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2017

2017 Classical Studies

Advanced Higher

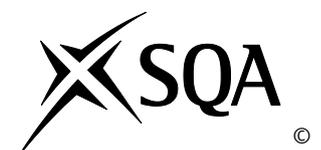
Finalised Marking Instructions

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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 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

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 relevant evaluative points are made which respond to the question</p>	<p>3-4 marks</p> <p>Three 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 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 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 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 summarise key points in a clear overall judgement which shows evidence of wider reading, illustrated by direct reference to text.</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 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 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 accurate points of comparison between any two sources	3-4 marks Candidate makes three or four accurate points of comparison between any two sources	5 marks Candidate makes four accurate 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 “<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 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 accurate points of comparison between modern source/quote and classical ideas</p>	<p>3-4 marks</p> <p>Candidate makes three or four accurate points of comparison which clearly link both the modern source/quote and relevant classical sources</p>	<p>5 marks</p> <p>Candidate makes four accurate 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>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 or four 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>Four 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 points of evaluation are made but there is no clear supporting reasons/evidence</p> <p>OR</p> <p>There is one reasoned/evidenced evaluative point</p>	<p>Three reasoned/ evidenced evaluative points are made</p>	<p>Three reasoned/evidenced evaluative points are made and used to support the candidate's overall line of argument/conclusion</p>	<p>Four relevant, reasoned/evidenced evaluative points are made and used to support the candidate's overall line of argument/conclusion</p>
Line of argument/conclusion - 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>Line of argument breaks down during the response</p>	<p>Line of argument is coherent: there is a clear link between some of the candidate's analytical/evaluative points showing evidence of simple reasoning</p>	<p>Line of argument is coherent: there is a clear link between most of the candidate's analytical/evaluative points showing evidence of developed reasoning.</p> <p>There is a conclusion which shows reasoning based on points in the argument</p>	<p>Line of argument is coherent: there is a wide range of ideas tying together the candidate's analytical/evaluative points showing evidence of clear and detailed reference to the prescribed text</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 about evidence within the prescribed text.</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 • 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> <p>From the extract</p> <ul style="list-style-type: none"> • A good leader inspires a great number to follow him. • A good leader plans ahead regarding environment. • A good leader plans ahead regarding people he must deal with. • A good leader would be prepared to take risks. • Hannibal’s strategy was so revolutionary no other historians could understand what he was doing. <p>From knowledge of the text</p> <ul style="list-style-type: none"> • Hannibal tried to gain local help in Gaul. • Hannibal made sure he was always a step ahead of Scipio. • Hannibal willingly took on great risks to avoid Roman confrontation. • Hannibal sent Hanno ahead at the Rhone because he foresaw danger. • Hannibal ingeniously managed to get his whole army across the Rhone. • Hannibal’s organisation of the troops allowed them to avoid major disaster in the Alps. • Hannibal was unexpectedly resourceful in making a path through the rocks in the Alps. • Hannibal lost a large proportion of his army. <p>Any other reasonable point.</p>

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. 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> <p>From the extract</p> <ul style="list-style-type: none"> • Servius arranged his daughters’ marriages to try to maintain his reign. • Fate can have a bigger impact than anything else. • War with the Veii gave Servius a chance to shine. • Servius’ personal abilities in war inspired loyalty. <p>From knowledge of the text</p> <ul style="list-style-type: none"> • They become kings through ambition rather than election. • Tanaquil arranged for Servius to hold on to power. • The death of Arruns allows Tullia to marry Tarquin the Proud. • Tarquin the Proud made the Romans work like slaves to build the Circus and Temple of Jupiter. • Tarquin the Proud’s nephew is responsible for the uprising. • Brutus was picked out by Fate at Delphi. • Failure of kings leads to the Republic. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
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>Direct Comparisons</p> <ul style="list-style-type: none"> • Those in power have the capacity to misuse it. • Justice is not a motivation. • They don’t think of the consequences of their actions. • Acting in this way is bound to result in negative consequences. • Indicates that individual rulers and large democracies can equally misuse power. <p>Possible points from Source C:</p> <ul style="list-style-type: none"> • Thucydides stated that the speeches are a combination of what was actually said and what Thucydides believes most suitable to say in that situation. • Thucydides is presenting his thoughts on how best a lasting peace can be achieved. • He presents the speeches required by the situation and places in them his opinions on what was going wrong or went wrong with the negotiations. • Says that to achieve a lasting peace with enemies, moderate conditions must be placed. • He presents an argument to justify why this should work best. • Thucydides is implicitly criticising Athens for failing to secure a long-term and just peace. <p>Possible points from Source D:</p> <ul style="list-style-type: none"> • Tacitus wants to make the point that the Principate is corrupt. • He makes some characters speak in a very cynical and hypocritical manner. • Other characters, such as Octavia, behave as paragons of virtue. • Shows Nero acting out of fear/anger/lust. • Makes clear that the entire plot is dishonest from the start. • Shows how Nero relies upon corrupt helpers. • Shows how Nero's regime can corrupt anyone. • Shows how people were punished without regard for justice. • No-one has any interest in the truth.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					<p>Possible points from other knowledge:</p> <ul style="list-style-type: none"> • Tacitus juxtaposes Drusus and Germanicus calming the mutinies. • Tacitus often gives comment to detract from what appear to be positive descriptions of Tiberius. • Thucydides presents direct authorial commentary such as his discussion of the causes of the war. • The treatment of Britons before and after the revolt of Boudicca. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
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>Points for comparison from Source E:</p> <ul style="list-style-type: none"> • History is mostly not a true record of what happened. • The events of history are not important. • The events of history are caused by rulers and/or soldiers. • Rulers are scoundrels. • Soldiers are idiots. <p>Possible points for comparison from classical texts might be:</p> <ul style="list-style-type: none"> • The classical historians believed that their records of events are largely true. • However, they were all comfortable with making up speeches to fit the events. • They generally tried to investigate sources be it eye-witnesses or other books. • Livy wrote mostly about legends of Rome in Book 1. • Livy acknowledges that some of the legends may not be true but feels it is acceptable to use them in order to glorify his subject. • Livy does acknowledge where differing accounts are present. • Herodotus is sceptical about the truth of some of the myths and presents odd reworkings of them. • They were all trying to make serious points in their histories: <ul style="list-style-type: none"> ○ Livy to celebrate the greatness of Rome. ○ Herodotus to explain why Greece and Persia were at war. ○ Thucydides to show the political course of the greatest war in history. ○ Polybius to explain the rise of Rome to world dominance. ○ Tacitus to show the ruling regime was corrupt. • The events they recount are shaped almost completely by the rulers. • Thucydides does show the power of democratic decisions.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					<ul style="list-style-type: none"> • Those in power tend to act badly but not all: <ul style="list-style-type: none"> ○ Alcibiades was corrupt but Nicias was trying to do his best and just incompetent. ○ Tiberius is presented as corrupt but bias may be making it appear worse than it was. • Soldiers are presented in different ways: <ul style="list-style-type: none"> ○ The soldiers at Thermopylae are heroic. ○ The soldiers in Sicily are hard-working but doomed. ○ The soldiers who mutiny in Tacitus are presented as uneducated peasants. <p>Any other reasonable point.</p>

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>Answers should consider the impact that the actions of Alcibiades had on the war in general and consider whether the outcomes were likely without his involvement</p> <p>Possible points for discussion might include:</p> <ul style="list-style-type: none"> • Alcibiades was a key figure in inspiring the Sicilian campaign. • Alcibiades stopped the immediate assault on Syracuse which may have been the best chance for victory in Sicily. • Alcibiades was removed from the operation by the Athenians. • Alcibiades deserted to the Spartans and became an adviser to them. • Alcibiades advised the Spartans to fortify Decelea which forced the Athenians to fight on two fronts. • Alcibiades starts undermining King Agis in Sparta. • Alcibiades persuades Endius to let him sail to Chios to start the revolt and bring in Persia to take the credit away from Agis. • Alcibiades persuades the Chians and Clazomenai to revolt from Athens. • Alcibiades persuades them with promise of naval help from Sparta even though the Spartan ships are blockaded by the Athenians. • Athenians are forced to spend their last reserves on ships to combat these revolts. • Alcibiades has to flee from Sparta because Agis realises he has been plotting against him. • Alcibiades becomes an adviser to Tissaphernes (the Persians). • Alcibiades persuades Tissaphernes to stop subsidising Sparta and to bribe the Sicilian allies to go home.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • Alcibiades persuades Tissaphernes to prefer Athens winning the war as they are a naval power and will be less trouble than Sparta as an ally. • Alcibiades persuades the Athenian navy at Samos that he can bring Persia onto Athens' side if an oligarchy is set up in Athens. • Alcibiades forces Phrynichus into betraying Athens in order to protect himself. • The negotiations with Persia are hampered as the Athenians do not trust Alcibiades. • Athens has an oligarchic coup but the fleet on Samos stay democratic. • The democrats recall Alcibiades to help them with negotiation with Tissaphernes. • Due to his apparent influence, Alcibiades is made general at Samos. <p>Any other reasonable point.</p> <p>Candidates may wish to challenge the premise that an individual leader was as important as ancient historians claimed eg economic and social factors are more important in explaining the course of history.</p>

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>Answers should reflect the different ways in which Polybius tries to explain the background and causes of the war.</p> <p>Possible points for discussion might include:</p> <ul style="list-style-type: none"> • Polybius explains the difference between causes, pretexts, and beginnings. • He disputes that the breach of the Ebro treaty and the siege of Saguntum could be considered causes: these are rightly beginnings. • The bitterness of Hamilcar Barca following the narrow defeat in the first war is a cause. • The harsh war reparations and the swift grab of Carthaginian territory (Sardinia) was also a cause. • The growth of Carthaginian power in Spain is another cause. • The anecdote about Hannibal swearing to always be an enemy of the Romans could be evidence for this. • Polybius then discusses in detail the process of Hannibal's campaign in Spain around Saguntum. • Polybius insists that Hannibal deliberately avoided Saguntum until he was ready to go to war. • The negotiations around Saguntum provided pretexts for both sides • Polybius remarks that if Hannibal had approached the Romans with the real causes rather than the pretexts then there may have been a better outcome. • The Romans were forced to go to war by Hannibal's capture of Saguntum. • Romans did not seek negotiations which could have settled the peace but made a ridiculous demand that Carthage hand over Hannibal. • There is confusion about whether the Ebro treaty could be in force as it was never ratified.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					<ul style="list-style-type: none"> • The Romans refused to debate whether the alliance with Saguntum met the requirement of the peace treaty following the First Punic War. • Polybius discusses all treaties between the two countries up to that point to try to discover where there is justification on either side. • He concludes that each side had differing reasons for going to war and that it depended on which treaties were being considered where the justification is. <p>Any other reasonable point.</p>

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>The answer should describe a range of far-fetched events and discuss whether there is a serious point being made each time. NB, if there is not <i>always</i> a serious point being made then it is valid to discuss one or two instances where there is not.</p> <p>Possible points for discussion might include:</p> <ul style="list-style-type: none"> • King Latinus simply gifts his daughter to Aeneas: this is the less likely version but Livy's points are that Fate was controlling the destiny of the Romans and that the character of Aeneas was clearly superior. • Rhea Silvia became pregnant by Mars: Livy does suggest a more likely explanation but the purpose here is to show that the Romans have a divine destiny. • Romulus and Remus being saved by the she-wolf is not given a special purpose but this is a traditional legend of Roman origins. • The murder of Remus for jumping over Romulus' little walls was given the symbolic meaning that all invaders of Rome must be punished and will be defeated. • The fratricide between Romulus and Remus explained the civil wars of the 1st century BC. • The rape of the Sabine women showed the necessary brutality which the Roman State required. • The Sabine women stopping the war inspired women to put Rome first. • The integration of the Sabines showed how Rome assimilated other cultures. • The rise of Romulus to heaven is recognised as unlikely by Livy but he is able to present the cardinal virtues of the Roman people in this speech. • Numa's entire reign is supposed to have been without war which is highly unlikely but this helps to make his point about the need for religion in the city. • The combat of the Horatii and Curiatii was a legendary traditional tale but it shows that Romans never give up despite losses and the odds and find a way to win.

Question			General marking principles for this type of question	Max mark	Detailed marking Instructions for this Question
					<ul style="list-style-type: none"> • The execution of Horatius carries the message that no one is above the law. • Jupiter killed Tullus Hostilius with a thunderbolt: this signifies the importance of faithful observance of religion by all. • The prodigies which single out Tarquinius Priscus and Servius Tullius are signs from the gods and wise Romans should never ignore omens. • The story of Attus Navius shows that it is important to respect the words of augurs. • Brutus thinks carefully about the oracle showing that careful attendance to the words of the gods is more important than human pride. <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>The answer should discuss elements of Herodotus' description which seem idealised and try to reach a conclusion about whether this is incompatible with accuracy.</p> <p>Possible points for discussion might include:</p> <ul style="list-style-type: none"> • The description of the geographical advantages of the area is detailed. • Herodotus explains convincingly why the site was chosen as it has been used as a defensible position in the past. • Herodotus' estimate of the number of the Persians is excessive though he shows that he has tried to work out the numbers accurately. • The storm which wrecked Persian ships is represented as a divine conflict between Boreas, summoned by the Athenians, and Thetis summoned by the Magi. • However, Herodotus does describe the consequences to the military and naval strength of the Persian fleet in clear, non-supernatural terms. • Gives a reasonable account for how the 15 Persian ships were captured. • Unlikely that the rivers were genuinely unable to supply enough water for the army but, if the army had the numbers he suggests then this would be a reasonable suggestion. • Careful description of all the different troops in the Greek army. • Gives Leonidas a mythic-style genealogy descended from Heracles. • The delays of main forces due to religious observance is likely from Greek cultural practice. • It was reasonable to expect the battle to last longer than it did, so it was not intended as a heroic gesture. • Combing their hair incident is heroic but in line with Spartan custom. • The Spartan phalanx means that it is possible that the initial days of fighting would yield no success to the Persians. • Gives balanced discussion of whether Ephialtes was genuinely the traitor.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					<ul style="list-style-type: none"> • Describes the path accurately. • Discusses the different versions for why the Greek forces left. • Describes Leonidas like a Homeric hero. • Claims to have an eye-witness to back up his belief that Leonidas sent the troops away. • The presence of the non-Spartan troops suggests accuracy as it is less heroic. • Description of the last day's battle is very idealised like epic poetry. • There ought not to be any eye-witnesses to describe what happened. <p>Any other reasonable point.</p>

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 analytical points could refer to, for example:</p> <p>From the extract</p> <ul style="list-style-type: none"> • The ring of Gyges is used to discuss our attitude to morally correct behaviour. • It is used to discuss whether we only follow morality due to fear of punishment. • Glaucon suggests that if we could commit crimes to our advantage and escape the consequences, we would surely eventually do so. <p>From knowledge of the text</p> <ul style="list-style-type: none"> • Glaucon then goes on to challenge Socrates to prove that in fact the just man would still not commit the crime. • Glaucon also asks Socrates to prove that we damage ourselves by committing crimes or behaving immorally although no one else knows this. • Socrates takes up this challenge, and this allows him to discuss the nature of justice for individuals and states in Republic books 2-5. • Ultimately Socrates implicitly answers the question by stating that an individual would damage their soul by behaving like Gyges, and no reasonable individual would willingly inflict damage on themselves. • Candidates may wish to discuss whether they believe that Socrates makes his case successfully. <p>Any other reasonable point.</p>

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.</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 analytical points could refer to, for example:</p> <p>From the extract</p> <ul style="list-style-type: none"> • Cicero uses this case study to explore how we should behave honourably. • This is part of Cicero’s key argument that whilst sometimes it might seem that there is tension between what is expedient (in one’s own interest) and what is honourable, in fact that is rarely if ever the case. • Morally the merchant need not reveal that other ships are on the way and only needs to ensure that he is honest in selling his own goods. • Another position would be that morally the merchant should reveal everything that he knows about the transaction. <p>From knowledge of the text</p> <ul style="list-style-type: none"> • Cicero follows up with an imagined dialogue between two philosophers as to what is the moral responsibility of the merchant. • Cicero argues that the importance of reputation must be taken into account. • Cicero states that no one would wish to do business with someone when they have been found out to be devious. • The implication is that the loss of reputation will work against the merchant in the long run, and has a greater effect on the merchant than the temptation to make a quick but dishonourable profit. • Hence Cicero demonstrates at least to his own satisfaction, that in fact there is no real tension between what is morally acceptable, and what is beneficial. • Elsewhere Cicero attacks other politicians such as Caesar and Crassus who behaved dishonourably for short-term gain. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
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>Direct Comparisons</p> <ul style="list-style-type: none"> • Both claim that not all are fit to rule. • Both believed that rulers required a form of training. • Both agree that ruling is a privilege. • Only Plato believes that philosophy is a pre-requisite for power. <p>Possible points from Source C:</p> <ul style="list-style-type: none"> • Plato argues that only philosophers are fit to rule. • Philosophers will possess sufficient understanding of key concepts such as justice and courage to allow them to govern. • System would only be understood by philosophers. • Plato states that his proposal is the only solution. <p>Possible points from Source D:</p> <ul style="list-style-type: none"> • Aristotle speaks of rulers being ruled. • Aristotle seems to suggest that not all will be fit to rule. • Aristotle does not see ruling as belonging to a separate class of people whose task is to rule. <p>Possible points from other knowledge:</p> <ul style="list-style-type: none"> • Plato spends a good deal of his time outlining the education needed to produce these philosophers. • These philosophers will largely be self-perpetuating and will constitute a separate ruling class. • Plato seems (although it is not completely clear) to allow women to govern. • This suggests that citizens take turn to hold office, much like a modern representative democracy. • Aristotle also sees philosophical study as important in equipping rulers with the essential skills to allow them to rule.

Question			General marking principles for this type of question	Max mark	Detailed marking instructions for this question
					<ul style="list-style-type: none"> • Aristotle tends to be more pragmatic than Plato. • Aristotle argues that each state must find its own way to find a stable political system. • Aristotle tends to see existing structures such as democracy and kingship as still being worthwhile for consideration. • Both Plato and Aristotle argue that whoever rules, they must rule on behalf of the entire state, not their own interests. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
12.	Possible points of comparison for the meaning/context of the source/quote and relevant Classical ideas could refer to, for example.	15	<p>Points from Source E</p> <ul style="list-style-type: none"> • Is it acceptable to kill a tyrant? • Should people wish not to be ruled by a tyrant? • How is evil defined? • Is dictatorship necessarily evil? • The subjective nature of deciding what is unacceptable. <p>Cicero</p> <ul style="list-style-type: none"> • Cicero can see no justification for tyranny. • Cicero discusses the slaying of tyrants at length in the context of the assassination of Julius Caesar a few months before the completion of <i>On Duties</i>. • His views are coloured by his own view and experience of political life under Caesar. • Some have even speculated that this attack on Caesar may have sprung from guilt that he was not included in the conspiracy to kill Caesar. • Cicero advances a range of arguments to support the assassination. • He justifies it if it is in line with “public opinion” then it is acceptable. • This is dubious as a general rule to justify assassination and furthermore it is questionable if Julius Caesar was unpopular anyway. • He argues that a tyrant is a person who kills their own state, and as such has placed themselves outside the law, and their murder is justified. • He compares it to amputating a diseased limb from a healthy body.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<p>Aristotle</p> <ul style="list-style-type: none"> • Aristotle views tyranny as the deficient form of one-man rule. • Aristotle speculates that in an ideal world a beneficent tyrant may be the best form of government as a tyrant can act quickly and decisively. • However, in reality a tyrant would always resort to violence and rule selfishly, and so is the worst form of government. • Tyrants are often the cause of revolution through their use of violence and unfairness. • Aristotle argues that any government which rules by fear never lasts long, and so concludes that tyranny is often short-lived. • Key comparisons may be based around modern attitudes and experiences of tyrants/dictators compared to Cicero and Aristotle. <p>Any other reasonable point.</p>

SECTION 2 - INDIVIDUAL AND COMMUNITY

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 • Synthesise points into a line of argument 	25	<p>Answers should discuss Plato’s ideas of a just city and a just individual and how well he links these.</p> <ul style="list-style-type: none"> • Plato argues that the soul of a man and the “soul” of a city have a corresponding tripartite division. • Each individual has a soul divided into reason, courage and appetite. • Each individual needs these things, but they must be balanced. • In a healthy individual, reason is in control and helps temper courage and appetite. • In any individual where this is not the case, that person will be lacking justice or happiness. • Plato argues that in many people appetite rules - these are the people who are unfit to rule. • Similarly, a healthy city is so ordered. • The guardians represent reason and must, therefore, be in control. • A lower class of guardians represent courage - the soldiers. • The majority who are ruled by appetite must be governed by the philosophers who possess reason. • Plato seems to imply that those who live in a well-ordered city will be just. • There have been a number of critiques of Plato’s views.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • It could be argued that Plato fails to make this case as, for example, if the city is well ordered and this makes everyone within it well-ordered, what is the need for guardians? Hence Plato's argument collapses on itself. • It could be argued that Plato is too absolutist - surely no one or no city is totally just. If a just man commits one unjust act, is he unfit to rule? How could such a system ever exist? • Plato allows his guardians to lie - is this just? • It could be argued that surely Plato is just pointing out what modern sociology tends to suggest is true - well-run states tend to produce well-balanced individuals and vice-versa. <p>Any other reasonable point.</p>

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>Answers should evaluate Aristotle’s views of the rule of the many showing how he saw advantages and disadvantages to this system of government.</p> <ul style="list-style-type: none"> Aristotle ultimately believes that the best system of government is “polity” - largely rule of the best. This best is likely to be the middle class - wealthy enough to be educated and gain wisdom and leisure enough to rule. Aristotle argues that in fact the best system in an ideal world would be rule by one man - provided that the man was virtuous and ruled beneficially for all. However, as that is unlikely, Aristotle rejects rule of one person in the real world. Aristotle does argue that democracy can work well. He states that more people are more likely to reach a sound decision than one person or a few. He states that the poor should be given some offices and political influence. He argues that the best role is for people to choose rulers for them - many can identify a good ruler, but not rule themselves (the analogy that a man can identify whether a house is well-built, but might not be able to build it himself). Some see this is an argument for “representative” democracy, which is practised throughout the world today. However, Aristotle ultimately concludes that the majority of people are unfit to rule directly. They lack education and judgement. They can be too easily swayed by demagogues. <p>Any other reasonable point.</p>

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 • Synthesis points into a line of argument 	25	<p>Answers should discuss the strengths and weaknesses of <i>On Duties</i> as a philosophy and as a source of solutions to social problems.</p> <ul style="list-style-type: none"> • <i>On Duties</i> lacks the “grand vision” of Plato or Aristotle, although Cicero has already produced his own <i>Republic</i> in which he produces his own more limited vision. • Cicero argues that the existing Roman constitution is in fact the perfect constitution. • This seems rather complacent given the events contemporaneous to the composition of <i>On Duties</i> (eg dictatorship of Caesar, continuing civil wars). • Cicero seems to believe that the problem is the behaviour of contemporary politicians rather than the political structures. Is this realistic? • Cicero is however trying to promote the idea that the world of politics is worthwhile. • He is trying to promote the Stoic belief that happiness can be found by participating in politics and public affairs. This might be viewed as self-justification, or a genuine desire to see good men engage in the political process. • Cicero fails to offer solutions to contemporary problems such as debt and increasing wealth inequalities in contemporary Roman society, and insists that there should be no concessions to those in debt. • However, analysis of the “just war” is worthwhile and far-sighted. • Cicero’s insistence that politicians need not and should not ever indulge in the dishonourable can be viewed as hopelessly idealistic. • However, it does offer a more inspirational vision when contrasted with views which argue that the ends justify the means, and seek to justify the dishonourable. <p>Any other reasonable point.</p>

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>Answers should discuss the idea of Utopia as presented through classical philosophy showing the benefits and dangers of this solution.</p> <ul style="list-style-type: none"> • Plato’s society can be interpreted as “utopian”. • Established structures and values of his time are frequently challenged - for example towards women and family structures. • Plato seeks to control society “from the top down” - people will be directed into their role in society. • The “patriotic lie” is aimed at producing social control. Where would the lying end? Are governments ever justified in misleading or deliberately lying to their people? • Plato argues that the philosophers will be able to find just solutions to society, but offers few concrete examples. • In the real world, it is not always clear how to work out what is the correct or just action in absolute terms. • Philosophers such as Karl Popper argue that Plato’s philosopher -rulers would inevitably degenerate into a self-perpetuating and intolerant elite, such as emerged in the Soviet Union and other utopian dictatorships. • Plato’s (and to an extent Aristotle’s) plan for bringing up children and eugenics seem abhorrent in a modern liberal democracy. • Key concepts such as individual rights seem to be missing from Plato/Aristotle. • Plato seems not to understand that the state might be a threat to the individual from which the individual needs protection. • On the other hand, Plato’s ideas on women and his emphasis on the importance of education seem quite appealing. • Plato’s stress that concepts such as justice should be at the heart of decision-making is laudable. • Plato is correct to challenge our ideas that democracy is without fault. • What might seem abhorrent to a modern reader (eg exposure of children, Aristotle’s defence of slavery) might not seem so to a contemporary reader. • Aristotle seems to accept more readily than Plato existing political and social structures.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • Aristotle is prepared to see that most systems of government have advantages and disadvantages. • Aristotle argues that each state must find its own path. • Some commentators have identified Aristotle as being close to advocating modern representative democracy in some of his statements. Others have seen Aristotle as inventing the concept of the “middle class” which provide the bedrock of society. • Aristotle sees his elite as “open” - people of merit, education (and wealth) can aspire to join his middle class group which attains “polity”. • Cicero’s argument that there is no conflict for the politician between the expedient and the honourable can be interpreted as unrealistic or in itself an honourable aspiration. • Cicero fails however to mention “obligations” or “duties” to those in the lower classes or in need - he only examines a politician’s duties to himself and to his political peers. <p>Any other reasonable point.</p>

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 from Source A:</p> <ul style="list-style-type: none"> • Gifts were very important. • Crafted goods, and money could make up for insults. • Victory in competition was very important (hence the victorious horses). • Women could be given as spoils of war. • Dynastic marriage was valued greatly. • Combat needed to involve complete destruction of enemies. • Honour was more important than love (to many). <p>Other points which could be made about heroic values are:</p> <ul style="list-style-type: none"> • Being remembered as a glorious hero was an important concern. • The guest-friendship was a vital element of heroic society. • A social hierarchy is important. • Possession of Briseis is the cause of conflict between the two heroes. <p>Any other reasonable point.</p>

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.</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> <ul style="list-style-type: none"> • Origin • Purpose • Content • Cultural or historical context 	10	<p>Possible evaluative points from Source B:</p> <ul style="list-style-type: none"> • It is important to show respect to the mistress of the house. • Not doing so deserves punishment. • There is a sense that a clean death must be earned by appropriate behaviour. • The maids should not have slept with the enemy. • There is no sympathy for the suffering of the women. • Little consideration of the pressures from the suitors on the maids. • Little sense that punishment was excessive. <p>Other points which could be made about morality are:</p> <ul style="list-style-type: none"> • The suitors are killed mercilessly. • The collaborators are punished even more harshly. • There is no legal system in the heroic world. • Morality is often decided by the will of the most powerful. • The hanging of the maids could also be viewed as morally ambiguous eg described as pitiful. • The suitors deserved to be punished but the punishment was excessive. <p>Any other reasonable point.</p>

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 	<p>15</p> <p>Direct Comparisons</p> <ul style="list-style-type: none"> • Both are about women influencing heroes. • Both are about the responsibility of the hero. • Both are about the hero in the context of a family. • Both are about the importance of the role of the father. <p>Possible points from Source C:</p> <ul style="list-style-type: none"> • Sees the heroic code as a self-destructive impulse. • Heroism takes precedence over family loyalty. • Women and/or children suffer because of the heroic impulses of heroes. • When women are captured they would be better dead. • Heroes ought to feel pity for those who suffer as a result of their heroism. <p>Possible points from Source D:</p> <ul style="list-style-type: none"> • Thinks that heroes should not concern themselves about the suffering caused. • Heroic action has the approval of the gods and so should be followed. • Women must simply accept their fate. • Following a heroic destiny will lead to ultimate success and happiness. • Following destiny is the best way to look after their son. <p>Possible points from other knowledge of <i>Iliad</i> and <i>Aeneid</i> might be:</p> <ul style="list-style-type: none"> • Hecuba thinks that Hector should not face Achilles because of honour. • Helen thinks that Paris shames her by his lack of honour. • Women grieve for Hector and other heroes. • Dido admires Aeneas on first sight. • Dido has pictures of the Trojan War on the temple wall. • Dido thinks that Aeneas is actually dishonourable in following his heroic duty. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
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>Points from Source E:</p> <ul style="list-style-type: none"> • Experience can teach you there are no heroes. • Real people are neither entirely heroes nor entirely villains. • When you recognise that people are not one dimensional they are more interesting. • If you don’t recognise this, then you fail to notice everything that you could. <p>Possible points for comparison from classical texts might be:</p> <ul style="list-style-type: none"> • Achilles behaves according to a heroic code. • Too close adherence to the heroic code leads to Achilles letting his friends suffer. • Hector is a hero to the Trojans but a “villain” to Achilles. • Seeing the family of Hector suffer shows us that he is human. • The meeting of Achilles and Priam shows us that all people suffer in war. • We see Odysseus being needy with Calypso and Nausicaa. • Odysseus behaves without pity when he returns. • We feel sympathy for the extremity of suffering for the suitors and the maids. • Aeneas is a hero to his men but mistreats Dido. • Aeneas is an invader who has taken away Turnus' hopes. • Turnus behaves heroically in the end. • We feel sympathy for him. • The Greek heroes are villainous towards the women of Troy. • In the <i>Trojan Women</i> Helen makes good points that she is not the greatest villain. • Paris, approved of by Hecuba, was actually in charge of the situation. • The heroines in the <i>Heroides</i> each question the heroism of the heroes. <p>Any other reasonable point.</p>

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>Answers should discuss heroism in the <i>Aeneid</i> with some comparative reference to Homer in order to show differences/similarities in Greek and Roman heroism.</p> <p>Possible points for discussion may include:</p> <p><i>Aeneid (Roman)</i></p> <ul style="list-style-type: none"> • The key characteristic of Aeneas is <i>pietas</i> (sense of duty). • Aeneas bears the future destiny of Rome on his shoulders. • Aeneas bravely endures the attacks of Juno. • Aeneas is helped by Venus. • Aeneas is respectful and is able to gain the aid of Dido. • The gods make Dido help Aeneas. • Dido shows guest-friendship towards Aeneas and the Trojans. • Aeneas resists the temptation for a heroic death at Troy. • Aeneas resists the temptation to kill Helen. • Aeneas puts his people's safety above his heroic honour. • Aeneas leaves Dido when he is advised to by Mercury. • Aeneas has heroic glory in Book 12. • Aeneas considers sparing Turnus but acts decisively when he sees Turnus is wearing Pallas' belt. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking Instructions for this question
			<p><i>Iliad (Greek)</i></p> <ul style="list-style-type: none"> • Achilles shows great concern for his prizes. • Agamemnon behaves unjustly for the sake of his prizes. • Achilles sees his own status as more important than duty towards his men. • Diomedes becomes so frenzied in battle that he threatens Troy. • Diomedes shows guest-friendship towards Glaucus. • Paris does not have great concern for his honour. • Hector attempts to rally his people. • Hector asks the women to pray for help from the gods. • Achilles is merciless when he has lost Patroclus. • Hector puts his honour above family. • Priam and Achilles can share common emotions. <p><i>Odyssey (Greek)</i></p> <ul style="list-style-type: none"> • Odysseus needs to rely on the help of others. • Telemachus shows guest-friendship towards Mentos. • Odysseus is determined to battle all obstacles. • Odysseus battles against the gods. • Odysseus is very resourceful, eg he can build a raft. • Odysseus can talk respectfully to gain help from others. • Odysseus is merciless when he needs to restore order. • Odysseus is helped by Athena and Hermes. • Odysseus rejects immortality in order to return home.

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>Answers should discuss words and actions of heroes in the <i>Iliad</i> and discuss the extent to which different characters could be seen as both heroes and anti-heroes.</p> <p>Possible points for discussion may include:</p> <p>Achilles</p> <ul style="list-style-type: none"> Is the greatest warrior (heroic). Is merciless when he is enraged (anti-heroic). Is defending the rights of the heroic code against Agamemnon (heroic). Selfishly withdraws from fighting which betrays the army (anti-heroic). Kills the champion of the enemy (heroic). Refuses to allow any burial rites for Hector's corpse (anti-heroic). Treats Priam with hospitality (heroic). Agrees to return of Hector's body (heroic). <p>Hector</p> <ul style="list-style-type: none"> Tries to inspire his men (heroic). Runs away before he faces Achilles (anti-heroic). Faces Achilles in battle (heroic). Abandons his family for the sake of honour (possibly anti-heroic). <p>Agamemnon</p> <ul style="list-style-type: none"> Places his personal pride over the good of his army (anti-heroic). Does not honour the heroic code when he takes Briseis (anti-heroic). <p>Paris</p> <ul style="list-style-type: none"> Agrees to fight a duel with Menelaus (heroic). Hangs back in the bedroom with Helen when the army is toiling (anti-heroic). <p>Any other reasonable point.</p>

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>Answers need to consider what is expected of a heroic leader in the classical world and discuss how far Odysseus meets these expectations.</p> <p>Possible points for discussion may include:</p> <ul style="list-style-type: none"> • Odysseus loses all his men (albeit, it is their own fault). • Odysseus has endured many misfortunes since Troy. • Odysseus blinded Polyphemus. • Odysseus never gives up hope. • Odysseus shows the proper respect to the gods he encounters. • Odysseus spends seven years with Calypso. • Odysseus refuses to give up when Poseidon attempts to drown him. • Odysseus does not abandon hope of seeing his family again. • Odysseus shows guest-friendship respect for Nausicaa. • Odysseus is able to persuade Nausicaa to help him. • Odysseus can build a raft given the raw materials. • Odysseus is cautious and plans his revenge carefully. • Odysseus carefully recruits trusted allies for the battle. • Odysseus plans the battle ground. • Odysseus ensures that his side has the advantage of weaponry. • Odysseus fights very bravely against the odds. • Odysseus inspires his son to become heroic. • Odysseus ensures that his wife and the women are shielded from the battle. • Odysseus oversees the punishment of those who had helped the suitors who had abused his trust. <p>Any other reasonable point.</p>

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>Answers should discuss events and dialogue in the play and discuss how well these reflect whether heroism leads to misery for women.</p> <p>Possible points for discussion may include:</p> <ul style="list-style-type: none"> • The Trojan women are assigned by lottery as slaves. • Their home has been taken from them. • Polyxena was sacrificed at the tomb of Achilles. • Cassandra is to be the concubine of Agamemnon. • Cassandra's only hope in life is to be able to take revenge as a slave before she dies. • All she can look forward to is being reunited with her family in the Underworld. • Cassandra is dragged from the sanctuary by Ajax. • Hecuba illustrates how she has been robbed of all the good things in her life. • The war has made her children of no use to her. • Andromache feels that being dead would be better than living the life she has been left with. • Andromache explains how she followed all the rules that society expected for women and it did her no good in the end. • Andromache says that her good reputation as an ideal wife has made men more keen to take her away as a prize. • Sickens her to be forced to sleep with another man. • Astyanax is taken from Andromache and executed. • The best she can hope for is that he gets buried properly. • Helen points out that Paris is more to blame than she is but women are easier to blame than men. • Helen has been forced into her marriages by men and the gods. <p>Any other reasonable point.</p>

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 	10	<p>Candidates should show an overall analysis of Aristophanes’ wish to show Cleon as a demagogue in this speech to highlight the weaknesses of democracy.</p> <p>Possible evaluative points could refer to, for example:</p> <p>From the Source.</p> <ul style="list-style-type: none"> • mockery of Cleon’s achievement at Pylos. • Pylos making Cleon an even greater political force in Athens. • manipulates people of Athens by making them believe he is their loyal servant • keeping all other politicians from them. • dispute between Cleon and Nicias. • mockery of Cleon’s social origins as a leather maker. • use of oracles to convince the assembly of Athens to act in a certain way. • suggestion that Cleon politically censors politicians. • mention of bribes, threats and fear. <p>From the Play:</p> <ul style="list-style-type: none"> • mentioning of the increase in jury pay introduced by “the politician”. • interactions between Cleon, the Sausage Seller and The People. • personal purpose of the satire as revenge for Cleon’s prosecution of Aristophanes. <p>Any other valid point.</p>

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 	<p>10</p> <p>Possible relevant points could refer to, for example:</p> <p>From the source:</p> <ul style="list-style-type: none"> • greed and miserly behaviour as the cause of unhappiness in men’s lives. • greed and love of money has left him friendless. • family hating him and longing for his death. • personal relationships with people that matter for a happy life. • vices can destroy these. • extreme behaviour can lead to unhappiness. • The miser saved and worked hard to make money because he feared poverty. • Miser will not spend his money and he can gain no benefit from it. • philosophical message of moderation as key to a happy life. <p>From his writings:</p> <ul style="list-style-type: none"> • Satire 1 focuses on the discontentment of men with their jobs. • 1.1 Discontentment and Greed. • 1.2 Male Sexual Folly. • 1.3 Intolerance and Severity in Judging the Faults of Others. • 1. 5 Friendship. • 1.6 Ambition. • Satire 2. 2 and 2.6 Simple Life versus Luxury. • 2.5 False Friendship/Legacy Hunting. • in line with Augustan propaganda and social reforms. • Augustus and Maecenas his patron. <p>Any other reasonable point.</p>

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
27.		<p>Questions that ask 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 	<p>15</p> <p>Direct Comparisons</p> <ul style="list-style-type: none"> • They both use humour to satirise problems, people and issues within their societies. • Juvenal and Aristophanes both share a belief that they can have an impact and change behaviour. • Neither of the writers had any real discernible impact on society and the subjects of their satires. • Aristophanes and Juvenal deal with the faults of society, not the individual. <p>Possible Points from Source C</p> <ul style="list-style-type: none"> • Aristophanes intended his satires to identify contemporary problems. • corrupt individuals. • weaknesses in society. • aim was to educate and change society. • he believes that he has had an impact on society. <p>Possible Points from Source D</p> <ul style="list-style-type: none"> • he will write satire because he is angered about the society that he lives in. • he wishes to attack behaviours which he sees as corrupt. • he intends to be more like Lucilius in tone and style.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<p>Possible points from other knowledge:</p> <ul style="list-style-type: none"> • Horace believes that humour rather than scathing wit is better at teaching people. • Horace is making it clear that he will not write as other satirists. He intends to keep his satires brief and to the point. • He believes that mild humour can help educate and deal with issues in society. • Horace intended to reform the genre of satire, he was making a deliberate attempt to change its form from that which Lucilius had produced. • He intended to provide advice on how to avoid vices and lead a happy life. It was not his intention to attack individuals. • He does not refer to contemporary events or people to make his points. • Horace and Juvenal do not have the freedom of speech that Aristophanes had; they are restrained by the politically dangerous contexts of their time. • Horace has the view that laugh-out-loud humour and scathing satire can get in the way of the message. Aristophanes and Juvenal do not share this view. • Aristophanes, unlike Horace and Juvenal, is required to be laugh-out-loud funny as his plays are performed live, they need gags, sexual references as well as satire. • Aristophanes was required to satirise contemporary people and events as part of the comic tradition. • Horace has the view that a mild tone is best and less is more, Juvenal is not concerned with this. • Horace views his satire as being only of use for upper class male elite. • Horace's views and writings are the mildest of the three, there is hardly any evidence of the biting satire found in Aristophanes and Juvenal. <p>Any other valid point.</p>

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>Points from Source E</p> <ul style="list-style-type: none"> • Women have legal rights. • Women have political rights. • Women are not inferior to men. • Women do not only serve the needs of men. <p>Possible points of comparison</p> <ul style="list-style-type: none"> • Candidates will be expected to reference the context of the time of each author and make reference to the attitudes of each author as found in their writings: • Aristophanes: • <i>Acharnians</i> eg women have no part to play in making decisions on warfare but are the victims. • <i>Peace</i> eg Harvest and Festival represent the sexual attitude towards women. • <i>Assembly Women</i> eg learn about the role of women in the house, social attitudes towards women and the lack of political involvement. • Horace: Satire 1.2 eg adulterous women. • Juvenal: • Satire I eg upper class women rejecting traditional roles. • Satire II eg prostitutes. • Satire VI eg general attack on women. • Satire X eg vanity of women. <p>Any other valid point.</p>

Part B - CLASSICAL SOCIETY

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>Answers should discuss why Aristophanes may be anti-democratic and fearful of new ideas:</p> <p>Possible points for discussion may include:</p> <ul style="list-style-type: none"> Development of democracy. Events related to the Peloponnesian War. Athenian Empire. Cleon. Sophists. Socrates. <p>Acharnians</p> <p>Candidates should discuss whether Aristophanes is anti-democratic in criticising the assembly.</p> <p>For example, they could discuss Aristophanes' criticism of:</p> <ul style="list-style-type: none"> The assembly of citizens for being uninterested in attending the assembly, they have to be chased out of the Agora by the Scythian Archers with their red rope. For being poor at making rational decisions, no one listen to any talk of peace even when Amphitheus the demi-god appears and says it is the gods' will. For being easily swayed by the mere tone of a public speaker's voice, the Athenian ambassadors talk as though they have suffered but what they say reveals that they have been pampered on state pay. Aristophanes has Dikaiopolis reveal the speakers as charlatans, but it makes no difference to the decisions made by the assembly.

Question	General marking principles for this type of question	Max mark	Detailed Marking instructions for this question
			<p>Other possible points:</p> <ul style="list-style-type: none"> • Aristophanes has Dikaiopolis illustrate that the democracy does not represent or benefit everyone. • A discussion of the criticisms made in Dikaiopolis' exchange with the Acharnian chorus: the reasons for the war, bad behaviour of Athens, the corruption of the call up and lucrative ambassadorial missions, the negative consequences of the war with Sparta because the people will not consider peace in the assembly. <p>Knights:</p> <ul style="list-style-type: none"> • Aristophanes criticises aspects of democracy through his attack on Cleon as a demagogue. • Aristophanes criticises the behaviour of the citizen body through the characters The People and the Sausage seller. • Aristophanes suggests that you have to be corrupt to get ahead in politics. • Aristophanes shows a suspicion of new ideas as he seems to suggest that those from a business or poorer background are not suited to running a government. • However, Aristophanes has The People restored at the end of his play; this suggests he is not anti-democratic rather that he is critical of the current behaviour. • Aristophanes also harks back to the Persian wars era as something Athens should return to as democracy was in place at this point. <p>Peace:</p> <ul style="list-style-type: none"> • Aristophanes criticises the pro-war stance of the citizen body and the consequences of rejecting peace. • Aristophanes criticises the citizen body's choice of leaders eg Cleon as the pestle, Trygaeus' discussion with the statue of Peace.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<p>The Clouds:</p> <ul style="list-style-type: none"> • Attacks are made on Sophists and philosophers. • Attacks are made on new educational ideas. • Attacks are made on changing relationships between the young and the old. • Suspicions regarding the use of rhetoric in the law courts, but also in the assembly. • Discussion of the ideas of traditional conventions being abandoned, what will happen to Athenian society when they are rejected? • Play ends with the banishment of Socrates. <p>In the Assembly Women:</p> <ul style="list-style-type: none"> • Anti-democratic criticisms made on the assembly's ability to run the city of Athens, appoint good leaders and make good decisions. • Suspicion of new ideas is made apparent in the takeover by the women, the radical ideas put forward by them and their acceptance by the people of Athens highlights Aristophanes' suspicions. • Praxagora's plans are inspired by Plato's Republic, Aristophanes continues his criticism of the influence that new ideas can have. <p>Any other valid point.</p>

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>Answers should discuss the strengths and weaknesses of Horace as a writer and whether he is restrained by the patronage of Maecenas and Augustus.</p> <p>Possible points for discussion may include:</p> <ul style="list-style-type: none"> Horace's freedman status. Horace's failed attempt to defend the Republic under Brutus. The fear generated by the civil war, proscriptions, Second Triumvirate and by the rise of Augustus into an all-powerful leader. Reduction of the possibility of safe free speech. Maecenas' patronage of Horace. Horace's aims at reforming the genre of satire, a deliberate attempt to approach it differently. On the other hand, it lacks the viciousness of real satire and deals with personal faults rather than societal ones. His satires have a consistent philosophical message. The messages of his satires are valid. Candidates may refer to any satires they wish to prove this. Horace has survived the test of time as we can recognise faults and gain useful advice from his writing. Said he only wrote for upper class men, satire not reflective of the whole society of Rome. <p>Any other valid point.</p>

Question		General marking principles for this type of question	Max mark	Detailed marking instructions for this question
31.			25	<p>Answers should discuss Juvenal's Satires, as a whole or individually, as being inspired and reflective of the corruption of Roman society.</p> <p>Possible points for discussion may include:</p> <ul style="list-style-type: none"> • Inspired and reflective of the corruption of Rome as Juvenal in his first satire states that how could he not write with all the corruption of Rome in front of him. • Inspired and reflective of changes in the social make-up of Rome, not necessarily corruption eg influx of foreigners, social mobility. • Inspired and reflective of the corruption of the patron-client system. • Inspired and reflective of the corrupt behaviour of the emperors eg Tiberius, Caligula, Claudius, Nero, Domitian. • Inspired and reflective of examples of poor behaviour by individuals, Juvenal relies on historical and real people to prove his point about corruption and ambition eg Messalina, Cicero, Caesar, Hannibal. • Inspired by the abandonment of Republican ideals and Roman morality eg legacy hunting, adultery, gluttony, rejection of masculine behaviour, the wickedness of women etc. However, this is from his point of view and experience, not necessarily reflective of all Rome. • Reflective of a view point shared by others for example Tacitus. • Not reflective because Juvenal demonstrates an extremely negative and one-sided view of Rome. No discussion of the advantages of the Roman Empire for example. • Not reflective because his persona suggests he is personally embittered at his treatment by Roman society. Candidates may discuss what little biographical detail we have of Juvenal. • Not reflective as he is only one man. • Not reflective as he does not discuss the changes in Roman society under the more tolerant Hadrian. <p>Any other valid point.</p>

Question		General marking principles for this type of question	Max mark	Detailed marking instructions for this question
32.			25	<p>Answers should discuss the nature of comedy and satire and their ability or lack of ability to change society.</p> <p>Possible points for discussion may include:</p> <p>Aristophanes:</p> <ul style="list-style-type: none"> • His plays are focused on serious issues - war, peace, corruption, changing traditions. • Aristophanes uses his plays and his Parabasis to inform the people of the problems he saw in society. • He seems to be trying to expose corruption in several plays. • It is clear through his Parabasis that Aristophanes believes that he can have an impact on Athenian society. • He wished to educate the people of Athens and steer them towards what he saw was better behaviour and conduct. • His plays were successful but seemed to change nothing in Athens: the war continued, philosophy continued, democracy continued, demagogues were continually elected, continued mistreatment of the empire. • Impact on how Socrates was viewed in Athens could be discussed. • Aristophanes' comedies were and still are considered masterpieces, much of the techniques used by Aristophanes have affected political and social comedy since they were first produced.

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"> • Horace deliberately avoided writing about wider societal issues. • Horace focused on personal issues and a philosophical approach at self-improvement. • Horace tells us that he only intended his works for a small group of elite men, he did not intend or want his work to have a wider impact. • Focused only on the moral failings and vices of men. • Horace's impact is hard to judge, however Augustus' social reforms failed. • Epicureanism was a popular philosophy to follow perhaps Horace assisted in its rise in popularity. • Horace perhaps intended to use the writing of satire as he tell us for his own amusement, perhaps he understood that his writings could have no impact. • Horace attempted to reform the genre of satire, however his attempt to make it milder and less scathing were not successful in setting a trend. • Later Juvenal will criticise Rome for being corrupt therefore Horace's advice seems to have had minimal impact. <p>Juvenal:</p> <ul style="list-style-type: none"> • Seems to write for himself and out of anger than out of a desire to have an impact on society. • Juvenal seems more interested in recording the behaviour he sees around him. We learn about a corrupt Rome as he sees it, not as how he would wish to see it change or improve. • Juvenal may not believe that his satires could change the behaviour of those around him, this is different from Aristophanes and Horace.

Question	General marking principles for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • Juvenal seeks to shock and amuse rather than impact society. • He is also limited to looking to the past and therefore limited in his ability to impact his present. • Provides hardly any advice, he merely attacks therefore the impact is minimal. • However, his later satires become milder and do provide advice, such as in Satire viii and Satire x. Perhaps as his circumstances and Rome improved under Hadrian, he became more hopeful of change. • All three authors have survived, inspired and been studied constantly since they were first produced. No doubt they have affected individuals and their perspective of the issues discussed within their writings. • Candidates may discuss the nature of comedy and satire and whether or not it can change society. • Candidates may be given credit for any modern comparison they make, if relevant and beneficial to the discussion eg the use of humour and satire during warfare to ridicule, disempower and attack the enemy. • Candidates may discuss the importance of comedy and satire in highlighting issues and problems in society; they bring an accessible focus onto serious and difficult societal problems. • Candidates can reference any of the works studied and the context in which they were written.

[END OF MARKING INSTRUCTIONS]