



National
Qualifications
2022

2022 Classical Studies

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher Classical Studies

Always use these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidate responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Where the candidate fails to comply with the rubric of the paper and answers more than two 25 mark questions, or questions in more than one section, mark both responses and record the better mark.
- (d) The detailed marking instructions are not an exhaustive list. Award marks for other relevant points.
- (e) Award marks only where points relate to the question asked. The term ‘any other reasonable point’ allows for the possible variation in candidates’ responses. Always award marks according to the accuracy and relevance of an answer.

Marking principles for each question type

This question paper assesses the following skills:

- analysis
- critical evaluation
- source comparison
- 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 classical ideas with a modern source **(15 marks)**
- questions requiring candidates to integrate knowledge, analysis, synthesis and develop a line of argument. **(25 marks)**

The general principle underpinning the marking is to award marks for well-thought out answers, supported by examples from the prescribed texts, with direct quotes, if possible.

Marking instructions for each type of question

Section 1 – Source based questions

Question type – Source analysis	Max mark	Marking instructions					
Questions that begin ‘ <i>In what ways . . .</i> ’ require candidates to analyse a source. Candidates identify different aspects or components of a source and clearly show at least one of the following: <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 • consistencies and inconsistencies • different views and/or interpretations • possible consequences and/or implications • the relative importance of components • understanding of underlying order or structure. 	10	0 marks No relevant points of analysis are made.	1–2 marks Makes one or two relevant points of analysis which respond to the question.	3–4 marks Makes three relevant points of analysis which respond to the question and show understanding of the source content, context or intention.	5–6 marks Makes four relevant points of analysis which respond to the question and show wider understanding of the source content, context or intention.	7–8 marks Makes four relevant points of analysis which respond to the question and show full understanding of the source content, context or intention.	9–10 marks Standards for 8 marks are reached. AND Wider reading complements the analytical points.

Question type – Source evaluation	Max mark	Marking instructions					
<p>Questions that begin ‘<i>To what extent . . .</i>’ require candidates to <i>evaluate</i> a source. Candidates 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>0 marks</p> <p>No relevant evaluative points.</p> <p>OR</p> <p>Points are not relevant to the question.</p>	<p>1–2 marks</p> <p>Makes one or two reasoned, relevant evaluative points which respond to the question.</p>	<p>3–4 marks</p> <p>Makes three reasoned, relevant evaluative points which respond to the question and show wider understanding of the writer, source content, context or intention.</p>	<p>5–6 marks</p> <p>Makes four reasoned, relevant evaluative points which respond to the question and show wider understanding of the writer, source content, context or intention.</p>	<p>7–8 marks</p> <p>Makes four reasoned, relevant evaluative points which respond to the question and show full understanding of the writer, source content, context or intention.</p>	<p>9–10 marks</p> <p>Standards for 8 marks are reached.</p> <p>AND</p> <p>Wider reading complements the analytical points.</p>

Question type – Source comparison	Overall mark		Marking instructions			
			Structural mark (5 marks)			
Questions that ask candidates to ‘ <i>compare different sources . . .</i> ’ require candidates to: <ul style="list-style-type: none"> explain the content of two different sources make points of comparison between sources. 	15	5	0 marks No relevant points of comparison.	1–2 marks Addresses one or two areas of comparison between the two sources.	3–4 marks Addresses three or four areas of comparison between the two sources.	5 marks Addresses four areas of comparison between the two sources. AND Supports answer with a conclusion which responds to the question and links with the comparisons.
			Evidence mark (10 marks)			
		10	0 marks No relevant explanation of the source meaning or context.	1–10 marks Up to a maximum of 10 marks , award 1 mark for each relevant point about the meaning or context of the sources, which is made to support the comparison(s). Points may involve candidates providing, for example: <ul style="list-style-type: none"> additional detail examples reasons evidence. 		

Question type – Comparison with modern source	Overall mark		Marking instructions			
			Structural mark (5 marks)			
<p>Questions that ask candidates to ‘<i>compare classical ideas with a modern source . . .</i>’ require candidates to:</p> <ul style="list-style-type: none"> accurately explain the meaning of a modern source compare classical ideas with the views of the source. 	15	5	<p>0 marks</p> <p>No relevant points of comparison.</p>	<p>1–2 marks</p> <p>Uses one or two different areas from the modern source for comparison with the classical world.</p>	<p>3–4 marks</p> <p>Uses three or four different areas from the modern source for comparison with the classical world.</p>	<p>5 marks</p> <p>Uses four different areas from the modern source for comparison with the classical world.</p> <p>AND</p> <p>Supports answer with a conclusion which responds to the question and links with the comparisons.</p>
			Evidence mark (10 marks)			
		10	<p>0 marks</p> <p>No relevant explanation of the source meaning or context.</p>	<p>1–10 marks</p> <p>Up to a maximum of 10 marks, award 1 mark for each relevant point about the classical world or texts, which is made to support the comparison(s) with modern ideas contained in the source.</p> <p>Points may involve candidates providing, for example:</p> <ul style="list-style-type: none"> additional detail examples reasons evidence. 		

Part B – Essay questions

Analysis – 8 marks

Candidates must demonstrate their ability to identify, describe and explain relevant parts and the relationships between the parts and/or the whole. Candidates must be able to draw out and relate different views and/or interpretations, possible consequences and/or implications, the relative importance of components, and an understanding of underlying order or structure.

0 marks	1–2 marks	3–4 marks	5–6 marks	7–8 marks
<p>No evidence of analysis (a purely descriptive response)</p> <p>OR</p> <p>Analysis is not relevant to the question.</p>	<p>Makes one or two analytical points about aspects of a value, concept or system of classical society.</p>	<p>Makes three or four analytical points about aspects of a value, concept or system of classical society.</p> <p>AND</p> <p>At least two of these are well-developed key points in the context of the question.</p>	<p>Makes four analytical points about aspects of a value, concept or system of classical society.</p> <p>AND</p> <p>All of these are well-developed key points in the context of the question.</p>	<p>Meets criteria for 6 marks.</p> <p>AND</p> <p>Some or all analytical points show evidence of engaging with wider reading.</p>

Evaluation – 8 marks

Candidates must demonstrate knowledge and understanding of the similarities and/or differences, and make a reasoned judgement based on criteria.

0 marks	1–2 marks	3–4 marks	5–6 marks	7–8 marks
<p>No relevant, reasoned evaluative points.</p>	<p>Makes one or two relevant points of evaluation.</p>	<p>Makes three or four relevant, reasoned and/or evidenced evaluative points.</p> <p>AND</p> <p>At least two of these are well-developed key points in the context of the question.</p>	<p>Makes four relevant, reasoned and/or evidenced evaluative points.</p> <p>AND</p> <p>All of these are well-developed key points in the context of the question.</p>	<p>Meets criteria for 6 marks.</p> <p>AND</p> <p>Some or all evaluative points show evidence of engaging with wider reading.</p>

Argument and conclusion – 9 marks				
0 marks	1–2 marks	3–4 marks	5–6 marks	7–9 marks
No evidence of a sustained line of argument.	Line of argument breaks down during the response.	Line of argument is largely coherent . AND Line of argument largely responds to the question.	Line of argument is coherent . AND Line of argument clearly responds to the question in a logical way. AND Conclusion shows logical development from the argument.	Meets criteria for 6 marks . AND Line of argument is skilfully constructed to present points in a compelling way. AND Conclusion shows a high level of judgement and balance based upon the argument.

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	Specific marking instructions for this question
1.			<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>Answers should discuss relevant parts of the source, analysing how Tacitus describes Tiberius’ decisions and acts indicating where these show bias.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • ignoring Sibylline Books – he was practical and uninterested in Roman traditions • his preference for secrecy – he did not want anyone to know how he was ruling • comparing Germanicus with Drusus – points to the violent nature of the ruling family • comparing him with Augustus – shows him a less likable or pleasant man • suggestion he wanted Drusus to show his character – he wanted to rule through fear • ‘I would scarcely believe it’ – an example of irony • pretences of freedom – suggests that he did not really want senate to exercise freedom. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			<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>Answers should discuss relevant parts of the source, evaluating parts of this speech and indicating where things he says point to reasons Athens went to war.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • persuasiveness of Pericles • they trusted the judgement of their democracy • fear of Spartan ambition • lack of trust in the Spartans • belief that the Spartans do not want to deal fairly with them • did not want to give up what they have taken • do not want to be thought of as inferior • belief that Sparta cannot leave its territory for long enough • knowledge that they can supply themselves with imports. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.			<p>Questions that ask candidates to ‘<i>compare different sources . . .</i>’ require candidates to:</p> <ul style="list-style-type: none"> • explain the content of two or more different sources • make points of comparison between sources. 	15	<p>Candidates should compare details of the ways in which Herodotus and Thucydides describe the growth of the Greek states before their own time and discuss similarities and differences where relevant.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • how the discussion of past times is introduced (narrative framing) • different origins of Spartans and Athenians • use of mythology as prior history • use of language as a distinguishing feature • importance of economic analysis • precise dating • explanation for rise of tyrants. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • discussion introduced as part of narrative about Croesus • Spartans identified as a Dorian race • Athenians identified as Ionian/Pelasgian people • refers to mythological characters as actors in history for example Deucalion • dwells on the use of languages to identify distinct ethnic groups • no interest in dating things • appears to blame rise of tyrant on ignoring an oracle. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • accepts Trojan War as real event • tries to date the rise of Greek peoples relative to it • recognises the importance of economic analysis • talks of Athenians and Spartans colonising different parts of Greece • suggests tyrants were a natural result of economic prosperity • refers to historical events. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.			<p>Questions that ask candidates to <i>'compare a modern source/quote with classical ideas'</i> require candidates to:</p> <ul style="list-style-type: none"> accurately explain the meaning of a modern source/quote compare the views of the source/quote <i>with</i> classical ideas. 	15	<p>Candidates should compare four different aspects of the modern source with how Polybius approached the writing of history.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> main objective to study/analyse/interpret/document facts of past human history can focus on particular aspects, such as political or economic can focus on specific periods rely on facts from past historians use the most reliable documents explain how past shaped modern life must be free from bias. <p>Points of comparison from Polybius may include:</p> <ul style="list-style-type: none"> discusses the differences between causes and pretexts describes his work as systematic history tries to interpret the past to explain the immense rise of Rome in such a short period of time focuses on the military achievements of Rome lays out a specific period he will look at starting with the Punic Wars refers to past historians such as Fabius Pictor interprets the work of previous historians made use of eyewitnesses such as Massinissa studies the treaties between Rome and Carthage up to the war sometimes sources are not always clear as ancient histories do not have footnotes analyses the stories of the crossing of the Alps by other sources believed that history should instruct leaders felt that objectivity was very important debatable whether he was not biased at times. <p>Any other reasonable point.</p>

Part B – Classical society

Question			General marking instructions for this type of question	Max mark	Specific 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 discuss events in Xerxes' invasion assessing how far Herodotus is attempting to make moral messages about arrogant leadership.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> Xerxes ignores Artabanus' advice to think about the bad experiences of Darius in Greece and Scythia Artabanus specifically warns Xerxes that God will strike down those who rise too high Xerxes insists he must fight a war of revenge on the Athenians for the sake of honour the dreams suggest that the gods do want him to invade Greece Xerxes takes care to assemble a massive force – takes four years Athos canal could be seen as wise planning to avoid the risk of shipwreck Herodotus considers it unnecessary and that it was an attempt by Xerxes to show his power bridging the Hellespont was sensible, but Xerxes lashing the waves shows his megalomania Magi tell Xerxes the eclipse is a good omen, though it may not have been wise to believe this Xerxes' treatment of Pythius, who had shown hospitality and who was a guest-friend was brutal in the extreme – executed his son Xerxes ignores advice of Artabanus saying great risks are required for great victories using the Ionians to conquer Athens is ignoring their ethnic ties Xerxes prays to the Sun to be allowed to conquer all of Europe anecdote of the man from the Hellespont calling Xerxes Zeus Xerxes ignores the prodigies which happen before he crosses into Europe he disregards the advice of Demaratus about the Spartans he does not execute the Spartan ambassadors, showing respect Xerxes had Leonidas' head fixed on a stake. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 discuss the actions of the Romans and evaluate whether they contributed to their own downfall through incompetence or whether Hannibal's genius made their mistakes inevitable.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • Romans imposed peace terms following the first Punic War which made a war of revenge much more likely than otherwise • they confiscated Sardinia, forcing Carthage to expand into Spain where Hannibal developed his skills • they did not prevent Saguntum from interfering in Carthaginian Spain • they underestimated the importance of pressing Saguntum's rights • they did not attempt to stop Hannibal in Spain once he began besieging Saguntum • they declared war without analysing the potential dangers • they sent Scipio to intercept him before he reached the Alps without clear intelligence • they were naive at the battle of Trebia, allowing Hannibal to lure their troops into cold water in the open • their generals' need for quick victories in their season of command led to rash decisions – Longus should not have engaged at Trebia • Flaminius was lured into a straightforward ambush at Lake Trasimene • Fabius' strategy was working and should not have been abandoned • Minucius' ambition undermined the Fabian strategy • strategy at Cannae was very naive and allowed Hannibal to take advantage of Rome's numbers • Romans never appreciated the importance of neutralising the Numidian cavalry • reference to Polybius' analysis of Hannibal's command. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Answers should discuss parts of Livy's history pointing out where elements could be considered historical or offering well-evidenced confirmation of the premise.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • the book deliberately covers legendary times • Livy acknowledges that he will include fanciful elements but thinks them worthy of the greatness of Rome • Rome's legends reveal beliefs about their national identity • the account of Aeneas' arrival in Latium is idealised • Romulus and Remus are described like folk-heroes • mythic tale of abandonment in the basket is common to myth and legend elsewhere • Rome as an overspill colony is typical reason for the founding of ancient cities • the Rape of the Sabine Women reflects genuine need for female settlers in a colony • the manner of the Sabine Women story is legendary • Numa could not have been a Pythagorean as they were not in Italy at the time • Rome having only seven kings is unlikely • the dating of the foundation of the city and the foundation of the Republic was fixed in tradition – Livy fills in the gaps • the one-dimensional characters of the kings and their reigns is unrealistic • the achievements of the kings do chart the necessary development of Rome • Servius Tullius' reforms reflect the social orders of archaic Rome • the Tarquins seem to dramatise a genuine tension between 'Romans' and Etruscans in the early city. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Answers should discuss descriptions of the emperors mentioned by Tacitus illustrating what point is being made about imperial rule as an institution.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> explanation that autocratic rule had originally been for the good of the state (for example, Fabius Maximus Cunctator) autocratic rule had been corrupted by Caesar for his personal gain Augustus used this precedent to devise a permanent personal regime which operated on flattery, bribery and favouritism intrigues of Livia in allegedly killing all the likely heirs suggest that an autocratic monarchy is evil and destructive Tiberius is characterised as hypocritical, not really wanting to retire or avoid the monarchy Tacitus cannot accept that Tiberius is an unwilling emperor or his thesis collapses Tiberius is always characterised as being duplicitous and hypocritical in the Senate Tiberius revives the treason trials in order to silence opposition Tiberius is presented as opposed to Germanicus because he is noble and loved by the people Nero starts off well guided by his tutors Burrus and Seneca indulges in the worst excesses with his mother becomes crazed with paranoia and kills his mother Nero is able to pretend that Agrippina was plotting against him and no one objects Tacitus hints that Nero is responsible for poisoning Burrus Octavia is slandered and put to death in order for Nero to marry Poppaea. <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	Specific marking instructions for this question
9.			<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 the issues the source highlights about kingship as a form of government.</p> <p>Possible analytical points could refer to, for example:</p> <p>From Source A:</p> <ul style="list-style-type: none"> • the problem of hereditary power • Aristotle suggests that is unlikely that the children of rulers are the best placed to be good rulers • however, it is unlikely that the king would voluntarily exclude his own family due to natural instinct • Aristotle also highlights that it is important for kings to be able to keep order through force • but such force can be used to suppress dissent and keep entire populations cowed • Aristotle advocates limiting the military resources available to a king. <p>From knowledge of the text:</p> <ul style="list-style-type: none"> • Aristotle concludes that in reality kingship is the worst form of government, as individuals are most likely to be corrupted by power • he states that one of the indications that Carthage has a good constitution is that it has never been ruled by a tyrant/king • Aristotle later calls the good form of government by one-man kingship, and its degenerate form tyranny • this forms part of a larger debate within <i>Politics</i> about the right to resist governments and the causes of revolution. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.			<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 this source represents the view of Plato/Socrates on health and medicine.</p> <p>Possible evaluative points could refer to, for example:</p> <ul style="list-style-type: none"> • Plato has little respect for doctors as is shown throughout the extract (for example 'cunning doctors') • it is acceptable to treat injuries and minor ailments • he believes that illnesses resulting from self-neglect or indulgence should not be treated • he believes that there is no point in trying to prolong the treatment of diseases which cannot be cured • he states that those who can no longer fulfil their role in the state due to chronic illness are of no use to the state • like the carpenter, people will either recover naturally or die, and doctors have little effect on this • rich people foolishly try to prolong life through the use of doctors. <p>From knowledge of the text:</p> <ul style="list-style-type: none"> • Plato states that it is acceptable to treat battlefield injuries • Plato elsewhere speaks more positively of doctors as an example of a group similar to statesmen who require skills to fulfil their role properly • Plato's belief is derived from the idea that the immortal soul is more important than the body, and so what happens to the body is of little consequence • physical exercise was an important part of the ideal education in the republic. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.			<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>Candidates should compare details of the views of Aristotle and Plato on what makes a good government and discuss similarities and differences where relevant.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • which men make best judgements • cities which are badly run will be defective • law-making should allow people to flourish • some people make better rulers than others • if more people are involved in decision making, bad decisions are less likely. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • Aristotle believes that a large group of people are less likely to make errors or be corrupted than one person • one person might make decisions based on emotion • emotion will often lead to poor decision-making • Aristotle is largely happy for the current arrangement of assemblies to continue • a wise man is more likely to make a mistake than a large group of ordinary people. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • Plato believes that kings might be acceptable if they are well equipped to rule • rulers must be trained in philosophy • Plato acknowledges that his proposals are likely to be unpopular • Glaucon goes further and believes they will be violently resisted. <p>Possible points for comparison from own knowledge:</p> <ul style="list-style-type: none"> • Plato spent a great deal of time discussing the education of the ‘philosopher-kings’, as hinted at by references to earlier plans • Plato also wished his rulers to avoid emotion when making decisions • Aristotle believes that the best men can be selected by representative democracy. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Candidates should discuss the ways in which Cicero’s discussion on reputation and behaviour relates to the views outlined in this source.</p> <p>Candidates should compare four different aspects of the modern source with Cicero’s views in <i>On Duties</i>.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> the importance of a politician’s reputation politicians today seem to forget that past conduct is important what is said in social media is important in determining reputation some politicians seem to flourish by their outrageous behaviour and making a fool of themselves it can be seen to be old-fashioned to have a code of behaviour public figures in general need to think about their conduct even trivial things such as dress code and whistling need to be considered. <p>Points of comparison may include from Cicero in <i>On Duties</i>:</p> <ul style="list-style-type: none"> virtue in a politician is often judged by their behaviour in public reputation is often the decisive factor in deciding whether an action is honourable and useful politicians need to restrain their rashness and excess, for example humour must avoid crudity in public speech, whilst wit is acceptable Cicero argues that reputation will inevitably count in influencing public opinion excessive displays of wealth are unwise – he gives details of what the house of a public figure should look like Cicero does give very detailed advice in such features as dress, hair style, and even the way of walking and facial expression – it is important to show ‘manliness’ whistling and dancing in public are to be avoided Cicero refuted the philosophical school of Cynicism which thought that public conduct was unimportant, or even rejoiced in self-humiliation. <p>Any other reasonable point.</p>

Part B – Classical society

Question			General marking instructions for this type of question	Max mark	Specific 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 view of the well-ordered state, the happiness of individuals and the tension between these aims.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> Plato has Socrates switch to discussing just societies when his followers want to learn about just individuals, showing Plato’s priorities the just society will be created by the guardians, an elite class of people with a deep understanding of justice and philosophy gained through a specialised education the guardians will direct all aspects of the state and may ultimately use force to ensure that their will prevails the guardians will even control the reproduction of the other classes to ensure that ‘the best people breed most often’ it seems unlikely that the decisions of the guardians can be challenged or that they are held accountable for their decisions by the people Socrates admits that it is likely that the ordinary people and the young guardians may not be happy with this arrangement, and they will be told the patriotic lie that the gods have ordered the world this way Socrates is explicit that the ordinary people will be directed to tasks they are best equipped for in the view of the guardians. Socrates states that a society would collapse if everyone followed what they wanted to do in his city the followers of Socrates ask if, in essence, a just society is created when everyone minds their own business, to which Socrates agrees Socrates argues that rule by the guardians is necessary as the ordinary people will often not be ruled by reason, but will follow instead their ‘appetites’ and fail to keep their spirit in check the followers of Socrates wonder why anyone would want to be a guardian as they will live at a subsistence level with constant scrutiny of their wealth and possessions whilst the general population can apparently gain greater wealth and prosperity Plato believes that the key to happiness for the non-guardians is to have their lives directed by the guardians. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 discuss Aristotle’s analysis of the causes of revolution within the state.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> • each form of government (rule of one, the few or the many) is liable to end in revolution when the rulers only rule for their own interest • this results in a state which promotes injustice and inequality and ceases to allow its citizens to flourish • when this is understood by the citizens, they will become discontented and will seek to form factions which may violently overthrow the government • wealth inequalities are also likely to cause discontent, which is the most likely cause of the fall of an oligarchy • tyranny is the most likely to end in violent revolution, as a tyrant is most likely to violate the law and mistreat his people • the wealthy will seek to overthrow a democracy if it seeks to remove their wealth • demagogues are likely to inflame the people to revolt and cause revolution • if people find out that they have been lied to by their government, they are more likely to revolt • the best way to prevent a revolution is to consistently enforce just laws • if required, the state can use force and fear • it should have sufficient force to control a certain amount of resistance, but not enough to cow most of the people • Aristotle never sees revolution as desirable, but always as a result of strife within society. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.			<p>These questions require candidates to:</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should consider which factors in <i>On Duties</i> are based on politics at the end of the Roman Republic, and which are relevant to politics at any time.</p> <p>Possible points in the text(s) for discussion:</p> <p>The end of the Roman Republic:</p> <ul style="list-style-type: none"> Cicero discusses politicians who are contemporary such as Caesar, Crassus and Pompey many of the examples which Cicero uses to illustrate his points are based on events in the Classical world – for example, Themistocles’ proposal to burn the fleet of their ally Sparta, or the conduct of Hannibal many issues which he discusses are relevant only to Roman politicians – for example, whether it is permissible for politicians to hold public games the discussion of tyrannicide is based on the assassination of Julius Caesar which occurred a few months before the publication of the book Cicero seeks to defend his own conduct through discussion of oratory Cicero refers to contemporary philosophical schools such as Stoicism and Cynicism which has little relevance to politics in general. <p>Guidance about politics in general:</p> <ul style="list-style-type: none"> Cicero discusses certain universal truths Cicero’s argument that the politician need never act dishonourably is a noble if ambitious target he sets out areas where politicians must consider carefully how to act, for example, spending money in election campaigns discussion of the just war theory is applicable to any time or place some of the issues which are contemporary for Cicero are relevant throughout history, for example, issues of debt and wealth inequalities (although Cicero has little to offer in the way of a solution) his view that reputation is a key concept for politicians is important. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 consider the attitude of Plato and Aristotle to democracy/rule of the many.</p> <p>Possible points in the text(s) for discussion:</p> <p>Plato:</p> <ul style="list-style-type: none"> • advocated rule of the guardians, an elite group • this group was not elected, nor scrutinised by the general population • the group seems to be largely self-perpetuating • Plato believed that most people would fail to develop a strong enough sense of justice to be allowed to play a part in government – they would rule for their own benefit and profit, or be liable to make decisions based on emotion rather than reason • elements such as excessive censorship, the ‘patriotic lie’, lack of personal privacy and eugenics strike modern readers as incompatible with liberal democracy • Plato does insist that rulers do rule for the benefit of all • advocates for female involvement and education. <p>Aristotle:</p> <ul style="list-style-type: none"> • Aristotle considers rule of the many/democracy as a possible system of government • he discusses direct democracy not representative democracy • he considers the strengths and weaknesses of all forms of government • he does believe in scrutiny and states that many people are more likely to reach better discussions than one person or a small group • he argues that larger groups are less prone to make decisions based on anger and prejudice • however, governing requires education and freedom from manual labour, and so a government should be formed by those who can access both • this group would be the ‘aristocracy’ – the best people • ‘Polity’, his best system of government takes some elements of democracy and some of oligarchy. <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	Specific marking instructions for this question
17.			<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>Answers should discuss relevant parts of the source, analysing how the source illustrates ancient Greek expectations for heroes and women.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <p>From Source A:</p> <ul style="list-style-type: none"> • Greek heroes should risk their lives in war • Greek heroes should achieve reputation and glory/inspire song • Greek heroes should accept fate • Greek heroes should speak in a public setting • Greek women should occupy the women's quarters and weave there • Greek women were in charge of the household slaves • Greek women should be submissive to male authority. <p>From knowledge of the text:</p> <ul style="list-style-type: none"> • Penelope is the ancient Greek ideal of a wife • Greek women should be faithful wives • contrast to Penelope is provided in the warning tale of Clytemnestra • Penelope's weaving allows her to exert some control over the situation in deceiving the Suitors with the shroud trick • Telemachus is growing up and taking charge of the house, his first steps in becoming a hero. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.			<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>Answers should discuss relevant parts of <i>Heroides 7</i>, evaluating the words of Dido, and the extent to which they show that Dido can be considered a heroic role model for the Romans.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points could refer to, for example:</p> <p>From Source B:</p> <ul style="list-style-type: none"> • Dido ascribes to the notion of Fate • Dido endures a journey and suffering • she wins the land for Carthage and provides for her people • she founds Carthage and builds walls to defend it • she defends Carthage in war • she does not allow herself to be married against her will. <p>From own knowledge:</p> <ul style="list-style-type: none"> • Dido neglects leading her people for Aeneas • she neglects building and defence work for Aeneas • she is consumed by her passion and is not in control, a characteristic needed for a Roman heroic role model • she abandons her people in her death • Romans would be unwilling to see this type of woman as a role model. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Candidates should compare details of the ways in which these sources present grief caused by heroism and discuss similarities and differences where relevant. Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • impact on families • impact on community • emotional reaction • treatment of pity/sympathy • importance of burial customs/funeral • even victors suffer in war/there are no winners in war. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • physical expression of grief – Priam in the mud, Hecuba's self-harm – tearing at herself • Hecuba throwing off her veil, the symbol of a protected married woman • grief of the people at loss of Hector is as if the city is on fire • Priam will go to the Greek ships to beg Achilles for his son's body – his grief is so great that he will face the man who has killed many of his sons • women lead the lament. <p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • Cassandra, a Trojan, sees the grief of the Greek army • the Greek soldiers die far away from home and cannot be buried by family members • Cassandra also acknowledges the grief of Greek families left at home • Greek women in Greece lose their husbands and sons at Troy • Greek women are childless as their husbands are at Troy • Cassandra points out the grief that Agamemnon has caused himself in sacrificing his daughter. <p>Possible points for comparison from own knowledge:</p> <ul style="list-style-type: none"> • heroes also experience and express grief • lamentation and funerals form significant parts of the texts • Cassandra goes on to argue that the war brings fame for the Trojans. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Candidates should compare four different aspects of the modern source with Aeneas' heroism in Virgil's <i>Aeneid</i>.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> heroes are brave heroes face daunting odds they put others first, which helps achieve their own goals they think strategically no expectation of reward heroes are quick-thinking and decisive they are patient and kind, improving the lives of others. <p>Points of comparison may include from Aeneas in the <i>Aeneid</i>:</p> <ul style="list-style-type: none"> Aeneas shows bravery in battles, for example, in Book 2 and 12 Juno's desire to smash Aeneas fleet shows him facing daunting odds he tries to care for his people after the shipwreck to be a good leader, putting care of his people over his own needs and fears he overcomes his own misery when he is shipwrecked he puts the wishes of the gods first when he leaves Dido he doesn't show patience or kindness towards Dido he is strategic in the way he shows kindness to his chosen allies he is providing a new kingdom for his son and his people he tries to prevent the death of others by fighting Turnus in single combat he kills Turnus with no mercy – which is decisive but merciless Aeneas experiences fear he needs divine encouragement to act for others' benefit, for example when he leaves Carthage. <p>Any other reasonable point.</p>

Part B – Classical society

Question			General marking instructions for this type of question	Max mark	Specific 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 the morality of Roman heroes in the <i>Aeneid</i> and Greek heroes in the <i>Iliad</i> and draw a conclusion on which had a greater sense of morality.</p> <p>Possible points in the text(s) for discussion:</p> <p>Points from the <i>Iliad</i> may include:</p> <ul style="list-style-type: none"> Agamemnon refuses to return Chryseis Hector and duty to his family Hector and duty to his people Hector seems to put glory and shame over his family Achilles' morality is extreme but clear cut in withdrawing from battle for the loss of his prize, Briseis Achilles' loyalty towards Patroclus Achilles' refusal of pacts with Hector to return the corpse and mutilation of Hector's body Achilles' change of heart, influenced by the gods Priam reminds him of his own father Paris and his lack of morality. <p>Points from the <i>Aeneid</i> may include:</p> <ul style="list-style-type: none"> Aeneas' characteristic attribute is pietas/sense of duty Aeneas obeys the gods Aeneas puts his fate and his duty to his people over his personal feelings Aeneas' relationship with Dido Aeneas provides for his people and is a good leader Aeneas and the death of Turnus. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 motivating factors of the characters in the <i>Odyssey</i>, in particular revenge, and draw a conclusion.</p> <p>Possible points in the text(s) for discussion:</p> <p>Points from the <i>Odyssey</i> may include:</p> <ul style="list-style-type: none"> • Telemachus wants revenge on his mother's Suitors, which leads him to look for his father • Odysseus wants revenge on the Suitors when he reaches Ithaca • the household is central to ancient Greek ideas and violation of the household demands recompense • the revenge on the Suitors and household servants is extreme • Odysseus plots the revenge with his helpers • until he reaches Ithaca, Odysseus is motivated by his homecoming • Odysseus longs for home and Penelope, and is introduced weeping on Calypso's island • Iliadic motivations were reputation and glory – the Odyssean hero is different • examples of Orestes run throughout the tale • Poseidon's revenge • Athena motivates Telemachus towards his revenge • Athena guides and protects Odysseus towards his revenge. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 should discuss the characters of <i>Trojan Women</i>, drawing a conclusion on whether their actions or words are heroic or anti-heroic.</p> <p>Possible points in the text(s) for discussion:</p> <p>Points from <i>Trojan Women</i> many include:</p> <ul style="list-style-type: none"> the female characters can be argued to be heroes Cassandra embraces her fate motivated by revenge Hecuba endures Andromache suffers because she was married to a great hero Hector is spoken of well for defending the city the male characters appear to be anti-heroes, and are presented as such by the women the women's husbands, fathers, brothers, and sons have been killed by the Greeks, an expected aspect of ancient warfare the death of Polyxena is shocking the death of Astyanax is also shocking Talthybius (not of heroic status) does show sympathy for Hecuba Odysseus is characterised as a monster Menelaus is callous. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 how Penelope, Briseis and Dido show the powerlessness of women in ancient society and draw a balanced conclusion on extent.</p> <p>Possible points in the text(s) for discussion:</p> <p>Points from <i>Heroides 1</i> may include:</p> <ul style="list-style-type: none"> Penelope is besieged by the Suitors; the expectation is that she must marry and have a husband she emphasises that she, Telemachus and Laertes are no match for the men she says that she has been abandoned she spends all her time in fear and worry she exerts limited power in the house and in deceiving the Suitors. <p>Points from <i>Heroides 3</i> may include:</p> <ul style="list-style-type: none"> Briseis is enslaved Briseis' whole family has been killed by Achilles she is moved from Achilles to Agamemnon as chattel her fate depends upon the whims of men. <p>Points from <i>Heroides 7</i> may include:</p> <ul style="list-style-type: none"> Dido feels used and abandoned Dido is actually a powerful woman as a leader Dido feels bitter/guilty that she broke her vow not to re-marry she is pregnant, but Aeneas has no obligation to her that he recognises. <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	Specific 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>Answers should discuss relevant parts of the source, indicating what they imply about Cleon and his political influence.</p> <p>Candidates gain equal credit for discussion of elements in Source A or from other parts of this text.</p> <p>Possible analytical points could refer to, for example:</p> <ul style="list-style-type: none"> • the master symbolises the Assembly of Athens • buying the Paphlagonian slave means this is the time that Cleon came to prominence in the assembly • the Paphlagonian flattering his master means this is how Cleon managed to get the Assembly to trust him • Cleon encouraging the abuse of the jury system (three obols seen as a bribe) • Cleon took the credit for the success at Pylos which was really Demosthenes’ success – hence saying he is stealing the cake • not letting others wait on master means that Cleon is trying to prevent other citizens having influence in the Assembly • Cleon lies to confuse the Assembly • Cleon wants to turn the Assembly against the other leading politicians. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Answers should discuss relevant parts of the source, evaluating four elements of the fable commenting on what these show about Horace’s views on the quest for peace of mind.</p> <p>Candidates gain equal credit for discussion of elements in Source B or from other parts of this text.</p> <p>Possible evaluative points from Source B and own knowledge could refer to, for example:</p> <ul style="list-style-type: none"> • the overall fable represents the human debate between town and country life in trying to achieve peace of mind • country-mouse being frugal shows importance of maintaining enough to live on • giving the town-mouse the best because it is hospitable shows the importance of kindness to friends • town-mouse is being foolish not to value the simple hospitality of the country-mouse • people should try to make their lives easier and more comfortable as there is no virtue in suffering for its own sake • the country-mouse imagines a more luxurious life in the city will be more satisfying • philosophical ideas that the soul does not last forever and so we must seek for satisfaction in this life • in the end the country-mouse realises that the city life is dangerous and stressful • country-mouse in the end chooses the simple life without stress and fear. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
27.			<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>Candidates should compare details which identify areas for comparison in both sources and discuss these with evidence showing knowledge of the texts from which the extracts come and discuss similarities and differences where relevant.</p> <p>Candidates gain equal credit for discussion of elements in Sources C or D or in other parts of these texts.</p> <p>Points of comparison between Sources C and D may include:</p> <ul style="list-style-type: none"> • attendance at the Assembly • type of leaders favoured • lack of interest in the common good • approach to foreign affairs • knowing that it should work better • money/greed is a key factor. <p>Points of evidence from Source C may include:</p> <ul style="list-style-type: none"> • meetings of the Assembly are supposed to happen at daybreak • red rope was a measure introduced to mark out non-attenders • the Executive were not doing their job setting the agenda and leading the meeting • people only care about their status in politics • the Assembly does not try to get peace with Sparta • Dikaiopolis is suffering because his land is ruined • Dikaiopolis feels like the city-dwellers are exploiting the countrymen.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Points of evidence from Source D may include:</p> <ul style="list-style-type: none"> • Assembly always picks bad leaders • it is very hard to get any sensible idea accepted at the Assembly • Agyrrhius proposed payment for Assembly attendance and is praised for that by some • others criticise those who only attend for money • no consistent policy towards the latest alliance • people vote for what is in their financial interest • people easily change mind about Corinth for no good reasons. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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>Candidates should compare four different aspects of the modern source with Juvenal’s <i>Satires</i> using points from Source E as their subject matter for comparison.</p> <p>Candidates gain marks for pertinent detail of events as well as analysis and evaluation.</p> <p>Points of comparison from Source E may include:</p> <ul style="list-style-type: none"> is the intention of satire to change things? satire cannot cure society satire can prevent excesses or mistakes by shaming if rulers can be shamed, satire will have an effect satire is not really trying to persuade people satire is showing people that someone else understands (bonding). <p>Points of comparison may include from Juvenal might be:</p> <ul style="list-style-type: none"> Juvenal feels he is compelled to write because Roman society is so bad in so many ways Satire 3’s general condemnation of Rome this is taking on a persona of an <i>angry man</i> who is intolerant of change intolerance of people’s personal lives in Satire 2 feels society is fatally flawed by powerful men being greedy the demeaning treatment of the weak in Satire 5 gives a warning that it is dangerous to be too outspoken in society Juvenal claims he will only attack the dead but hopes readers will see the modern parallels often Juvenal’s Satire is mean-spirited and attacks people for personal weaknesses, which would not impact society at all Juvenal is often illustrating vices of character which he feels cause degeneracy some readers may sympathise with his prejudices extreme misogyny in Satire 6. <p>Any other reasonable point.</p>

Part B – Classical society

Question			General marking instructions for this type of question	Max mark	Specific 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 refer to and discuss different scenes in <i>Acharnians</i> and explain how each is highlighting a problem in Athenian society.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> Amphitheus is forcibly removed for trying to debate peace in the assembly envoys in the Assembly scene show how people are profiting from prolonging the war going abroad at public expense Thracian allies who arrive are not worth the money Athens is paying the peace-wine scene indicates the danger of Athens making false peace-treaties for short periods of time in order to rearm Acharnian chorus is unwilling to listen to reason – they just want revenge for what they’ve suffered the chopping block scene illustrates that trying to get people to see that the Spartans may have some points is ‘putting your neck on the line’ the Euripides scene indicates that Athenians are more swayed by how a speaker presents himself and how his speech sounds than by what he says Lamachus is seen as a warmonger, not interested in peace, but in the status and wealth the war gives him Dikaiopolis’ market shows that Athens’ treatment of Megara is unreasonable informers suggest that Athenian citizens are being spied on and intimidated Nicarchus is officiously paranoid suggesting that the city itself is being terrified by its leaders Dikaiopolis’ and Lamachus’ exchange about foods at the end of the play shows that continuing the war is forcing Athens to live a diminished life. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific 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 refer to different parts of <i>Peace</i> evaluating how far they present the point that Greek society cannot thrive without peace.</p> <p>Possible points in the text(s) for discussion:</p> <ul style="list-style-type: none"> Trygaeus' mission to Zeus is because he feels that Greece as a whole, has been thrown into ruin by the war possible symbolism of riding a dung-beetle on a quest which a winged-horse made in Heroic times implies the mess Greece is in the idea of the gods deserting Greece altogether shows that the whole society is sick one god representing only war moving in to replace all the other gods who represent all aspects of life shows that society is diminished the god War is represented as the enemy of all Greeks – the idea that Athens is fighting Sparta is an illusion, War is fighting human society the god War is grinding down the Greeks - symbolism of mortar and pestle Cleon and Brasidas, the Athenian and Spartan generals, have both been killed in battle, so the god War now has no 'pestles' which gives a chance to regain peace the Chorus, suggesting all of Greek society drag Peace out of War's prison together Hermes criticises all the different cities which have played leading parts in the war when Peace is saved from the cave, Harvest and Festival come with her, showing these cannot exist properly for anyone in wartime Hermes' description of how the war started and how people suffered highlights that there is nothing worthwhile for society to gain from war wedding party at the end of the play shows the shared joy that can return to Greece – festivals can take place again and harvests can be gathered in Hierocles, who represents false oracle and wisdom which has prolonged the war, is denied a place at the feast the sickle-maker is now able to do business again and the arms-dealer is not. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
31.			<p>These questions require candidates to:</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should refer to different parts of <i>Clouds</i> illustrating what makes the scenes funny and refer to the character of Socrates.</p> <p>Possible points in the text(s) for discussion:</p> <p>Conventions of comedy:</p> <ul style="list-style-type: none"> comedy to make people laugh caricature of real people accepted exaggeration of ideas. <p>Specific aspects of the play:</p> <ul style="list-style-type: none"> the character of Strepsiades (trying to avoid paying debts) the Thinkery the Clouds as the new gods experiments in the Thinkery are silly new educational ideas students encouraged to ridicule the old how funny is the ending? <p>The character of Socrates:</p> <ul style="list-style-type: none"> Socrates did have students, but he did not take money to teach them Socrates did have unconventional ideas about the gods – though he did not claim that the clouds were actually gods Socrates is expressly opposed to teaching students how to make a bad argument sound like a good one Socrates did devote himself completely to the intellectual life however, like the character in the Clouds Socrates did not take care of his body or his physical appearance like the students in the Thinkery Socrates did teach young men to question the values of their society, so in a sense he did lead the young into conflict with the older generation. <p>Any other reasonable point.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.			<p>These questions require candidates to:</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should refer to different parts of Horace's and Juvenal's works illustrating how they present the good-life and evaluating how their ideas compare. Candidates referring only to works of one author – maximum 16 marks.</p> <p>General observations about Horace and Juvenal:</p> <ul style="list-style-type: none"> Horace tends to take a more philosophical approach Horace tries to set out a positive vision of how to attain the good life Juvenal prefers to criticise everything Juvenal is driven by indignation to write satire Juvenal's later satires are more philosophical (10 and 11). <p>Possible points in the text(s) for discussion:</p> <p>Horace 1.1, 1.2:</p> <ul style="list-style-type: none"> Horace believes in proportion attacks the obsessive quest for wealth, power and sex. <p>Horace 1.5:</p> <ul style="list-style-type: none"> importance of friendship. <p>Horace 1.6, 1.9:</p> <ul style="list-style-type: none"> man free from ambition can: be frugal, go where he likes, get up when he likes. <p>Horace 2.2:</p> <ul style="list-style-type: none"> he likes the wholesome, untroubled life which Ofellus leads. <p>Horace 2.6:</p> <ul style="list-style-type: none"> quest for simple ideals a piece of land, a vegetable garden the country mouse is like Ofellus. <p>Horace 2.7:</p> <ul style="list-style-type: none"> the good life for Horace involves the precepts he puts in the mouth of Davus only the sage is free, (because free from desire) is the most inclusive diatribe on what to shun if you want the good life discontent, adultery, inconstancy, ambition and gluttony Horace uses the persona of Davus, whom he (Horace) shouts down at the end.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Juvenal 1:</p> <ul style="list-style-type: none"> • lays out his disgust at the corruption of Roman society. <p>Juvenal 2:</p> <ul style="list-style-type: none"> • no place for hypocrisy and effeminacy in his good life. <p>Juvenal 3:</p> <ul style="list-style-type: none"> • Umbricius wants a quiet country life with no foreigners • flippant references to the country at the end belie this • difficult to say what Juvenal really wanted for his good life • Juvenal's persona is a concept. <p>Juvenal 6:</p> <ul style="list-style-type: none"> • suggests no women in the good life. <p>Juvenal 10:</p> <ul style="list-style-type: none"> • no need for wealth and power • ambition to be avoided • prayers for (decrepit) old age • physical beauty • two things in life worth having . . . physical health and good sense. <p>Juvenal 11:</p> <ul style="list-style-type: none"> • the delights of simplicity • 'one should live according to one's means'. <p>Any other reasonable point.</p>

[END OF MARKING INSTRUCTIONS]