



National
Qualifications
2019

2019 Classical Studies

Advanced Higher

Finalised Marking Instructions

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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 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.</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 relevant points of evaluation are made which respond to the question.	Two or three relevant points of evaluation are made which respond to the question and show understanding of the source content, context or intention.	Four relevant points of evaluation are made which respond to the question and show wider understanding of the source content, context or intention.	Four relevant points of evaluation are made which respond to the question and show full understanding of the source content, context or intention.	Four relevant points of evaluation are made which respond to the question and show wider understanding of the source content, context or intention. A clear overall judgement is drawn from the points made which shows evidence of 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 analysis are made.	One or two relevant points of analysis are made which respond to the question.	Two or three relevant points of analysis are made which respond to the question and show understanding of the source content, context or intention.	Four relevant points of analysis are made which respond to the question and show wider understanding of the source content, context or intention.	Four relevant points of analysis are made which respond to the question and show full understanding of the source content, context or intention.	Four relevant points of analysis are made which respond to the question and show wider understanding of the source content, context or intention. A clear overall judgement is drawn from the points made which shows evidence of wider reading.

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 accurate points of comparison are made between at least two sources.</p>	<p>3-4 marks</p> <p>Three or four accurate 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>These comparisons are summarised into an overall conclusion which responds to the question.</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 accurate points of comparison are made between modern source/quote and classical source(s).</p>	<p>3-4 marks</p> <p>Three or four accurate points of comparison are made between modern source/quote and classical source(s).</p>	<p>5 marks</p> <p>At least four accurate points of comparison are made between the modern source/quote and classical source(s).</p> <p>These comparisons are summarised into an overall conclusion which responds to the question.</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 clearly refer to parts 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
<ul style="list-style-type: none"> No relevant, reasoned evaluative points. 	<p>Two points of evaluation are made but there are no clear supporting reasons.</p> <p>Or</p> <p>One point of evaluation is made which shows supporting reasons/evidence.</p>	<p>Two or three points of evaluation are made which show supporting reasons/evidence.</p>	<p>Three points of evaluation are made which show supporting reasons/evidence.</p> <p>And are used to support the candidate's overall line of argument.</p>	<p>Four points of evaluation are made which show supporting reasons/evidence.</p> <p>And are used to support the candidate's overall line of argument showing a clear interaction between others' ideas and the candidate's own.</p>

Line of argument and conclusion – 9 marks

0 marks	1-2 marks	3-4 marks	5-6 marks	7-9 marks
<p>No evidence of a sustained line of argument leading to any points of conclusion throughout the response.</p>	<p>The line of argument breaks down or is incoherent.</p>	<p>The line of argument is coherent: there is a clear link between some of the candidate's points showing evidence of simple reasoning.</p>	<p>The line of argument is coherent: there is a clear link between some of the candidate's points showing evidence of developed reasoning.</p> <p>There is a conclusion which shows reasoning based on points in the argument.</p>	<p>The line of argument is coherent: there is a wide range of ideas tying together the candidate's points showing clear and detailed reference to the prescribed text.</p> <p>There is a conclusion which shows a judgement which answers the question and includes a relative judgement about evidence within the prescribed text.</p>

Marking instructions for each question

Section 1 – History and Historiography

Part A – Classical Literature

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
1.	<p>Questions that begin ‘<i>To what extent...</i>’ require candidates to evaluate a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>Possible evaluative points from Source A</p> <ul style="list-style-type: none"> • Leonidas, the king, is called the most courageous fighter • the soldiers’ names are remembered • speaks of heroes on both sides • goes into family detail about them • they fought over the king’s body • the struggle involving four reverses is reminiscent of mythological fighting. <p>Other points which could be made</p> <ul style="list-style-type: none"> • since all the Greeks died, he had no reliable source for any of this detail • also tells stories about the bravery of others, for example Dieneces, Alpheus and Maron • the overall course of the fighting day by day was well explained • the importance of Fate in the prediction of the death of Leonidas • the use of treachery to win the battle • sounds convincing as a description of a historical battle. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
2.	<p>Questions that begin ‘<i>In what ways...</i>’ require candidates to analyse 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 from Source B</p> <ul style="list-style-type: none"> • suggests behaviour of consuls etc was servile without evidence • suggests their actions are hypocritical without evidence • treats Tiberius having a bodyguard as sign of hypocrisy • suggests Tiberius was afraid of Germanicus' popularity • implies that Tiberius was not chosen by the state • implies there was something wrong with being adopted to be heir • wants to suggest a woman made him emperor • favours Republican system • use of derogatory language. <p>Other points which could be made are</p> <ul style="list-style-type: none"> • descriptions of events in the senate • implies Livia removed better imperial candidates • description of the handling of the funeral of Augustus • this is his reconstruction based upon his own life experience of Domitian. <p>Any other reasonable point.</p>

Question	General marking instructions 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>Answers should discuss points from and make comparative comments about both sources and support these with any relevant wider knowledge.</p> <p>Possible points for discussion from Source C</p> <ul style="list-style-type: none"> the Romans advance successfully and Polybius explains why it was a success clearly explained why the Romans no longer had success makes it possible to understand the detail of the battle Hannibal influences the battle through tactics and planning this is the battle of Cannae the account is hard to follow because of its complexity. <p>Possible points for discussion from Source D</p> <ul style="list-style-type: none"> no explanation why the Romans fared badly in the counter-attack explains that the impact of individual champions has the most impact battle turns against the Romans because the champion falls focus is placed on Romulus trying to inspire the men inserting a speech to the gods into the battle is unrealistic suggests a belief that the gods can influence the outcome of the battle this is a battle from the time of Romulus. <p>Possible points for discussion from other knowledge might be</p> <ul style="list-style-type: none"> Polybius is describing a battle from real history Livy is describing a battle from legend Polybius believes in the importance of presenting accurate battle scenes Livy does not value accurate details of battle scenes Polybius has military and political experience Livy is an academic with no military experience. <p>Any other reasonable point.</p>

Question	General marking instructions 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>Answers should discuss the classical historians using points from source E as their subject matter for comparison.</p> <p>Points for discussion from Source E</p> <ul style="list-style-type: none"> historian should pay attention to detail (be exact) they should believe in what she writes they must be impartial they should not write with any bias historians should only include the truth in their work truth is why history should be preserved truth is what should inform the future. <p>Possible comparative points for discussion from classical texts might be</p> <ul style="list-style-type: none"> Thucydides and Polybius both attempt to present exact events Herodotus and Livy gladly include myths and legends in their work Livy suggests that it doesn't matter if he believes some stories are true Livy states clearly that he intends to glorify one side (Rome) Thucydides has an Athenian perspective Tacitus particularly is biased many things are preserved in the histories which could not be known Polybius agreed that the truth was the thing which would make history effective and memorable Polybius especially believed that history should instruct for the future Thucydides claims that his history has been written to be a possession for all time all the history writers accept that making up speeches is acceptable Livy and Herodotus were attempting to entertain as well as instruct. <p>Any other reasonable point.</p>

Part B – Classical Society

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
5.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss events and words concerning Croesus described in Book 1 of Herodotus, pointing out what messages could be drawn.</p> <p>Possible points for discussion may include</p> <ul style="list-style-type: none"> • he decides against attacking the Ionians at sea • Solon's responses about the happiest/most fortunate people • the nature of fortune explained by Solon • Croesus tries to stop Fate with regard to Atys • Atys' failure to take the vision seriously – to understand oracles are obscure • Croesus seeks oracular help for war with Persia – tests the reliability • gifts sent to Delphi for gods' favour • the oracles – 'you will destroy a great empire', 'when a mule sits on the throne' • Croesus seeks allies with the most powerful states – Sparta and Egypt • doubts over the validity of the Samian bowl story • considering the purpose of invading Cappadocia • the eclipse stops the fighting • Thales splitting the river to allow the army to cross • Croesus is too complacent after the first battle with the Persians • Croesus tells his allies to wait until spring • Cyrus defeats him by pursuing and doing the unexpected • the camels frighten the horses – fear and danger of the novel and unknown • Croesus cannot rely on allies to be there immediately • Croesus on the pyre recalls Solon's words. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
6.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss the speeches of the Corinthians, Athenians and Spartans in the debate following the fall of Potidaea assessing how well it suggests causes of the war.</p> <p>Possible points for discussion may include</p> <p>Corinthians</p> <ul style="list-style-type: none"> • Athens was aggressive at Corcyra and Potidaea • Sparta should have intervened earlier • Spartan inaction has allowed Athens to grow too powerful • Athenians and Spartans are opposites: <ul style="list-style-type: none"> – Athenians: active, daring, greedy, opportunistic – Spartans: passive, timid, slow, cautious • they threaten to leave alliance if Sparta does not help. <p>Athenians</p> <ul style="list-style-type: none"> • Athens deserves its power and prestige because of its role against Persia • Athens acquired its empire honestly and honourably as Sparta would not lead • it cannot give up its empire now without damaging its own interest • Athens is behaving naturally and should be praised for its moderation and justice • it is natural to be hated by those who are ruled and Sparta would also be hated if it ruled an empire • Sparta is unfit to rule a wider empire due to its peculiar insular ways • they have a treaty in place suggesting arbitration should happen now. <p>Sparta (Archidamus)</p> <ul style="list-style-type: none"> • Sparta cannot harm Athens significantly due to the long walls and reliance on fleet • Sparta should take its time to prepare – according to its natural principles. <p>Credit should be given for any reference to any underlying causes not mentioned in these speeches for example Megarian decree.</p> <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
7.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss the structure of Book 3 and/or the details explained drawing some conclusion on how clearly these present his analysis of the causes of the war.</p> <p>Possible points for discussion may include</p> <ul style="list-style-type: none"> • it begins with a summary of what he is going to do in the book • distinction of <i>causes</i>, <i>pretexts</i> and <i>beginnings</i> • criticism of Fabius Pictor's history – not paying attention to logic of cause and effect • discussion of the <i>causes</i> for both sides (underlying grievances) • discussion of the <i>pretexts</i> for both sides (public statements/justifications) • discussion of the <i>beginnings</i> (the first events which needed to be reacted to) • the intermittent references to the Illyrian War do not contribute but reflect the underlying principle of the time to write chronologically • the Illyrian digressions also reflect Polybius' belief in the interconnectedness of events • the long discussions of all the written treaties which existed between Carthage and Rome gives context • the conduct of the Roman envoys in both Spain and Carthage. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
8.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers need to discuss events in Book 14 pointing out how they cause decline of Nero and/or the government of the Roman empire.</p> <p>Possible points for discussion may include</p> <ul style="list-style-type: none"> • death of the Ruminal fig-tree is given some prophetic significance • incest with Agrippina undermines his credibility • the murder of his mother makes him unpopular and seem inept and cruel • his mother is his link to Augustus and his legitimacy as an heir • Nero's desire to perform on stage was outrageous and undermined his credibility • Nero's paranoia about the prodigy of the comet leading him to fear Plautus • Tigellinus begins to influence Nero • reintroduction of the Treason Trials • Burrus dies (or possibly was poisoned by Nero) • Tigellinus is made Commander of Praetorian Guard • Seneca goes into retirement • Nero divorces Octavia – who was also one of his justifications for ruling • they engineered an adultery charge against Octavia which was obviously false • the people protest and Nero agrees to remarry her, then goes back on his word • Anicetus' fake adultery confession means they can exile Octavia • Octavia is killed in secret in exile and her head was sent to Poppaea • the senate now feels entirely unable to oppose his tyranny and must flatter or be killed. <p>Any other reasonable point.</p>

Section 2 – Individual and Community

Part A – Classical Literature

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
9.	<p>Questions that begin ‘<i>To what extent...</i>’ require candidates to <i>evaluate</i> a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>Possible evaluative points could refer to, for example</p> <ul style="list-style-type: none"> • Thrasymachus represents the sophist’s attitude that any point can be argued • like Socrates, Thrasymachus enjoyed showing the weaknesses and inconsistencies in arguments • however, unlike Socrates, Thrasymachus’ arguments are based on the fact that there are no moral or ethical certainties – hence it is acceptable for rulers to exploit those they rule by the analogy of the shepherd • Thrasymachus has earlier advanced the point that what rulers do to those they rule is in fact just, no matter what they actually do • this is also typical of sophists who delighted in taking up contrary and seemingly impossible positions and arguing their worth • Thrasymachus was also often rude as shown here in his opening comment to Socrates whereas Socrates is calm and polite • Thrasymachus elsewhere demands payment to continue his argument, whereas Socrates never charged money • Thrasymachus’ argument is the driving force for the rest of the Republic – Socrates tries to ensure that Thrasymachus is wrong by proving that it is always correct to act justly • Socrates also tries to ensure that people such as Thrasymachus would never reach positions of power – hence the need for the rule of the philosopher-guardians. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
10.	<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"> • the purpose of <i>On Duties</i> overall is to show how to resolve what might appear expedient with what is morally acceptable for a politician • Cicero argues that there is always a morally correct way to behave; the politician need never behave dishonourably • in the first dilemma, is it correct for a person of worth to save themselves at the expense of a worthless person? • Cicero would argue that the person of worth would be justified in acting as such as they are of more worth to society • how would we resolve this if both people were of worth (the second question)? • Cicero argues that the one of most worth would be chosen, or ultimately we would have to choose by chance • the last point shows that Cicero feels that property owning is another factor • this is in line with Cicero’s conservative agenda that we must pay our debts and obey the laws of society • Cicero does raise the point that the motivation of the person is important • candidates could explore the points raised using their own justified point of view. <p>Any other reasonable point.</p>

Question	General marking instructions 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>Candidate makes at least 4 points comparison drawn from the sources and discusses further from knowledge.</p> <p>Possible relevant points could refer to, for example</p> <p>Aristotle sees public speakers in largely negative terms</p> <ul style="list-style-type: none"> • he describes them in negative terms, using the word demagogue – manipulator of the people, and calling them 'useless generals' • he sees them as the cause of strife in society • he quotes examples where they caused the downfall of the state such as in Cos, or caused civil war and upheaval as in Megara • Aristotle sees civil war and strife as undesirable as it destabilises society • in public affairs Aristotle concentrates on the political role of public speaking, and its use by those seeking political office • demagogues in Aristotle's day did not have knowledge of military affairs which shows their ignorance • this may have been an attack on Athens where generals had been elected in the past more for their skill in speaking than in fighting. <p>Cicero sees public speaking in positive terms</p> <ul style="list-style-type: none"> • Cicero sees oratory as a way of gaining admiration • the word he uses is 'eloquence', a positive term • he sees it as more important than winning glory through military success ('Using the intellect is more significant than brute strength') • he sees it as having a role in military affairs by motivating soldiers • he concentrates on the role of oratory in the law court • he himself defeated Sulla in the law courts • like Aristotle, he sees it as a way of influencing 'lowly people' (cf 'humble') • Cicero refers to his own experience in courts and claims he won great admiration

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • Cicero argues that it leads to positive ends ('defend the worthy and prosecute the wicked') • Cicero is a supporter of 'eloquence' as he used it to gain great success in the political sphere, where he was an outsider. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
12.	<p>Questions that ask candidates to 'compare a modern source/quote with classical ideas' require candidates to</p> <ul style="list-style-type: none"> • accurately explain the meaning of a modern source/quote • compare the views of the source/quote with classical ideas. 	15	<p>Candidate makes at least 4 points drawn from the source and discusses further with comparisons from knowledge of authors.</p> <p>Candidates must refer to both authors in order to access full marks.</p> <p>Points for discussion from Source E</p> <ul style="list-style-type: none"> • political parties are essential • they provide stability • they develop policies in their own interests • they persuade voters • they achieve their interests through legislation • most members are passive • they give ordinary people the chance to influence public affairs. <p>Possible points of comparison for the meaning/context of the source/quote and relevant Classical ideas could refer to, for example</p> <ul style="list-style-type: none"> • Plato does not believe in democracy and would not see mass participation as desirable. He refers to it as 'The Rule of the Stupid' • hence electing candidates to fill office and hold power would have no place in the Republic • determining who should rule should not lie with any self-creating groups as they would not have enough wisdom ('simplifying choices') • Plato sees the unity of the state as the reason for its success; parties would tend to challenge this unity by promoting their own self-interest • the guardians would possibly be seen as a sort of 'one-party' state • Aristotle sees a role for some democratic influence in society • he believes that those who rule should in turn be ruled, which is the system which party politics and elections tend to produce • he states that some offices should be elected, and should be open to all elements of society • however, Aristotle spends a good deal of time deriding what he calls 'faction' in book 5 of the <i>Politics</i> • he sees parties and factions as arising through base motives such as fear and jealousy

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • he claims that they often state that they seek equality, but in the end only promote the benefits of a limited group • he sees parties and factions as a way for citizens to free-ride – contribute nothing but gain benefits ('most members take a passive role') • factions can arise over petty disputes such as arguments about marriage and family inheritance • factions can end up promoting violence • he sees them as a cause of instability and leading to revolution and violence – 'stasis', and would disagree that they provide stability • they should he argues be suppressed or removed • he shares with Plato a desire for a unified state in which he sees faction as promoting division. <p>Any other reasonable point.</p>

Part B – Classical Society

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
13.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Possible relevant points could refer to, for example</p> <p>Problems</p> <ul style="list-style-type: none"> • how do we establish what justice really is? • what kind of education do we need to ensure good government? • what are the limits of the power of the state over the individual? • how are our rulers to be determined? • how do we keep our rulers honest? • what is the best way of bringing up children? • what is the role of women in society? <p>Morally unacceptable solutions</p> <ul style="list-style-type: none"> • justice is everyone minding their own business and doing as they are told by the guardians • the state has near complete control over the life of the individual • the state may lie to its citizens to maintain stability • the state may regulate the sexual reproduction of its citizens to ensure ‘the best breed most often,’ lying to others by using a rigged lottery system • children will all be brought up in state care • the education of the guardians is designed to eliminate all emotion from decision making • censoring of unapproved art and literature.

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Candidates may wish to challenge the question by discussing positive solutions offered by Plato</p> <ul style="list-style-type: none"> • women will be able to be educated and take over traditional male roles such as fighting and governing, though always be considered as inferior to men • Plato sees the value of giving an effective education to the ruling classes • the education system places great stress on logical thinking and philosophy, which could produce effective decision making • rulers must be educated to ensure they do not rule only for their own benefit. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
14.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Possible relevant points could refer to, for example</p> <p>Aristotle looks at tyranny both theoretically and in practice.</p> <p>Theoretically</p> <ul style="list-style-type: none"> • in theory Aristotle describes it as possibly the best system • if it were possible to have an all-knowing and incorruptible individual in charge, then Aristotle says it is the best • this would be because the correct decisions could be reached quickly and implemented straightforwardly • details of the argument. <p>In practice</p> <ul style="list-style-type: none"> • Aristotle states that it is in practice the worst system • it is more likely to be corrupted, the tyrant in the end will almost certainly take money from those he rules • it is less likely to be impartial • in practice, the tyrant will not possess the wisdom required • the tyrant is not likely to be restricted by law • hereditary kingship is a poor way to choose a leader – there are no indications that a person would inherit the wisdom required to rule • realistically one man cannot oversee all that is required to ensure the stability of the state • ultimately the tyrant will rely on terror to keep themselves in power • tyranny is the most likely to lead to instability, as it excludes so many others, and hence it is undesirable <ul style="list-style-type: none"> – in his mixed system, Aristotle takes parts from the other systems oligarchy and democracy to create his ‘polity’, but nothing from tyranny. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
15.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Possible relevant points could refer to, for example</p> <p>Cicero's grudges</p> <ul style="list-style-type: none"> • Julius Caesar is the villain of the book • Cicero seeks to justify Caesar's assassination in a number of places as he was, Cicero claimed, an 'outlaw' by his behaviour and public opinion demanded his 'amputation' from the political process • Caesar is attacked as an unscrupulous politician who ignored laws • Caesar caused class strife by his support of the lower classes • Caesar stole money to finance his political ambitions • Caesar waged unjust war • all of this is in line with what is revealed in Cicero's private correspondence, which has survived, where he clearly believed that Caesar was a tyrant • similarly, Sulla, who had been dictator of Rome in Cicero's youth, is criticised for similar crimes – misappropriation of money and cruel treatment of citizens • Caesar's allies are also criticised; when Cicero was looking to illustrate a point about the misuse of money in politics he chose the fabulously wealthy Crassus with whom Caesar formed an alliance. Cicero accused him of gaining wealth by forging wills • Mark Antony, Caesar's closest ally, was not directly named as he was still alive at the time of writing. But there are a number of references to his behaviour, although he is not explicitly named. For example, Cicero attacks those 'monstrous men, who have savaged their own country and are still doing so' • Cicero attacks those who seize the homes of their opponent – which notoriously Mark Antony did when he occupied that of Pompey • in Cicero's defence, history shows that his analysis of these characters is one shared by many modern commentators. The behaviour of Caesar, Crassus etc did destroy Republican government. <p>Any other reasonable point.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
16.		<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Possible relevant points could refer to, for example</p> <p>Plato</p> <ul style="list-style-type: none"> • concentrates on discussing the life of the guardians • makes no comment on the social or economic class of his guardians, although many have assumed they would be wealthy • it is unclear as to whether the education required would have to be acquired privately or be provided by the state • Plato/Socrates followers were predominantly male and wealthy enough to have leisure time • on the other hand, the guardians would seem to live in relative poverty, having only enough wealth and property to get by • Plato's statements regarding women seem to be ambiguous • he implies that women should be educated with men, could be in the army and women could be guardians as they have the same capacity as men • he claims that women are generally inferior in all ways to men, and so it is uncertain if they could be guardians • Plato says nothing about slaves.

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Aristotle</p> <ul style="list-style-type: none"> • Aristotle argues that women are ‘naturally’ inferior to men in that their capacity for reason is flawed and inferior. Therefore ‘naturally’ men are in charge of women, and women are excluded from power • Aristotle sees male Greek citizens as the class who should rule. All other males are in some way deficient • social mobility – you can become upper class by obtaining wealth • if you squander/lose your wealth, you are no longer an aristocrat • in his analysis, he describes how wealth is an important consideration in forming a ruling class as it provides the leisure and education to allow the study of philosophy • hence the wealthy upper class (aristocrats) are the natural rulers • Aristotle sees democracy, at least as exercised in Athens, as not a good system as it gives too much power to uneducated citizens • Aristotle argues that the poor must not be excluded • some offices should be reserved for the poor • Aristotle seems to suggest that the poor citizens may be allowed to vote for representatives, in a form of representative democracy • Aristotle sees slavery as natural, and as slaves are naturally inferior, they play no part in governing. <p>Any other reasonable point.</p>

Section 3 – Heroes and Heroism

Part A – Classical Literature

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
17.	<p>Questions that begin ‘<i>To what extent...</i>’ require candidates to evaluate a source.</p> <p>Candidates will use in-depth knowledge and understanding of the aims and/or qualities of classical sources and writers to make a reasoned judgement.</p> <p>Evaluative comments may relate to, for example</p> <ul style="list-style-type: none"> • origin • purpose • content • cultural or historical context. 	10	<p>Possible evaluative points from Source A</p> <ul style="list-style-type: none"> • Paris’ affair destroyed everyone – perhaps seen as anti-hero already • the heroes are not even burying the dead • Hecuba blames the negative consequences on the gods • the heroes are enslaving the women • Ajax snatched Cassandra violently from the temple • they killed Polyxena as a sacrifice for Achilles. <p>Other points which could be made are</p> <ul style="list-style-type: none"> • reference to the execution of Astyanax • reference to the behaviour of Menelaus • violation of the temples. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
18.	<p>Questions that begin ‘<i>In what ways...</i>’ require candidates to analyse 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 from Source B</p> <ul style="list-style-type: none"> • heroes are viewed as ordinary people • they cause worry to their loved ones • they abandon their families • their triumphs are not of any real worth • they do not guide their children • they miss out on normal family life – Penelope has grown old. <p>Other points which could be made are</p> <ul style="list-style-type: none"> • later she says that Odysseus is responsible for allowing the suitors to behave as they are by being absent • later she suggests that his heroism could be an excuse to be unfaithful with other women. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
19.	<p>Questions that ask candidates to '<i>compare different sources...</i>' require candidates to</p> <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources. 	15	<p>Possible points for discussion from Source C</p> <p>Odysseus</p> <ul style="list-style-type: none"> • a man of many schemes • saw a very wide range of peoples and places • had great suffering due to shipwreck and storm • men were not obedient to the gods and were all killed • longed to get home to his wife and son and father • interacted with the gods. <p>Possible points for discussion from Source D</p> <ul style="list-style-type: none"> • Fate determined that he should leave Troy • he suffered at sea due to shipwreck • he suffered a lot through war • he protected his men and created a new people • the anger of the gods delayed him reaching Italy • famous for his piety. <p>Possible points for discussion from other knowledge might be</p> <ul style="list-style-type: none"> • Aeneas wandered for seven years before he reached Carthage • Odysseus was detained by Calypso for seven years before he was released • Aeneas brought his father and son with him. <p>Any other reasonable point.</p>

Question	General marking instructions 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 for discussion from Source E</p> <ul style="list-style-type: none"> anyone showing courage with a problem is a hero saving someone in danger makes one a hero a hero is there to help others heroes inspire others a hero need not always show courage heroes give up their life to help others to live. <p>Possible points for comparison from classical texts might be</p> <ul style="list-style-type: none"> All classical heroes needed to show courage with different problems such as <ul style="list-style-type: none"> Odysseus needing to find his way home needing to find a way to defeat the suitors Aeneas needing to save his family from Troy needing to leave Dido Hector needing to face Achilles Priam needing to go to the Greek ships helping others is not always a concern of classical heroes, for example <ul style="list-style-type: none"> Achilles and Agamemnon quarrel for personal reasons Odysseus helps his family but not others classical heroes can save people in danger but it is not essential, for example <ul style="list-style-type: none"> Aeneas saves his family in Troy Achilles does not become a hero by saving anyone Hector does not save his family classical heroes were an inspiration to those they led in battle, for example <ul style="list-style-type: none"> Hector, Agamemnon and Nestor are all inspiring their men in Book 6 Aeneas inspires his men with courage during the storm classical heroes occasionally don't show courage, for example <ul style="list-style-type: none"> Aeneas despairs during the storm Hector runs away from the fight with Achilles classical heroes tend not to sacrifice their lives to save others <ul style="list-style-type: none"> Hector gives up his life for his own honour Achilles chooses to die young for glory. <p>Any other reasonable point.</p>

Part B – Classical Society

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
21.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss words and deeds of Hector and Achilles and point out what made them heroic according to Greek heroic values and also how they may be criticised according to Roman values.</p> <p>Possible points for discussion may include</p> <p>Achilles</p> <ul style="list-style-type: none"> • was descended from the gods • was physically overpowering • was immensely skilled in warfare and assembly • did not fear death • far outshone other warriors • gained many prizes as recognition of his worth • stood up for his honour against Agamemnon <ul style="list-style-type: none"> – points of criticism • did not have loyalty to a nation • allowed his countrymen to suffer • did not initially show respect to Hector in death. <p>Hector</p> <ul style="list-style-type: none"> • inspired his warriors • showed great courage in taking the fight to the Greeks • overcame his fear to face up to Achilles <ul style="list-style-type: none"> – points of criticism • sacrificed himself for honour not for his country • ignored the pleas of his father and mother • did not protect his son • did not provide a legacy or future for his son or his people. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
22.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should examine acts and words of Aeneas to assess whether they seem moral or not.</p> <p>Possible points for discussion may include</p> <ul style="list-style-type: none"> • enduring the storm is inspiring his men and doing his duty • doing duty to others is a form of morality • he gathers his men after the storm and finds them food, this is moral • he investigates Carthage because he needs to find out what they are facing, could be argued this is moral or not • he hides from Dido until he knows she will welcome them, could be seen as dishonest • he wants to take revenge on the Greeks within Troy • he is stopped from doing this by a command from Hector to do his duty – does he do this as a command, or is it a moral impulse? • he wants to punish Helen for revenge • he is stopped from this by Venus because she shows him the gods are really to blame – not clear this is a moral reason • he almost agrees to a glorious death again with his father until Iulus' head catches fire – a moral decision, or just following a sign? • he takes father and son and gods with him which corresponds to Roman morality • he neglects his wife Creusa and she dies as a result – this was necessary for the plot and for his destiny but it was not moral • gods arrange for him to fall in love with Dido and he goes along with it • as soon as gods command him to leave, he abandons her • he is heartless in his justification to her – he does not have any moral concern about how this will affect her • Dido calls on the gods of morality as she thinks he is clearly immoral • executes Turnus in rage. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
23.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should consider words and deeds of or affecting women and goddesses and assess how important they were to the heroic world.</p> <p>Possible points for discussion may include</p> <ul style="list-style-type: none"> • Athena is the goddess who persuades Zeus it is time to let Odysseus get home • Penelope is the reason all the suitors are in Odysseus' home • but when she asks that Phemius stop playing the Trojan War song, Telemachus sends her to her bedroom • Penelope has been delaying the suitors with her tapestry • Athena, disguised as Mentos, inspires Telemachus to grow into a hero • Eurycleia has been helping Telemachus to grow into a man • Calypso is also a goddess but keeps Odysseus captive because she wants him to marry her • Calypso gives Odysseus what he needs to build his raft to escape • Athena encourages Nausicaa to fall for Odysseus • Odysseus needs Nausicaa to get him into the palace to meet king Alcinous • Nausicaa says it is vital that Odysseus grabs her mother's knees before he begs her father • Nausicaa shows courage for her age • Eurycleia tells Odysseus which maids were disloyal with the suitors • some maids helped the suitors in the home but ultimately were executed. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
24.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should relate action and words within the play to events within the <i>Iliad</i> showing that they present a consistent world-view or the reverse (that is similarities and differences).</p> <p>Possible points for discussion may include</p> <ul style="list-style-type: none"> • compare Hecuba's misery with her words to Hector when he refuses to come inside the city • Priam predicts that Troy will fall once Hector is dead • Andromache tells Hector that she will be enslaved if he does not defeat Achilles • Andromache tells Hector that Astyanax will be killed <i>Iliad</i> sets up the idea of women being awarded as prizes and that is what happens to the women in the play • Helen is beautiful and seductive in the <i>Iliad</i> and so likely to be spared by Menelaus as hinted at in the play • Menelaus is crueller than he seems in the <i>Iliad</i>: in Book 6 he shows pity but he threatens to kill Helen in the play • the sacrifice of Polyxena is similar to the sacrifice of the young Trojans at the tomb of Patroclus in the <i>Iliad</i> • the mistreatment of Cassandra is the type of savagery to be expected which Andromache and Hector's parents suggest will happen • there is more sympathy for Helen in Troy among the men in the <i>Iliad</i> though they still blame her for the war • the gods are clearly orchestrating events in the <i>Iliad</i> and they are doing likewise in the play • misery and wailing of women at the end of Book 24. <p>Any other reasonable point.</p>

Section 4 – Comedy, Satire and Society

Part A – Classical Literature

Question	General marking instructions 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 analyse 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>Candidates should show an overall analysis of Aristophanes’ description of the Assembly in <i>Knights</i> to demonstrate the weaknesses of democracy.</p> <p>Possible analytical points could refer to, for example</p> <p>From Source A</p> <ul style="list-style-type: none"> • the decisions made by the democratic assembly had made Athens powerful, but also hated and feared • clever speakers can easily ingratiate themselves with the assembly and gain power • the people have been corrupted by the power they have acquired through democracy and they use politicians for personal gain • the assembly of Athens ignored the corruption of politicians • generals, who were the leading politicians in Athens, often feared the displeasure of the assembly • the people lack wisdom to reach good governmental decisions. <p>From knowledge of the text</p> <ul style="list-style-type: none"> • as a governmental body Aristophanes saw the people of Athens as being emotional, inconsistent, open to manipulation, greedy and self-serving • Aristophanes refers to the context of his time to prove these points. For example, ostracism, the use of oracles to control the assembly, Cleon as a corrupt demagogue, the treatment of the empire and its conduct in the Peloponnesian War • Aristophanes describes the assembly as being motivated by public pay, an attack is made on the idea of jury pay • Aristophanes uses the characters the Paphlagonian and the Sausage Seller to illustrate that according to the behaviour of the assembly a lack of status, morality and education is the mark of a good politician

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • Aristophanes rejuvenates the people suggesting that the greatest weakness of democracy lay within the citizen body. <p>Any other reasonable point.</p>

Question		General marking instructions 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 evaluate 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>Candidates should evaluate the extent to which the extract and <i>Satire 1.5</i> makes clear the political situation that Horace was affected by as a satirist.</p> <p>Possible evaluative points could refer to, for example</p> <ul style="list-style-type: none"> • the focus on the mundane details of the journey highlights an avoidance of discussing the real aim of the journey to Brindisi • reference made to ‘<i>excellent Maecenas</i>’, Horace’s patron and associate of Augustus, he would not be able to write anything traditionally satirical about either of them • tense political situation made clear by mention of Cocceius and that he and Maecenas are on a mission of immense importance. Cocceius had helped with the earlier treaty of Brundisium in 40 BC • the political situation between Augustus and Antony made clear by the suggestion that a reconciliation between friends is needed • the mention of Fonteius Capito makes clear one of the causes of the political tension, Antony’s relationship with Cleopatra. It would have been known that after the conference Fonteius was responsible for escorting Cleopatra from Egypt to Syria to be with Antony • the mention of Antony makes clear to an extent the political situation and that he is the cause of the journey.

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Social Status</p> <ul style="list-style-type: none"> • the mention of Maecenas indicates that Horace is in the presence of his patron • the mention of Maecenas also perhaps explains Horace’s inclusion within the group and lower status – Horace may have had some secretarial duties to perform for the group • Horace as a freed man’s son required the support of the wealthier Maecenas who was of equestrian class. This indicates his lower status • however, the mention of Maecenas as ‘<i>excellent</i>’ also suggests that Horace’s position in society has improved, he is making it clear that he is friends with Maecenas who at this point is a close confidant and advisor of Octavian/Augustus. As does the mention of Cocceius and Fonteius Capito • the satire indicates that Horace’s social status is one that has vastly improved, despite his humble origins he is part of and travels with some of the most important and influential men of his time • throughout the rest of the satire Horace’s improved social status is further emphasised by his mentioning of Virgil, Plotius and Varius as friends of his • Satire 1.5 is an illustration of the possibility of social mobility within Roman society. <p>From own knowledge</p> <ul style="list-style-type: none"> • the satire does not allude to the political situation that has resulted in the breakdown of the Republic and the rise of the triumvirs Augustus, Antony and Lepidus • the satire only hints at the importance of the meeting at Tarentum, it does not make clear that this meeting postponed conflict between Augustus and Antony for another six years. This serious purpose is not the main focus of the satire • the satire does not mention the proscriptions that were held after the rise of the triumvirs and the fear and censorship of expression that this would have caused amongst people like Horace • the satire does not mention Augustus directly nor is it critical of any of his actions • Horace is critical of no one or of anything in this satire, satire by tradition should be critical. <p>Any other reasonable point.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
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>Direct Comparisons</p> <ul style="list-style-type: none"> they both reference elements of classical philosophy as being important to obtaining peace of mind both suggest that those who have peace of mind can face all of lives hardships both suggest freeing oneself or avoiding vices that do not lead to peace of mind: anger, passions, women, politics, lust both advocate not being scared of death to achieve peace of mind both mention the idea of Fortune and how we should not be concerned with how it affects us. <p>Possible points of difference from Source C</p> <ul style="list-style-type: none"> Davus seems to suggest that although it is easy to understand what is needed to achieve a happy life, in practice human nature makes it much more difficult source C is more negative than Source D as it seems to conclude that no one except a Stoic wise man is free and therefore no one can achieve peace of mind. <p>Possible points of difference from Source D</p> <ul style="list-style-type: none"> Juvenal discusses the important connection between a healthy body and a healthy mind. Everything in moderation is an important Epicurean concept that included diet Juvenal provides more guidance on how to achieve peace of mind by leading a virtuous life Juvenal references the labours of Hercules to exemplify that it is difficult to achieve peace of mind, however he ends in a much more positive note by suggesting that it is achievable through self-mastery.

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Possible points from own knowledge</p> <ul style="list-style-type: none"> • Horace frequently used both Epicureanism and Stoic philosophy to support his view that a life led simply is better than one given over to luxury. Satire 2.2 – the description of the life of Ofellus, Satire 2.4 – reinforcement of the golden mean, Satire 2.6 – the contrast between the lives of the country and city mouse • Epicureans supported the avoidance of any excessive behaviour as it always resulted in suffering • defined as the golden mean – the desirable middle point between two extremes • Juvenal’s Satire X is one of his least vitriolic satires and is permeated with the view on life that the man who recognises what is truly important in life needs little to be happy and this happiness cannot be affected by external factors • Juvenal’s Satire X focuses on the vanities of mankind and what they pray for. He uses his dissection of each of the common prayers of mankind to show why it is a folly to pray for anything other than a healthy mind and body. <p>Any other reasonable point.</p>

Question	General marking instructions 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 for discussion from Source E</p> <ul style="list-style-type: none"> peace is preferable to warfare war only has negative consequences peace has positive benefits both the victor and the loser suffer in war those who support peace, wish to preserve life not destroy it the most unfortunate in society often suffer the most Pacifists are accused of being cowardly and unpatriotic. <p>Candidates could compare the above views with that of Aristophanes presented in the <i>Acharnians</i>, <i>Knights</i> and <i>Peace</i>.</p> <p>Candidates will be expected to reference the conflicts which Athens was involved in with during the Peloponnesian War and with her own allies/empire.</p> <p>Aristophanes' view is similar to Source E as he uses his plays to make clear the following negative consequences of warfare</p> <ul style="list-style-type: none"> the war has forced everyone into the city the cost of living in the city and the constant fear of the call up with all its hardships the politicians/war profiteers/demagogues did not look after the people or listen to them/they led Athens to ruin for self-gain discussion of the actions of Pericles and Cleon Aristophanes talks about the loss of citizen life the hatred of the allies towards Athens because of conflict the quest for personal glory rather than peace.

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Aristophanes' view is similar to Source E as he uses his plays to make clear the following benefits of peace.</p> <p>These are particularly made clear in the plays <i>Acharnians</i> and <i>Peace</i></p> <ul style="list-style-type: none"> • prosperity and a return to farming • festivals and happiness • marriage • family life • moving out of the city • no more call-ups or death in war • no more war profiteering. <p>Any other reasonable point.</p>

Part B – Classical Society

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
29.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss Horace’s success at providing entertainment and moral guidance and whether they succeed as satires.</p> <p>Possible points for discussion</p> <ul style="list-style-type: none"> • self-deprecating persona successful at putting the reader at ease • mild humour for quiet reflection, Horace was not a performer • he wrote to give pleasure • to entertain people with his deft presentation of ideas, short and to the point • uses amusing anecdotes, accessible structure and language to ensure understanding and to make clear the social message • his satires focus on personal relationships and vices, he exemplifies behaviour to avoid and often provides advice on how to be better • the ethical point at issue in the satire is made clearer and more precise for the reader • however, he never sought a wide audience, stating that he only wrote for the upper-class elite • despite writing only for a small audience, much of the moral guidance provided would work for all levels of society • he encouraged engagement with philosophical ideas as aids for leading a more virtuous life, everything in moderation being a key principle he returns to time and again • not successful as satires as they focus on the personal and not on bigger issues of society • they are not harsh or critical in tone, Horace is taking pains to not offend anyone • Horace is restricted by the time in which he lives in, he does not have freedom of speech • Horace’s connections to Maecenas and Augustus and his resulting change in fortune may have affected his ability to be critical • Horace states that it is his intention to change the nature of satire to reform the genre

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			<ul style="list-style-type: none"> • Horace deliberately avoids the traditional satiric style as he wishes to produce satires that can assist a reader obtain a better morality • son of an ex-slave, he is less confident of his social status. <p>Any other reasonable point.</p>

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30.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss whether Juvenal is correct in depicting Rome as being a city in moral decline.</p> <p>Possible points for discussion</p> <ul style="list-style-type: none"> • Juvenal is writing satire not history, he is not expected to always be factually accurate or to record correctly • Juvenal makes use of exaggeration and distortion for effect • Juvenal is extremely negative, none of the benefits of Rome as a city and as a society are discussed • Juvenal has probably suffered because of what he sees as the moral decline of Rome, this makes his view of Rome biased • not much is known about Juvenal, his view of the moral decline may have been part of a literary persona rather than a reality • Juvenal’s Satires offer valuable social commentary on the city of Rome; however, he cannot attack contemporary individuals and therefore he is not able to provide an up-to-date depiction of his own time • despite it being too dangerous to attack contemporary individuals he can satirise and depict the moral failings of society in his own time by discussing types or past historical examples of the behaviour • his Satires are filled with references to genuine historical characters and practices that occurred in Rome, it is his use and treatment of them that needs to be determined correct or distorted • Juvenal compares his own society and its decline to an earlier and more moral Rome, he does so for satirical effect. This does not mean that he was correct about the past or the present • there is a timeless quality to Juvenal’s depiction of Rome as a city in moral decline, his depiction could be applied to many cities at different times therefore Rome is not unusually sinking into moral decline • Juvenal is not a reformer he is not attempting to change Rome with his satires, he is merely writing as an observer of what he feels Rome has become as an observer he provides evidence of the following decline in morality.

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			<p>Horace</p> <ul style="list-style-type: none"> • Horace uses both Epicureanism and Stoic philosophy throughout the majority of his satires to support his view, that a life led simply is better than one given over to luxury and vice • the majority of the satires involve examining a vice or a fault a person may have, exemplifying it by demonstrating the negative impact it has on an individual. This then usually followed by advice from Horace on how to avoid doing anything the vice/fault and how to lead a moderate and balanced life • this philosophy supported the avoidance of any excessive behaviour as it always resulted in suffering, to live a truly happy life people had to be moderate in everything they did. Defined as the golden mean – the desirable middle point between two extremes • his satires also at times support a Stoic view on life that the man who recognises what is truly important in life needs little to be happy and this happiness cannot be affected by external factors, for example • in Satire 2.2 the character Ofellus is also introduced to further show Horace’s view that a life led simply is better than life given over to luxury • those who understand that you need to keep your body healthy through simple exercise lead better lives. <p>Any other reasonable point.</p>

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31.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should focus on whether Juvenal’s Satire XI successfully portrays the benefits of plain living versus luxury.</p> <p>Possible points for discussion</p> <ul style="list-style-type: none"> • the Satire reflects Juvenal’s personal ideas about plain living vs luxury, there were many in Rome who did not share his view • he uses his own home life and his preferred mode of living as an example of how others should live • to enhance the benefits of plain living Epicurean and Stoic philosophy is referred to • the happiness and contentment as a benefit of a simple moderate life is made clear through Juvenal himself who has freed himself from the need for luxury • Juvenal is having a pleasant afternoon with his friend, he seems happy and believes others would benefit if they followed his example • the contrast he makes between his life and lives of those who pursue a more luxurious and extravagant life are successful at communicating the benefits of plain living <ul style="list-style-type: none"> – a young man called Rutilus who had just spent his entire property on luxurious living and by then, penniless, has enlisted as a gladiator – Juvenal goes on to suggest that he is only one among many who’s eyes are bigger than their bellies, who spend their inherited cash and sell their inherited property and lose their rank of knighthood and borrow more money and spend that and finally go bankrupt, all for the sake of eating fancy foods – ridiculous and wicked, this contrast is between the expensive tastes and limited incomes, the combination of poverty and gluttony • Juvenal is preaching his preferred way of living as the best, but it is nearly impossible to disagree with any of those or the behaviours that Juvenal criticises • the dinner as described is a vehicle for the benefits of plain living as being good plain food sent down from his own farm, a young kid, eggs and chickens, asparagus and grapes, apples and pears, local wine from Tivoli. He makes a point in saying that they are all home-grown

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			<ul style="list-style-type: none"> • there is no fish course, as that would have need to have been bought, an unnecessary luxury • the furniture and dishes are as simple as the meal: no tortoise shell couches and silver plates, no ivory-pedestalled tables of precious wood, not even ivory handled table knives • the entertainment after dinner will not be provided by a troupe of Spanish dancing girls, but simply by readings from Homer and his rival Virgil • Juvenal is illustrating that it is human weakness that pursues luxury and ruin as a result. Pleasure can be had in a simpler and healthier lifestyle • Juvenal adds that his dinner would have been a luxurious feast for the great Romans of the early Republic. Strong, brave, sober, and simple, they were the extreme opposite of their greedy, extravagant, silly, sickly descendants • Juvenal wishes us to contrast his modest meal on the last day of the Megalesian Games with the lavish meals held by the wealthy • Juvenal’s success at depicting the benefits of plain living versus luxury is perhaps less as it seems that Juvenal has given up on the upper classes of his day as being beyond redemption. No attempt is made to convince them to his way of thought, instead he focusses on persuading men like him to not to let themselves be carried away by luxury which they cannot afford and should not want • Juvenal’s discussion of the benefits of plain living versus luxury mainly focus on the fact that men will not lose their fortunes and good names if they do this • Juvenal presents a highly exaggerated and poetic account of the plain living found in the past in Roman society. <p>Any other reasonable point.</p>

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32.	<p>These questions require candidates to integrate</p> <ul style="list-style-type: none"> • knowledge • analysis • synthesis <p>and develop a line of argument and conclusion.</p>	25	<p>Answers should discuss whether Aristophanes used his plays to criticise and change Athenian society for the better.</p> <p>Possible points of criticism made by Aristophanes that could be discussed may include</p> <p>The Assembly Women</p> <ul style="list-style-type: none"> • criticised the assembly of citizens for being uninterested in attending the assembly, they must be paid • criticised the assembly for being poor at making rational decisions, happy to go with any mad cap plan • criticised the assembly for being easily swayed by the mere tone of a public speaker's and flattery. <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, for example Cleon as the pestle, Trygaeus' discussion with the statue of Peace. <p>The Clouds</p> <ul style="list-style-type: none"> • criticisms are made on Sophists and philosophers • criticisms are made on new educational ideas • criticisms are made on changing relationships between the young and the old • criticisms of the use of rhetoric in the law courts, but also in the assembly.

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			<p>Possible points discussing whether Aristophanes aimed to change society through his criticisms</p> <ul style="list-style-type: none"> • Aristophanes was first and foremost a comic poet; his main aim was to entertain and make people laugh • Aristophanes took part in a competition that he aimed to win • Aristophanes may not have held all the views and opinions that he has his characters depict, it is a piece of fiction not a factual record • however, the repeated return to criticisms of democracy, the war and new ideas suggests that Aristophanes was hoping to steer the people into changing for the better • several of the parabasis speeches indicate that Aristophanes believed he had an influence over the people • Aristophanes often merely highlights a problem through criticism, but his plays often offer no serious advice on how to resolve a situation, he often resorts to fantasy to solve problems • whether he wished to criticise to change things for the better, Aristophanes' criticisms had little to no impact on changing the behaviour of the citizens of Athens. <p>Any other reasonable point.</p>

[END OF MARKING INSTRUCTIONS]