to explore aspects of the story left silent by Homer/Ovid. • Authors have suggested that she was skilful in not choosing from the suitors to avoid bloodshed. • Another theory is that she was 'hedging her bets' in case Odysseus did not return home. • Candidates may reject such reinterpretation as fanciful. • Homer was simply depicting women in the way they were thought of in his society, and this was not some subtle depiction. |

Part B – Classical Society

| Question | | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
|----------|--|---|----------|--|
| 21 | | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Hector’s portrayal as a father. • His relations with his mother and father. • His discussion with Andromache on the ramparts of Troy. • His scene with Helen/Paris. • The circumstances surrounding his death. • Achilles’ relationship with Agamemnon. • Achilles’ withdrawal from the war. • His prayer to Zeus that many of the Greeks be slaughtered in his absence. • His relationship with Patroclus. • His relationship with his mother. • His treatment of Hector/Hector’s body. • His meeting with Priam. • Understanding of the heroic culture and code in the Bronze Age. |

| Question | | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 22 | | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Helen’s brief appearance in the Iliad. • Other characters’ references to her in the Iliad. • Her claims to regret ever coming to Troy. • Her relationship with Paris. • Her more extensive depiction in the Trojan Women. • Helen as a focus of the other women’s hatred. • The ‘courtroom’ scene between Hecabe and Helen. • Helen’s arguments that she was a victim and was forcibly abducted. • Helen’s defence using ‘fate’. • Hecabe’s arguments against Helen. • Helen’s dialogue with Menelaus. • The tradition that Menelaus fails to kill Helen, but takes her back. • Other classical traditions about Helen, such as the Ecomium of Helen portraying her as a victim. |
| 23 | | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • The definition as a modern anti-hero. • Exploration of a character lacking, for example, idealism/courage/morality. • Reference to characters such as Travis Bickle in Taxi-Driver. • Odysseus’ relationship with Calypso, especially the sexual relations. • Odysseus’ manipulation of other female characters such as Nausicaa. • His professed love for Penelope. • His reliance on divine assistance. • His conduct on his return. • His treatment of the unfaithful maids. • His killing of the suitors. • Candidates might challenge the question by pointing to heroic qualities of Odysseus, for example in the storm. |

| Question | | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 24 | | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • The concept of duty/ 'pietas' in the Aeneid. • The political background to the writing of the Aeneid, and the political significance of 'duty' in the early principate. • The various aspects of duty – duty to family, race, and gods. • Aeneas' duty to his family in the destruction of Troy. • His devotion to the gods as exemplified by his carrying the statues from Troy. • His devotion to the Trojans by remaining on his mission to found a new civilisation. • His persistence in establishing the Trojans in Italy. • The sacrifice of his own wishes to remain with Dido. • His temporary abandonment of the cause in his 'marriage' to Dido. • His devotion to his men, best exemplified by his relationship with Pallas. • The contrast between Dido and Aeneas in her abandonment of her duty to her people. • His defeat of Turnus through persistence and toil. |

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 |
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| 25 | | <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.</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"> • Chorus is clearly happy to be free of war. • The comforts of home are shown. • The comforts need not be luxurious, but enough to get by – as shown in the references to food. • Sexual relations with the slaves. • Good relations with neighbours. • Gods ensuring the crops will grow. • A wife to look after the returning soldier. • Candidates could refer to the anti-war or ‘rural idyll’ and other motifs found here and reference them in other works of Aristophanes (eg <i>Assembly Women</i>) or in the satires of Horace and Juvenal. |
| 26 | | <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 | 10 | <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • Juvenal is angry at the presumption of the slaves who give orders to the free poor. • Arrogant slaves, freedmen, and foreigners are a staple ingredient of Juvenal’s satires. • The patron-client relationship was at the centre of the Roman world’s political and social arrangements. • The relationship has broken down, with the result that all respect for the client has dissolved – as shown by the inferior food offered to him. • The source highlights concerns around growing wealth inequalities in the 1st-2nd century AD. • Candidates may wish to reference similar references to food in Horace <i>Satires</i> 2.2 or Juvenal <i>Satire</i> 11. |

| Question | | General marking principles for this type of question | Max Mark | Detailed Marking Instructions for this question |
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| | | <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"> Similar views on society may be found throughout the selected works, such as Juvenal <i>Satire</i> 3. |
| 27 | | <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>Possible points of comparison, explanation of the meaning/context of the sources could refer to, for example:</p> <p><i>Aristophanes</i></p> <ul style="list-style-type: none"> The women have instituted a ‘communist-style’ social system when all goods are held in common. This is to include women. However, to ensure that ugly women are not left out they must enjoy the same sexual relationships as pretty girls. <p><i>Horace</i></p> <ul style="list-style-type: none"> The source describes how men enjoy partners from various social backgrounds. This describes the use of brothels. Cato (and, by inference, Horace) seem to be relaxed about this, as it is better than having unfaithful Roman matrons. <p><i>Juvenal</i></p> <ul style="list-style-type: none"> Juvenal makes the claim that the Emperor Claudius’ wife, Messalina, operated as a prostitute. Juvenal may be pointing out that moral vice extends to the top of society. Such tales may be far-fetched gossip. <p><i>Comparison</i></p> <ul style="list-style-type: none"> All take a cynical view of the relationship between men and women. All refer to relationships outside marriage. Aristophanes and Juvenal seem to place women in a more commanding position, as is keeping with the topsy-turvy world often expressed in Old Comedy. |

| Question | General marking principles for this type of question | Max Mark | Detailed Marking Instructions for this question |
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| 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 modern source/quote with classical ideas | 15 | <p>Possible points of comparison, explanation of the meaning/context of the sources could refer to, for example:</p> <ul style="list-style-type: none"> • All the texts deal with social and political change to an extent. • Aristophanes deals with such concepts as intellectuals, politicians and war. These did cause insecurities about how Athenian society was developing in the fifth century. • The Peloponnesian War was a huge topic of debate within society, and Aristophanes' plays indicate insecurity that the correct policy was not being pursued. • Aristophanes was denounced by Cleon for slander. • Horace's <i>Satires</i> seem to be more gentle and to lack the venom and bitterness of Juvenal. • Horace seems more at ease with society in general, and tends to point out the foibles of individuals and institutions. • Juvenal is clearly angry at a whole range of contemporary social developments: the status of the free poor, sexual mores, the increasing cosmopolitanism of Rome, corruption, etc. • Juvenal believed that Rome was no longer Roman (<i>Satire 1</i>). • Unease about the role of women is found in all the authors. • It is difficult to judge how widespread the concerns which the authors highlight were felt by others in society – did they represent a disgruntled minority? |

Part B — Classical Society

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
|----------|---|----------|---|
| 29 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Aristophanes seeks to send up the intellectual trends of his time (of the sophist and the philosopher). • The plot revolves around a young man who wants to learn from the philosophers; this was indeed how the philosophers found pupils. • ‘The Academy’ is replaced by ‘The Thinkery’. • The philosophers’ desire for knowledge is satirised in the new units of measurement. • Socrates’ appearance in the sky mocks his desire for knowledge of the heavens. • The ‘Superior’ and ‘Inferior’ argument satirises the teaching methods of the sophists. • Socrates is presented as a petty thief and fraudster. • Juvenal in <i>Satire 6</i> lampoons ‘over-educated’ women, who correct the grammar of their husbands. • In Juvenal <i>Satire 10</i>, great orators such as Cicero only end up being killed because of their clever speeches. • On the other hand, in <i>Satire 7</i> Juvenal argues that teachers and rhetoricians are underpaid and undervalued by society. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
|----------|---|----------|---|
| 30 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • <i>Acharnians</i> was produced in the sixth year of the war. • The Spartans were regularly invading Attica, and Athens had suffered a devastating plague. • Dikaiopolis vents his war weariness and anger at the Assembly. • Symbolically, the Assembly fails to discuss a possible peace with the Spartans. • Dikaiopolis arranges his own peace treaty, and restores trade. • Lamachus has to go to war and returns badly injured. • <i>Knights</i> is ostensibly an attack on Cleon, but as Cleon is one of the leaders of the ‘war party’, it too can be interpreted as an ‘anti-war’ play. • In <i>Peace</i>, another fictional truce is organised. • Harvest and Festival are restored along with Peace. • In <i>Peace</i>, the emphasis is on a restoration of rural tranquillity after the end of the war. • There is an attack made on the incompetent generals who led the Athenians in war. • <i>Peace</i> was followed by the temporary ending of the Peloponnesian War in the Peace of Nicias. • Other plays of Aristophanes, such as <i>Lysistrata</i>, can be seen as questioning the Peloponnesian War. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
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| 31 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Juvenal is intolerant of any sexual preference beyond ‘normal’ heterosexuality (eg his discussion of cross-dressing, attitude to eunuchs, etc). • Juvenal is a racist (eg his views on Greeks in <i>Satire 2</i>, his return to ‘Roman’ food in <i>Satire 11</i>). • Juvenal is ageist (eg his views on the old in <i>Satire 10</i>). • Juvenal is a misogynist – women are attacked for their lack of intelligence, intellectualism, profligacy and their sexual mores. • Juvenal loathes slaves who do not keep to their place. • On the other hand, Juvenal stands up for traditional Roman values. • Juvenal also supports the free poor whom he felt lacked a voice in Rome. • Juvenal is standing against the corruption of society by lax morals, and excessive wealth. |

| Question | General marking principles for this type of question | Max mark | Detailed Marking Instructions for this question |
|----------|---|----------|---|
| 32 | <p>This question requires candidates to:</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument | 25 | <p>Possible relevant points:</p> <ul style="list-style-type: none"> • Horace’s <i>Satires</i> seem tame when compared with Aristophanes, who attacked contemporaries head on, or Juvenal’s unrelentingly bleak view of society. • Horace was influenced by various philosophical strands, such as Stoicism. • Many of the <i>Satires</i> tend to focus on a world-weary acceptance of the absurdities in the world around, such as dealing with bores and sycophants. • <i>Satire</i> 1.5 is hardly a satire at all, but observations on a journey with friends. • Horace targets those whom he considered were socially inferior, such as slaves and freedmen. • Many of Horace’s targets were anonymous, unlike those of Aristophanes. • Horace lacks political ambition as he states in <i>Satire</i> 1.6, but it is addressed to Maecenas who was a minister of the Emperor Augustus. • Horace was attached to the imperial family, and other works he wrote were commissioned by and supportive of the imperial family, so he is hardly likely to launch attacks on them personally (as Aristophanes did), or attack the social structures they constructed (as Juvenal did). • Horace had been on the wrong side during the civil war, and been pardoned. His days as a troublemaker were behind him. |

[END OF MARKING INSTRUCTIONS]

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Change since last published:

Marking grids updated.