



**General Certificate of Education
June 2012**

Classical Civilisation 2021

Socrates and Athens

A2 Unit 4A

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the student's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	8-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	5-7
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which<ul style="list-style-type: none">has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that students should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- Level 5** Demonstrates
- well chosen accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
 - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
 - ability to sustain an argument which
 - is explicitly comparative,
 - has an almost wholly analytical and/or evaluative focus,
 - responds to the precise terms of the question,
 - fluently links comment to detail,
 - has a clear and logical structure
 - reaches a reasoned conclusion
 - is clear and coherent, using appropriate, accurate language and
 - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate accurate and relevant knowledge from different sources which covers many of the central aspects of the question
 - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
 - ability to develop an argument which
 - makes connections and comparisons,
 - has a generally analytical and/or evaluative focus,
 - is broadly appropriate to the question,
 - mainly supports comment with detail and
 - has a discernible structure
 - is generally clear and coherent, using appropriate, generally accurate language and
 - generally makes use of specialist vocabulary when appropriate.
- 27-36**

Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge from different sources• some understanding of some aspects of the question, including some awareness of classical values• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	17-26
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme
Unit 4A Socrates and Athens

Section 1

Option A

01 In what circumstances do Euthyphro and Socrates meet? Give two details.

Two from: Socrates and Euthyphro / both (1) have come to the (court of the) King Archon (1) to file a suit / prosecution (1)

(2 marks)

02 For what crime is Euthyphro prosecuting his father?

Homicide / killing a man (hired hand) (through neglect)

(1 mark)

03 Why are Euthyphro's relatives annoyed with him for prosecuting his father? Give two reasons.

TWO from: For prosecuting his father on a murderer's behalf (1) should not be concerned with that type of person (a murderer) (1) not holy for a man to prosecute his father (for homicide) (1) mistaking divine law / difference between holy and unholy (1) relatives do not understand Euthyphro's concerns about the effect of pollution (1)

(2 marks)

04 How successfully does Plato gain the attention of the reader in the opening section of Euthyphro up to and including this passage?

It is up to the student to decide how successfully Plato sets the scene but areas for discussion might include the following:

- use of dialogue
- ordinary conversation to start with to draw the reader in
- setting the scene with reference to prominent buildings
- legal context
- emergence of details of prosecution of Socrates, including references to Meletus
- difference between young Euthyphro and much older Socrates
- Euthyphro's attempt to gain fellow sympathy from Socrates on religion, partly preparing the way for subsequent discussion
- characteristics of Athenians
- portrayal of Socrates, e.g. not charging fees
- shift of focus from Socrates to Euthyphro
- dialogue drawing out Euthyphro's reason for being there; prosecution of his father
- shock element of revelation that he is prosecuting his father
- Euthyphro's vivid account of details behind his case, e.g. on treatment of hired hand
- Socrates' use of ironic flattery to provide a definition of holiness etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 To what extent is Socrates' approach responsible for the failure to reach an agreed definition of holiness by the end of *Euthyphro*?

The extent to which Socrates' approach is responsible for the failure to reach an agreed definition at the end of *Euthyphro* might include the following arguments:

- none of the various definitions stands up to Socrates' examination, e.g. Euthyphro's first definition being rejected as simply an example.
- an abstract concept like holiness or justice is difficult to define, especially when Socrates is looking for essential meaning.
- Socrates sets the agenda throughout the dialogue, e.g. use of opposites (holy / unholy etc.).
- Socrates' superior skills in logic, e.g. in challenging Euthyphro's definition of holiness as being what is agreeable to the gods.
- Socrates' use of flattery, for example to elicit Euthyphro's first definition.
- Socrates' use of the elenchus, for example in gaining Euthyphro's assent that holiness is a kind of justice

Arguments against:

- Euthyphro's inability to alter the course of discussion
- Euthyphro's impatience, for example in rushing to explain holiness as knowing how to approach the gods in ways that will be pleasing to them
- there is lack of time to continue the argument
- Euthyphro's departure etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 Who is Crito?

ONE from: a friend of Socrates (1) (the man who) tried to persuade Socrates to escape (1)

(1 mark)

07 How does the poison kill Socrates? Give two details.

TWO from: weight in legs (1) works of its own accord (1) coldness / numbness (1) goes up the body (1) kills when it reaches the heart (1).

(2 marks)

08 Who else visits Socrates in prison? Mention two individuals or groups.

TWO from: the women of Socrates' household (1) his sons / children (1) Apollodorus (1) Socrates' friends (1)

(2 marks)

09 In the part of *Phaedo* you have read, how effectively does Plato portray Socrates' bravery and wisdom?

Students should decide the degree of effectiveness in showing Socrates' bravery and wisdom but points might include the following:

- use of direct speech between characters, initially Crito and Socrates, the latter's wisdom apparent when he draws a distinction between the body and the soul Crito cannot see
- Crito's use of questions to obtain guidance from Socrates' wisdom
- contrast between Socrates' bravery (at one point 'gently laughing') and the others' lack of bravery
- graphic description of the poison and its effects bravely undergone by Socrates
- Socrates' bravery and concern for his friends in the face of death
- Socrates' rationality, showing his wisdom
- focus on everyday things, e.g. taking a bath, possibly showing Socrates' bravery
- the drama of the taking of the hemlock, involving several characters (Socrates, the prison officer, Crito, a slave and the man administering the poison), culminating in the climactic moment when Socrates drinks it – possibly an act of bravery
- the prison officer's stated admiration for Socrates as 'bravest' of men
- the emotion (tears) of Socrates' friends, showing their admiration
- Socrates' gentle chiding of his friends for breaking down, lacking bravery
- the description of Socrates' final moments as the hemlock works on his body, showing his bravery
- Socrates' last words ('cock to Asclepius') difficult to interpret
- Socrates' death prompting Plato's final comment on Socrates as 'wisest' and 'bravest' etc.
- Plato's framing of the story through narration to Echeocrates etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

10 'Philosophy was more important to Socrates than his friends were.' How far do you agree? Refer to *Phaedo*, *Apology* and *Crito*.

Points might include the following:

Friends as important

- on a personal level, e.g. Crito in *Crito* visiting Socrates in prison and other friends visiting as well as Crito in *Phaedo*.
- friends having his interests at heart, e.g. Crito's interest in Socrates' family
- friends, with Crito as mouthpiece, offering support
- practical support offered to enable Socrates to escape
- Chaerephon in *Apology* as a friend visiting the oracle on Socrates' behalf
- friends showing emotion in *Phaedo*.

Philosophy as more important than friends

- Socrates' philosophical ideas and principles overriding personal considerations, including friendship, e.g. over escape plan and Crito's emphasis on friends
- Socrates' emphasis on abstract concepts like justice in his reply to Crito
- context of trial making Socrates preoccupied with accusers rather than friends in *Apology*.
- contrast between Socrates' philosophical calm and overt emotions of friends in *Phaedo* etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 11 **Which of the two writers, Aristophanes or Plato, gives the better introduction to Socrates' ideas? Explain your opinion and refer to both authors.**

This synoptic essay requires a broad approach, showing understanding of the nature of the texts and the contexts in which they were produced. Students are likely to see Plato as giving the better introduction, if only because as a philosopher he deals with ideas and arguments, whereas Aristophanes as a writer of comedy starts off from a position of amusing his audience, but they should address the complexities. Points might include the following:

- Aristophanes' comic techniques, e.g. caricature, giving a distorted view
- but presenting a physically recognizable Socrates – see his comment at the start of *Apology*
- Socrates linked by Aristophanes with Anaxagoras and the sophists – could be seen as unfair
- Socrates' ideas presented by Aristophanes as ludicrous e.g. in the Thinkery
- Socrates presented by Aristophanes as worshipping natural phenomena rather than gods
- Plato showing Socrates' methods, e.g. elenchus in *Euthyphro*
- Plato evoking sympathy for Socrates e.g. in *Phaedo*
- Plato's presentation of Socrates as searching for philosophical meanings e.g. definition of holiness in *Euthyphro*
- Plato's bias and use of Socrates to present his own ideas etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 12 **‘The significance of Socrates’ behaviour and ideas can only be fully understood in the context of Athenian society and values.’**
How far do you agree? Refer to *The Clouds* and the works of Plato you have read.

This synoptic essay requires a broad approach, showing understanding both of the significance of Socrates’ behaviour and ideas *per se* and also of the extent to which knowledge of Athenian democracy is needed to reach an understanding. Points might include the following:

Disagree with opinion

- universal nature of issues, e.g. holiness or justice, discussed by Socrates
- Socrates’ methods of reasoning not specific to a time and place
- universal nature of issues to do with family and friendship, e.g. Socrates’ relationship with Crito
- drama of trial can be followed for itself
- pathos of Socrates’ death powerful irrespective of specific Athenian context
- context of Plato’s thought etc.

Agree with opinion

- concepts like holiness or justice (e.g. Socrates’ reasons for living by the laws of the state in *Crito*) better understood in Athenian context
- Athenian trial by jury with its particular features and procedures, for example large number of jurymen
- Socrates’ ethical behaviour determined by criteria (e.g. emphasis on the expert) contrasted with opinions of majority (= democracy)
- Socrates’ attitude to Athenian democracy, on the one hand taking office himself but on the other delighting in going against prevailing opinion
- Plato’s attitude to democracy
- Aristophanes’ *Clouds* as product of culture of Athenian democracy
- context of Athenian Old Comedy etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 4A Socrates and Athens

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	2		2
02	1		1
03	2		2
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
06	1		1
07	2		2
08	2		2
09	4	6	10
10	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

UMS conversion calculator www.aqa.org.uk/umsconversion