



National
Qualifications

X815/77/11

Classical Studies

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

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

Part A – Source based questions

Question type – Source analysis	Max mark	Marking instructions					
<p>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</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 • 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	<p>0 marks</p> <p>No relevant points of analysis are made.</p>	<p>1–2 marks</p> <p>Makes one or two relevant points of analysis which respond to the question.</p>	<p>3–4 marks</p> <p>Makes two or three relevant points of analysis which respond to the question and show understanding of the source content, context or intention.</p>	<p>5–6 marks</p> <p>Makes four relevant points of analysis which respond to the question and show wider understanding of the source content, context or intention.</p>	<p>7–8 marks</p> <p>Makes four relevant points of analysis which respond to the question and show full understanding of the 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 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)			
<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 different sources make points of comparison between sources. 	15	5	<p>0 marks</p> <p>No relevant points of comparison.</p>	<p>1–2 marks</p> <p>Addresses one or two areas of comparison between the two sources.</p>	<p>3–4 marks</p> <p>Addresses three or four areas of comparison between the two sources.</p>	<p>5 marks</p> <p>Addresses four areas of comparison between the two sources.</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 meaning or context of the sources, which is made to support the comparison(s).</p> <p>Points may involve candidates providing, for example</p> <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>	Makes one or two analytical points about aspects of a value, concept or system of classical society.	<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
No relevant, reasoned evaluative points.	Makes one or two relevant points of evaluation.	<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 • consistencies and inconsistencies • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>Answers should discuss events connected with the murder of Agrippina and comment on how these show Tacitus' opinion.</p> <p>Points from Source A may include</p> <ul style="list-style-type: none"> • Nero invented an unbelievable murder plot to blame Agrippina • he invented other crimes for which there was no evidence • he claims his previous attempt to murder her was approved by the gods • no one actually believed him • people chose to blame Seneca not Nero • people played along as if he had been in danger from Agrippina • Seneca was forced to write a speech which condemned himself. <p>Points from own knowledge may include</p> <ul style="list-style-type: none"> • Agrippina had predicted Nero would kill her • details of the collapsible boat • rumours of their inappropriate behaviour. <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 things said by his courtiers and reported to Xerxes and comment on how well they show motivation for invasion.</p> <p>Points from Source B may include</p> <ul style="list-style-type: none"> • Xerxes had no intent to invade Greece until courtiers intervened • Xerxes is influenced by his family most of all • courtiers persuade him Athens must be punished as it had burned Sardis • encourage him to worry about his reputation to be a great leader like Darius • Mardonius' motivations are not revealed in his speeches • Mardonius kept trying to persuade him • help from Thessaly would allow his armies to march through northern Greece • help from Peisistratids may prove useful to take Athens. <p>Points from own knowledge may include</p> <ul style="list-style-type: none"> • once Xerxes conquers Egypt he is eager for the next expansion • Mardonius persuades Xerxes Greeks are weak • Artabanus eventually puts Xerxes off • the dream vision seems to be a command from the gods • Artabanus tries to persuade him it is natural but is proved wrong. <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 '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>Points of comparison may include</p> <ul style="list-style-type: none"> both are local disputes between neighbours both plans are to reduce casualties names of champions are recalled the number 3 is significant cunning twists resolve the battles. <p>Points from Source C may include</p> <ul style="list-style-type: none"> Sparta and Argos are neighbours 300 men from each side Herodotus knows the names of the last three champions only they both claim victory for different reasons more realistic end (marginally) Argos appear to have won, but Sparta claims the win. <p>Points from Source D may include</p> <ul style="list-style-type: none"> Alba and Rome are fighting for supremacy three champions are chosen from each side the names of the champions are recalled very unrealistic idea of two sets of triplets Alba is on point of winning (3:1) until Roman hero wins by cunning. <p>Points from own knowledge may include</p> <ul style="list-style-type: none"> details of how either fight arose details of the way Horatius defeats the Curiatii details of the end of either episode winning Spartan commits suicide through grief. <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 with classical ideas. 	15	<p>Answers should discuss up to four areas of comparison from the modern source and draw comparisons with events and descriptions in Polybius Book 3.</p> <p>Points of comparison from Source E may include</p> <ul style="list-style-type: none"> create a structured environment lead soldiers into battle enforce rules and regulations make difficult decisions promote the interests of the country before their own set ethical standards in the military self-confidence can help generals overcome any challenges. <p>Points from Polybius Book 3 may include</p> <p>Hannibal</p> <ul style="list-style-type: none"> blends together a mercenary army: a structured environment has few desertions after crossing the Rhône leads troops himself – leg injury at Saguntum allows troops to leave before the march to Italy takes decision to cross the Alps it could be argued campaign is personal his speech in the Alps presents campaign as for national good there is limited evidence of ethics as we'd understand it he certainly inspires loyalty and trust in his men uses 'gladiator fight' to inspire accountability and responsibility in his men (for their own success) follows an overall strategy which is very difficult to achieve has the self-confidence to meet Romans at Trebia and Cannae overcomes the pursuit of Flaminius by luring him into a trap collects intelligence with spies learns the nature of opposing generals. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss episodes in Herodotus Book 1 and comment on how these contribute to an understanding of Athens, Sparta and Persia in terms of their cultural and political differences.</p> <p>Points may include</p> <ul style="list-style-type: none"> rationalisation of the myths into versions of genuine history enmity between east and west dates back to prehistory claims that Persians tell the same stories as the Athenians and Spartans Persians saw Greeks as aggressors for launching a war over Helen gives the Persians a grand history similar to the heroic/mythic history of the Greeks the actions of great Persians can illustrate the general character of the entire Persian people the authoritarian culture of Persians contrasts with the freedom of Greeks the technical brilliance of the Persians for example, splitting the river Gyndes into channels to capture Babylon the military excellence of the Persians by detailing their relentless conquests their ability to conquer different types of people with different strategies and tactics their tendency to overreach in the attack on Massagetae history of Athenian constitution from tyranny to establishment of democracy Solon and Croesus used to symbolise idealistic Greek compared with Eastern hubris Spartan constitution and character sketches of Lycurgus and great Spartans. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss Thucydides' explanation for the causes of the war in Book 1 and other possible interpretations of the events throughout Greece prior to the outbreak.</p> <p>Points may include</p> <ul style="list-style-type: none"> description of Epidamnus affair including Corinth and Corcyra's actions description of Corinthian retaliation, leading to calls for Sparta and Athens to intervene Corcyra (with Athenian support) wins naval battle against Corinth Thucydides says declaration of war after this battle was because of fear of Athenian power allies persuaded Sparta of grievances against the Athenians: Corinth, Megara, Aegina, Potidaea Thucydides saw the war as inevitable so did not take these grievances seriously as genuine causes possibly there was a chain of events which could have been halted if the parties involved had tried to seriously arbitrate Athens had just attacked and taken Potidaea which had rebelled from Athenian empire: the Potidaeans asked Sparta to help Athens had probably not violated the letter of the 30 year peace, but had violated the spirit the Corinthian speech at Sparta was very effective in persuading Sparta that Athens was a threat, and that Sparta was dangerously inactive too often Spartan envoys asked Athens to rescind the Megarian decree then they would discuss avoiding a full-scale war Pericles 'we cannot give in to small things' speech ties Megarian Decree to Athenian freedom and autonomy both sides did not mobilise until the next year suggesting that war was not planned by either side. <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>This question requires 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 Livy Book 1 and comment on what they show us about the Romans themselves in terms of historical development or values or character.</p> <p>Points may include</p> <p>From Romulus to Ancus Marcius</p> <ul style="list-style-type: none"> foundation of a city with military security needed to grow – Sabine women origins of governing structure – senate: heads of families had special eminence Romulus and Remus: strong sense of fairness; a tendency to fight for power; noble blood shows in appearance and bearing take auspices: willingness to trust the gods' signs confusion over auspice meaning: no fixed religious codes origin of good relationship with the gods: strong belief in destiny and fate alliance of Rome and Alba: the need to avoid civil war ceremony for declaring legal war: did not like to see themselves as aggressors. <p>Servius Tullius and the Tarquins</p> <ul style="list-style-type: none"> expanded control over more Latin towns: importance to be at the head of allies; formed the Latin League with Rome at its head need to have social and military structure in society Tanaquil: women should not be involved in controlling men and politics tyranny: the importance of rule with the will of the people – the story of Lucretia symbolises the excess of tyranny building programme: working the free Romans like slaves is non-Roman uprising of Brutus and Collatinus: the need to stand up for justice permanent fear of kingship. <p>Points from own knowledge</p> <ul style="list-style-type: none"> parallel history: Romulus and Numa; Julius Caesar and Augustus; Brutus and Brutus the use of history as moral examples. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss the way in which these incidents are described in Tacitus <i>Annals</i> Book 1 pointing out where this conveys a message about his attitudes towards Tiberius and Germanicus.</p> <p>Points may include</p> <p>The mutiny in Pannonia</p> <ul style="list-style-type: none"> the mutineers are characterised as ignorant riffraff though they seem to have valid complaints Tiberius sends Drusus and Sejanus to deal with the mutiny: criticised Tiberius for not dealing with it himself their tactics seem reasonable, but Tacitus says they were hypocritical Drusus settles the mutiny, but Tacitus says it was really because of luck that the full moon appeared and criticises them for executing the ring leaders – the normal procedure. <p>The mutiny on the Rhine</p> <ul style="list-style-type: none"> Germanicus is spoken of very favourably in all he does to contrast the way that Drusus and Tiberius are described Germanicus' appeal does not work suggesting he is not more greatly loved and he needs to send his family away from the danger there is a grand speech celebrating Agrippina and Germanicus as the true noble house of the empire (Augustus' true heirs) when the mutineers are executed here, Germanicus, despite being in command is not responsible – it is the common mob of soldiers. <p>The German wars</p> <ul style="list-style-type: none"> Tiberius pays tribute to Germanicus' success in the senate, but Tacitus says this was insincere he then gives Germanicus a triumph in Rome before the war is even over yet Tacitus maintains Tiberius is anti-Germanicus Germanicus almost leads the army to disaster in Germany, but Tacitus makes no negative judgement. <p>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 • consistencies and inconsistencies • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>Candidates should discuss what is said and how it is said in order to make clear Socrates'/Plato's method.</p> <p>Points from Source A may include</p> <ul style="list-style-type: none"> • the conversation begins with a statement that it's good to help a friend and harm an enemy • Socrates challenges the statement by asking 'Should we only help a friend if he is good, and harm an enemy only if he is bad?' • Socrates uses the analogy of horses and dogs • Socrates then applies the analogy to humans • 'if you treat humans badly, they become worse' • Socrates succeeds in showing that the original proposition is incomplete • Polemarchus is forced to admit that bad treatment does not result in creating a just person. <p>Points from own knowledge</p> <ul style="list-style-type: none"> • sometimes there are other challengers such as the aggressive sophist Thrasymachus • this method is predominantly used in book one to discover what justice is • Socrates described himself as the 'midwife of truth', forcing the proposer to reason truth for themselves • Socrates argued that the 'unexamined life is not worth living'. <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 discuss the extent to which Caesar is referred to and evaluate or offer comments on context.</p> <p>Points from Source B may include</p> <ul style="list-style-type: none"> • although not named, Caesar is clearly the unjust and violent man discussed in the first sentence by implication • the call to oppose him is a thinly-veiled justification of those who killed Caesar • Caesar used his military commands to further his ambition • the quotation from Ennius accuses Caesar of being a king • Cicero claims in the <i>On Duties</i> that Caesar has acted unlawfully • Cicero also claims that Caesar offended the gods • Cicero admired Caesar to a certain extent, as is indicated at the end of the quotation. <p>Points from own knowledge</p> <ul style="list-style-type: none"> • Caesar is generally presented in negative terms in the book • other examples including taking property of others and waging war illegally • the accusation of kingship was very serious in the eyes of Romans who viewed it as foreign and despotic • Caesar notoriously held the position of chief priest, but privately doubted whether prayer and sacrifice had any effect • <i>On Duties</i> is written a few months after the assassination of Caesar • Cicero did not take part in the assassination, but approved of it and defended it subsequently • Caesar is often used by name or inference in the <i>On Duties</i> as an example of dishonourable conduct • Cicero portrays Caesar this way in order to justify his assassination • Cicero justifies the assassination as a necessity, just as it is necessary to amputate a diseased limb to save the patient. The assassins are therefore justified in their actions. <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>Answers should discuss up to four areas of comparison showing key factors required in those given political power.</p> <p>Points of comparison may include</p> <ul style="list-style-type: none"> • selection of office holders must be from the correct class or group • courage is important in choosing rulers • training and skill in ruling is important • rulers should have an appreciation of morals and ethics. <p>Points from Source C may include</p> <ul style="list-style-type: none"> • Plato sees the rulers as soldiers who assume guardianship of the state • physical strength is important • guardians would be free from other duties in the state • the analogy of the dice player suggests that they are trained from a young age • the Guardians will be 'selected' by people such as Plato to rule • Plato is examining the theoretical perfect state. <p>Points from Source D may include</p> <ul style="list-style-type: none"> • Aristotle approves of elections if they are properly run • Aristotle uses a concrete example from a real state • scrutiny and accountability are important considerations • holding office for life is not desirable • office-holders should be bound by law. <p>Points from own knowledge</p> <ul style="list-style-type: none"> • Plato's Guardians would be unaccountable and self-selecting • Aristotle examines a range of other states such as Crete and Carthage. <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>Answers should discuss parts of Plato's <i>Republic</i> and Aristotle's <i>Politics</i> using points from Source E as their subject matter for comparison.</p> <p>Points from Source E may include</p> <ul style="list-style-type: none"> western democracies are undergoing a crisis people no longer believe that governments can provide for their well-being people believe elites have lost touch there are serious wealth inequalities debt is a problem in society these views lead to disillusionment, disengagement and political extremism. <p>Points from Plato's <i>Republic</i> may include</p> <ul style="list-style-type: none"> rulers must rule for the benefit of society as a whole rulers should reject Thrasymachus' view that they rule for their own benefit all wealth corrupts rulers should live at a subsistence level rulers' homes should be open to regular inspection to ensure they are not acquiring wealth the state may lie to people (the noble/patriotic lie) to keep them subservient to the elite Plato argues through mythology that the gods have ordered the elites to have power paying back of debts is not necessarily a part of being just. <p>Points from Aristotle's <i>Politics</i> may include</p> <ul style="list-style-type: none"> rulers must be open to scrutiny to ensure that they remain accountable a good state is one in which its citizens should flourish/be happy/achieve eudaimonia when the poor have no stake in society, they will become angry and cause revolution ordinary citizens must have some role in politics, and some offices should be reserved for the poor wealth is important to ensure an educated ruling class most power should reside with an educated, leisured elite: the aristocracy. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss key aspects of Plato’s ideal state and discuss how far it offers guidance on social harmony.</p> <p>Points may include</p> <ul style="list-style-type: none"> society is best controlled by the Guardians, a self-perpetuating, self-selecting educated elite this elite will produce a just state and just individuals a just state is created when everyone knows their place in society and is prepared to stay in that role a just state is created when everyone minds their own business the state is entitled to lie in certain circumstances to ensure stability women are allowed a certain role in the army and in the state generally men will be better than women in any role state may interfere in the life of a private individual – for example, state direction of <ul style="list-style-type: none"> employment eugenics state rearing of children. <p>Candidates may wish to discuss such points as</p> <ul style="list-style-type: none"> would exclusion from the political process create happiness? would excessive state interference create happiness? would Plato’s distrust of wealth and property create a just society? Plato’s view of women and his emphasis on the importance of education Plato’s belief that rulers should study philosophy his belief that the point of a state is to ensure that the individual flourishes. <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>This question requires 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 treatment of the three systems and offer evaluative comments.</p> <p>Points may include</p> <ul style="list-style-type: none"> good forms of each form of government – kingship, aristocracy and polity bad forms of each – tyranny, oligarchy and democracy the good form allows each individual to flourish and achieve eudaimonia/happiness in the good form the rulers rule for the benefit of all, in the bad form rulers rule with only a view to their own interests rule of one is in theory good, as an individual ruler can make sure that actions are taken quickly however most likely rule of one will be corrupted into a tyranny where the ruler disregards laws and conventions, disregards good advice, enriches himself and his family tyranny most likely to end in violent revolution as it causes most resentment in the rule of many, generally more people are likely to reach a sensible conclusion collectively however, most people will lack the intelligence to directly rule, although they might be able to select wise rulers – representative democracy many people will be subverted by demagogues, and be swayed into unwise decisions the bulk of power in a state should lie with an educated group, the aristocracy they will have the wealth and leisure to study philosophy and have the time to devote to government however, they must be under scrutiny, and they must ‘rule and be ruled’, not forming a self-perpetuating, permanent ruling class. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss how Cicero addresses this question of moral action and assess how far he proves the statement.</p> <p>Points may include</p> <ul style="list-style-type: none"> there is always an honourable way through a seeming dilemma Cicero looks at three key ways a politician can gain power – fear, glory/reputation, and use of money he rejects the first outright – it is never honourable to use fear glory can be used, by being useful to the state, maybe on the battlefield service to the state can also be through politics and oratory money can be used, for example through financing games and shows, but not by outright bribery removal of tyrants through assassination the rules of conduct of war when it is correct to break a promise – for example when a blind promise is extracted by force, when a person has been deliberately misled, or when maintaining a promise can be judged as more harmful reputation is important for a politician and should not be squandered through buffoonery and immoral behaviour some of Cicero’s judgements might seem questionable Cicero uses political opponents such as Caesar, Mark Antony and Crassus as examples of bad characters and behaviour Cicero ignores negative conduct of other politicians and generals such as Pompey. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss how each author describes the role/importance of women and discuss the merits of each.</p> <p>Points may include</p> <p>Plato</p> <ul style="list-style-type: none"> Plato wishes women to take a fuller role in society than was the case in contemporary Athens women could serve in the army and thus become full citizens women would receive an education state childcare would allow women to take part in politics Plato states that normally men would be better at every role than women unclear whether women could be Guardians unclear what their role would be in relation to male Guardians women only valued if they take traditional male roles. <p>Aristotle</p> <ul style="list-style-type: none"> women are deficient in their ability to reason women characterised as deceitful and emotional ‘by nature’ within a family the husband would always be in charge women would be excluded from citizenship women would not play any role in decision-making within the state Spartan women had too much freedom. <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 • consistencies and inconsistencies • different views/interpretations • possible consequences, implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>Answers should discuss what Hecuba says about Helen and how it shows Greek society’s negative attitudes to women.</p> <p>Points from Source A may include</p> <ul style="list-style-type: none"> • no blame for Paris • Hecuba is a woman criticising a woman • Helen is seen as coveting wealth and luxury, and is concerned only for her appearance • Hecuba’s view of Helen encapsulates how women were seen as controlled by lust/untrustworthy/having adulterous nature • the expectation that she should feel shame and show shame (wearing rags and having a shaved head would indicate the status of a slave) • disapproval is also shown in describing Helen’s defence of herself as ‘impudent’ and Helen herself as ‘hateful’ • Hecuba’s recommendation that Helen is killed and a law should be passed determining death sentences for adulterous women. <p>Points from own knowledge</p> <ul style="list-style-type: none"> • Greek society often disregarded whether a woman was victimised (Helen suggests that she is a victim of Paris and Deiphobos) • Helen is viewed negatively by the characters of the play and blamed for the war. <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 the scene between Calypso and Odysseus illustrating the extent to which this source shows the qualities which make Odysseus a hero.</p> <p>Points from Source B may include</p> <ul style="list-style-type: none"> • like other heroes, Odysseus has association with gods – Calypso's help • use of the epithet 'cunning' • Odysseus has the gift of persuasive speech to help him achieve his goals and get assistance • uses his attractiveness to take advantage of his relationship with women • his aim is to return home, rather than for military success and glory • duty to Penelope and family • willing to endure the wrath of Poseidon • he is experienced in war. <p>Points from own knowledge</p> <ul style="list-style-type: none"> • gets assistance from Ino • divine favour of Athena • Odysseus also uses persuasive speech with Nausicaa • Odysseus has an extremely violent revenge on the suitors and the servants. <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>Answers should discuss four areas of relevant comparison between the Greek and Roman ideas of heroism illustrated in Source C and D. Answers should cite evidence from the sources.</p> <p>Points of comparison may include</p> <ul style="list-style-type: none"> • Greek heroism is individualistic, while Roman heroism is more community focused • Greek heroism values glory, while Roman heroism values duty • contrast of relationship with partners • reasons for personal choices • relationships between fathers and sons are important in both • ideas of fate are important to both Greek and Roman heroism. <p>Points from Source C may include</p> <ul style="list-style-type: none"> • avoidance of shame is of great concern for Hector • his sense of duty to his people is implied, but is not as important to him as personal honour • bravery and military leadership are features of Greek heroism – Hector fights in the front lines • Hector fights for his glory and for glory for his father Priam • Hector accepts the fate of Troy (and of his wife and son) as something he cannot prevent • he must die in battle for his personal honour and puts this above duty to his family and city. <p>Points from Source D may include</p> <ul style="list-style-type: none"> • Aeneas’ duties are more important than his personal preferences: he has no choice here in order to fulfil fate • duty to fathers is very important • duty to sons is very important – Aeneas must strive for kingdom for his son • duty to the gods is very important • duty to his people is implied – Aeneas is a leader, not just in war, but on the journey to their new home • divine intervention is mentioned – he must obey Mercury • Roman heroism is focused on duty.

Question			General Marking instructions for this type of question	Max mark	Specific Marking instructions for this Question
					<p>Points from own knowledge</p> <ul style="list-style-type: none"> • Aeneas known for pietas • Achilles in the <i>Iliad</i> also shows the importance of glory • Greek heroes like Agamemnon see people as there to help them and have more concern for their own pride than for their people • Aeneas does not owe duty to Dido as he does not see them as married • the death of Turnus provides a contrast to Aeneas' heroism here • Aeneas is the son of Venus, as Achilles is the son of Thetis – Greek and Roman heroes are descended from gods • Aeneas experiences the wrath of Juno • Hector ultimately dies and Aeneas is ultimately successful because Jupiter makes Fate take its course. <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>Answers should make four relevant points of comparison between the modern ideas of heroism in Source E and the heroism of Hector and Achilles in the <i>Iliad</i>.</p> <p>Points from Source E may include</p> <ul style="list-style-type: none"> service to individuals, groups, or communities concern for people in need defence of a moral cause heroes act voluntarily knowledge of personal risk heroes are willing to make personal sacrifices heroism applies in military contexts no expectation of reward. <p>Points from the <i>Iliad</i> may include</p> <ul style="list-style-type: none"> Hector is concerned with his duty to his people during the war Hector could be argued to defend a moral cause that is defence of his besieged city Hector's need for glory takes precedence over his duty to his wife and son Hector acts against his parents' wishes classical heroes know that there is personal risk: Achilles knows he will die at Troy and Hector knows he is likely to die at the hands of Achilles Achilles withdraws from battle and leaves the Greeks to suffer Achilles defends a cause, but it is his own Achilles initially fights for prizes, for example, Briseis after the death of Patroclus Achilles fights for revenge/loyalty. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss Dido's view of Aeneas' deeds and actions in <i>Heroides 7</i> and discuss what these can tell us about him as a Roman role-model. Answers should draw a conclusion on the validity of the statement.</p> <p>Candidates must discuss both texts in order to gain full marks. If they do not, they can gain a maximum of 16 marks.</p> <p>Points from <i>Heroides 7</i> may include</p> <ul style="list-style-type: none"> treatment of her – he rejects her generosity; she sees his leaving as abandonment in Ovid's version, Dido is pregnant – Aeneas is therefore neglecting duty to family Dido thinks he should be satisfied with Carthage – his people are safe and welcome she suggests that Creusa's death was his fault (sees it as abandonment) Dido is angry with Aeneas and this affects her presentation of him: she sees Aeneas as iron-hearted and faithless and she presents him as taking advantage of her feelings she blames her suicide on him a Roman audience could see Dido as a Cleopatra figure Aeneas' personal feelings are secondary to the fate of his people. <p>Points from <i>Aeneid</i> may include</p> <ul style="list-style-type: none"> Aeneas is characterised as <i>pius</i> (dutiful) Dido welcomes Aeneas and the Trojans – initially both show good role-modelling of guest-friendship between host and guest Mercury reminds Aeneas that he must fulfil his fate – Aeneas is a good role-model for obeying the gods and performing duty to gods, father and son Dido encourages Aeneas to narrate the fall of Troy – this often shows him as a role-model for Romans in his tale of heroism and escape Aeneas neglects the Trojans to help the Carthaginians to build. <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>This question requires candidates to</p> <ul style="list-style-type: none"> • analyse • evaluate • synthesise points into a line of argument. 	25	<p>Answers should discuss interactions between heroes and gods/nymphs and assess whether these are more of a hindrance or a benefit to classical heroes.</p> <p>Points for discussion</p> <ul style="list-style-type: none"> • Poseidon’s wrath has been preventing Odysseus’ return • Athena persuades Zeus it’s time for Odysseus to be released from Calypso • Athena disguises as Mentos and helps Telemachus • Athena aids Telemachus in becoming a hero • Gods often help in disguise, or in subtle ways – heroes can be unaware of their help • Athena again (in book 5) persuades Zeus to send Hermes to Calypso’s island • Calypso saves him from drowning/falls in love with him • Calypso prevents him from returning home • Calypso offers him immortality and agelessness • Poseidon wrecks his raft • Ino helps Odysseus get to Phaeacia • Athena appears to Nausicaa in a dream to make her help Odysseus • Athena helps Odysseus safely into the city of the Phaeacian • Athena disguises Odysseus so that he cannot be recognised by suitors • Athena helps Odysseus in his battle with suitors. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss evidence from the <i>Iliad</i> that indicates Achilles is an anti-hero and evidence that indicates he is a hero. Answers should draw a conclusion on the validity of the statement.</p> <p>Points from the <i>Iliad</i> may include</p> <ul style="list-style-type: none"> Achilles knows that he will die as a hero at Troy (and so fights for glory so that he will be remembered) he is the son of the goddess Thetis and benefits from Athena's help Achilles quarrels with Agamemnon because he is preventing him being a hero according to the heroic code Achilles removes himself from the battlefield Achilles weeps to his mother about the unfairness of losing Briseis Achilles has killed Andromache's brothers and father while conquering a town near Troy Patroclus' death at Hector's hands causes Achilles to re-enter battle: his desire now is revenge Achilles is extreme in his rage and grief: wish to eat Hector raw Achilles' treatment of Hector's corpse is beyond expected heroic behaviour Achilles allows communal mutilation by the soldiers and then attaches the body to his chariot and drives around Troy it is the continued desecration of the corpse that affects how the gods feel about Achilles' actions – they see him as having no shame Achilles respects the gods in the end and obeys Zeus in the matter of returning Hector's body Achilles follows the rules of hospitality with Priam and shows compassion for him. He accepts the ransom for the corpse and also promises a reprieve from battle for the funeral Achilles has Hector's body prepared for burial (importance of funerary rites as a social value). <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Responses should discuss the events and characters in <i>Trojan Women</i>, illustrating what it shows us about morality.</p> <p>Points from <i>Trojan Women</i> may include</p> <ul style="list-style-type: none"> the play shows the effects of war on the families of soldiers and on the conquered Troy is destroyed by the Greeks; the men are killed the women are allotted to the soldiers and enslaved seen as plunder the destruction of a city and its people is seen as recompense for Paris' theft of Helen behaviour in war is extreme: Polyxena is sacrificed at Achilles' tomb Astyanax is killed for the possibility that he could grow up and be a threat as he is Hector's son Odysseus behaves like a monster Andromache is enslaved to the son of the man who killed her husband Cassandra is taken from the altar by Ajax and is to be Agamemnon's concubine Cassandra is also aware that she will die at Clytemnestra's hands, but sees this as worth it for Agamemnon's own death Menelaus' focus is avenging insult to him through Paris' violation of hospitality and guest-friendship Menelaus blames Helen for the war Hecuba supports Menelaus Poseidon and Athena's storm shows that the Greeks will be punished by the gods for their actions Talthybius grows to feel compassion for Andromache; he is involved in the burial of Astyanax praise for Hector throughout the play and his defence of the city. <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 • consistencies and inconsistencies • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 	10	<p>The answer should discuss what Juvenal says and comment on how this indicates an attitude towards luxury in Roman society.</p> <p>Points from Source A may include</p> <ul style="list-style-type: none"> • Rutilius (or those like him) spend as if they were much more wealthy than they are (like Atticus) • Romans love gossiping about people who bankrupt themselves like this • Rutilius is capable of being a great soldier according to the Roman ideal • he is going to have to sell his freedom and become a gladiator instead • men like him spend money they don't have on luxuries • they value things for their cost • they do not show traditional respect for their family heritage. <p>Points from Juvenal 11 may include</p> <ul style="list-style-type: none"> • uses mythology to press the point of know your place • no one is concerned about defaulting on loans • there is no sense of shame such as in the past • hypocrites pretend to live on little while secretly gorging • compares with Roman leaders of the past leading simple lives • listening to Homer and Virgil is appropriate entertainment • any excess can become boring if done too much. <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>The answer should discuss what Praxagora says and comment on whether the humour involved affects the power or importance of her message.</p> <p>Points from Source B may include</p> <ul style="list-style-type: none"> • she lists traditional tasks women do, making some funny, but not all • criticism of the contribution of men in regards to running the city • plays on the stereotype of having affairs simply for laughs • plays on the stereotype of addicted to shopping for laughs • plays on drunkenness of women for laughs • stereotypes undermine the idea of letting them run the state • the point about their eagerness to protect troops is serious • plays on stereotype of women as cheating and greedy. <p>Points from <i>Assemblywomen</i> may include</p> <ul style="list-style-type: none"> • jokes at the beginning of the play about false beards and keeping cloaks on tight • Praxagora’s long speeches tend to be largely serious • minor characters and male characters often carry the comedy • Praxagora often makes serious points with humour • she crudely tells men that they need to treat more and less attractive women the same • often she is funny by describing silly words/acts of others. <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>Answers should discuss points from both sources and make comparative comments about both and support these with any relevant wider knowledge.</p> <p>Points of comparison may include</p> <ul style="list-style-type: none"> • nastiness in their work • desire to educate • desire to rebuke/insult • disappointment with others’ behaviour • advice about use of money • advice about relationships • disgust with society. <p>Points from Source C may include</p> <ul style="list-style-type: none"> • allow him ‘poetic licence’ • his humour is intended to help • his father guided him like this • examples of Albius and Baius were guidance for how to handle money • examples of Scetanus is to guide him to make better matches with women • says his character was shaped by his father’s informal satire. <p>Points from Source D may include</p> <ul style="list-style-type: none"> • the city is hateful and forces him to write • he sees the successful as despicable in some way • over-indulgent man on litter • lawyers are thieves • informers will turn on their patrons • they only care about pleasing the most powerful • he mocks men who marry or have affairs for money alone. <p>Points from Horace 1. 4 and Juvenal 1 may include</p> <ul style="list-style-type: none"> • Juvenal criticises men who cheat their wards • convicted governors in exile still live in luxury • men who have squandered family wealth still get given command • the only way to succeed today is to be a criminal

Question			General Marking instructions for this type of question	Max Mark	Specific Marking instructions for this Question
					<ul style="list-style-type: none"> • Horace says that young people are prevented from doing wrong because of the opinion of older people • running people down secretly is really the bad thing to do • making up slander that is not true is also wrong • as is only criticising the less powerful and flattering your host. <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 '<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>Answers should discuss parts of <i>Knights</i> using points from source E as their subject matter for comparison.</p> <p>Points from Source E may include</p> <ul style="list-style-type: none"> the political class is a problem politicians put political concerns ahead of the good of the people they are only interested in short term gains people do not trust politicians they are only interested in their own careers they leave a mess for the people to deal with. <p>Points from <i>Knights</i> may be</p> <ul style="list-style-type: none"> Nicias and Demosthenes represent the true leaders of the city who are not self-serving they complain that Paphlagonian has taken control of Thepeople, meaning Cleon has been given control of the city they complain that Paphlagonian is using power for personal gain Paphlagonian has taken the credit for the victory at Pylos from Demosthenes sausage-seller and Paphlagonian have a debate which is pure rhetoric to see who can be more persuasive, simply to gain personal power and discredit the other the Parabasis speaks of the noble sacrifice for the city by the older generation sausage-seller takes control of council by bribery Paphlagonian is accused of prolonging the war to keep in political control the chorus reference to the refusal to follow Hyperbolus on the basis of his disreputable character highlights decline of duty sausage-seller defeats Paphlagonian but only by outdoing him in flattery and bribery once Paphlagonian is defeated, Peace-Treaties can come to Thepeople the people are seen as contributing to the problems of democracy. <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>This question requires 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 <i>Clouds</i> which refer to education and comment on what is or is not a misuse of education.</p> <p>Points may include</p> <ul style="list-style-type: none"> Strepsiades seeks education specifically to enable him to avoid debts Pheidippides initially has no interest in education the Thinkery is devoted to learning for the sake of it, not practical gain flea's feet, biology of the gnat, movement of the moon Socrates first appears very unworldly trying to get divine inspiration Strepsides constantly fails to understand and misuses what he has been taught he is interested in geometry to measure land, and wants to change map because it doesn't suit him Socrates' reasoning about the clouds, sky, thunder and lightning is reasonable Socrates claims that fortune-tellers etc are all charlatans due to his reasoning the three gods are Chaos, Clouds and Tongue (argument) Strepsiades is interested in using argument for personal gain, not for reason Strepsiades shows he is corrupt by saying he remembers debts he is owed but forgets those which he owes he cannot remember anything from his academic lessons Pheidippides was a skilled craftsman when young but his father wants education for him to make him hypocritical Just-Argument says idiots have allowed new principles of speaking Unjust-Argument argues there is no justice to avoid being just Just-Argument claims Unjust-Argument corrupts the youth Just-Argument lays out case for honesty in the past <ul style="list-style-type: none"> people cared about justice people had self-restraint and were modest the young followed the ways and styles of their fathers these values brought up the greatest generation (Marathon) they learned respect for elders, for society norms, will not seek fame

Question			General Marking instructions for this type of question	Max Mark	Specific Marking instructions for this Question
					<ul style="list-style-type: none"> • young men should not learn to speak well (debating skills) • young men should develop athletic skills and calmness, not intellectual ingenuity • Unjust-Argument claims being able to win argument is more important than right and wrong • he says 'I'll pull that system down, that style of education which he trusts' • he takes each example and finds an empty way to object to it with Hercules and Peleus and Zeus • all people come from flawed fathers and mothers • Pheidippides' argument about the New Moon and the Old Moon • the two creditors get argued out of their money in the end • chorus offers warning at the end: 'he'll quickly fear depravities he's started here' • Pheidippides ends up justifying mistreating his father and mother • burning down the Thinkery symbolises attacking the new forms of education • are there mixed messages in the play? <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>This question requires 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 <i>Acharnians</i> and <i>Peace</i> which are showing justifications for ending the war.</p> <p>Candidates must discuss both texts in order to gain full marks. If they do not, they can gain a maximum of 16 marks.</p> <p>Points may include Acharnians</p> <ul style="list-style-type: none"> rural characters complain about being forced off their land Dikaiopolis longs to return to his village Acharnians sing lovingly of their farms they express hatred of the enemy for destroying their vines they say the city is unpleasant – crammed with the worst types of people ambassadors from Persia seem unaffected by the privation suffered by the poor because of the war Lamachus can leave Athens when times become difficult but ordinary people are trapped Dikaiopolis blames the Athenian politicians who have done this to the people as the real enemies he criticises Pericles for the Megarian Decree he indicates that powerless people cannot challenge the powerful like Cleon, by putting his head on the block as he presents the anti-war argument Dikaiopolis’ private market shows Athens and Sparta able to trade happily with each other again a Megarian comes to the market showing that his family has suffered famine Lamachus and Dikaiopolis are wounded in two ways to show contrast of effects of war and peace: Lamachus staggers because he is actually wounded, Dikaiopolis because he is drunk partying.

Question			General Marking instructions for this type of question	Max Mark	Specific Marking instructions for this Question
					<p>Peace</p> <ul style="list-style-type: none"> • Trygaeus flies to heaven to try to stop the war – divine justice is gone • he says he would prosecute the gods if they insist on keeping the war going – it is treason to harm Greece like this • the gods have left Greece because they are sick of the behaviour of the humans making constant war • War is the new god of Greece – all values have been destroyed • all that War, as a god, can bring is more destruction (grinding in a mortar) • Cleon and Brasidas are called War's pestles, which need to be replaced (they are dead) • Trygaeus summons the Greeks together to set Peace free • the farmers are the most effective (because they have suffered the most and need peace the most) • Harvest and Festival are Peace's companions • they are shown as the most beautiful things in the world • once Peace is free, they can return to Athens • Harvest marries Trygaeus which is a happy ending to reflect the new peace. <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>This question requires candidates to</p> <ul style="list-style-type: none"> analyse evaluate synthesise points into a line of argument. 	25	<p>Answers should discuss areas of Horace's poems where he seems to be offering guidance about contentment and/or peace of mind and assess how successful these attempts are.</p> <p>Points may include</p> <p>Satire 1. 1</p> <ul style="list-style-type: none"> makes a good case for not striving for gain for the sake of gain begins with the question why is no one happy with their life makes a list of examples of people longing for aspects of others' lives presents the idea: 'if a god would change lives, for example, a soldier to a farmer, no one would accept this' there is no practical gain in having a store of goods that cannot be used. Only a certain quantity can actually be used by anyone, so all who have at least that much are equal loving money more than anything else means others don't love you: example of miser on deathbed is effective goal is to live happily with sufficient wealth – not with too little as you may end up like a tramp; or with too much as you may end up as a miser envy destroys peace of mind as there will always be someone better off in some way instead compare yourself with those who are worse off. <p>Satire 1. 2</p> <ul style="list-style-type: none"> similarly advises against the excitement of more extreme love affairs such as adultery.

Question			General Marking instructions for this type of question	Max Mark	Specific Marking instructions for this Question
					<p>Satire 1. 6</p> <ul style="list-style-type: none"> • advises not to wish to be more nobly born • Horace's father taught him all he needs and to be content with enough • being more wealthy or noble would force him to maintain a more complex life with more staff • he is free to do as he likes because he has no duties to perform and no compulsion to get to the top. <p>Satire 2. 2</p> <ul style="list-style-type: none"> • is a sermon on simple living • happiness comes from people themselves not from what they eat, so working hard makes a meal pleasurable more than the food • the taste of the meal is not actually affected by the rarity of the food • if you have lots of money, look to spend it on other people and things. <p>Satire 2. 6</p> <ul style="list-style-type: none"> • is praise of his country retreat compared with the city • here he is away from 'status struggles'. <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>This question requires 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 Juvenal 6 and comment on what prejudice it may show. Developed evaluations may involve considerations about how well Juvenal reflects reality.</p> <p>Points may include</p> <ul style="list-style-type: none"> in the mythic past women were more chaste nowadays women cannot be trusted to be faithful women do not support their husbands women enjoy luxuries women prefer gladiators to their own families – Eppia example of Messalina’s sexual insatiability women were valued for their dowry women were valued for their looks and as they aged they were of less interest Cornelia is criticised for being too perfect a wife who can look down on men Niobe represents women’s boastfulness and pride – says gods should have killed her, not her children women follow Greek fashion and are not traditional enough women are not worthy of love so men should not marry they use their looks to gain money from lovers women can be very cruel and enjoy executing slaves some cause lots of court cases through malevolence some are criticised for athletics and fighting like men they drink too much and behave like ladettes out at night women love malicious gossip women have no real understanding of literature but pretend to they are pedants interested in grammatical technicalities they over-use jewellery and make-up (face-packs) – joke about a face-pack being like a poultice over a wound. <p>Any other reasonable point.</p>

[END OF MARKING INSTRUCTIONS]