



**General Certificate of Education
June 2013**

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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-4
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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 What ‘message’ (line 1) has Socrates just given to those who voted for his condemnation? Give three details.

THREE from: Vengeance / punishment will overtake you (1) you think you will be exempt from criticism (1) but opposite will occur (1) will have more critics (1) and harsher / younger critics (1) not possible to escape consequences of having inflicted death penalty (1) best not to gag others (1) but to be as well behaved as possible (1)

(3 marks)

02 By what majority has Socrates been found guilty of the charges against him?

ONE from: 280 to 220 / 221 (1) 30 voters needed to change from guilty to not guilty (1) 60 / 61 votes (1) 30 votes needed (1) about 4:3 (1) 12%.

(1 mark)

03 Give one of the alternatives to the death penalty which Socrates has proposed?

ONE from: dining at public expense (1) a fine (1)

(1 mark)

04 How effectively does Socrates present his views about death in the rest of the *Apology* after the passage?

Degree of effectiveness up to the individual student to decide. Points might include:

- gives Socrates a chance to explain elements of his philosophy to a captive audience
- including his prophetic voice / divine sign, which has been trustworthy and on this occasion has not opposed him in seeing death as a good thing.
- he lectures the jury on death (link to situation he is in as a man condemned to death)
- including giving two alternative definitions: ‘annihilation’ or ‘migration of the soul’
- the former defined as a ‘dreamless sleep’, using his listeners and the Great King as examples to show such a sleep is rare; death one night only
- the latter as the greatest blessing as he can meet and examine thousands
- including the mythical judges of the dead (set ironically against jurors at Socrates’ trial): Minos, Rhadamanthus, Aeacus and Triptolemus
- poets like Orpheus and Homer
- heroes like Ajax (all the points above made very clearly)
- chance to examine whom he meets for signs of wisdom (link to earlier in *Apology* when he tries to find a wise person in Athens) e.g. Odysseus
- addresses jurors by title in bringing his discourse back to himself (a skilled way to finish)
- a good man has nothing to fear,
- better for him (Socrates) to die now to be away from distractions but he bears no grudge against his assailants even if their motives were to harm him
- final plea – perhaps surprising – for jury / Athenians to chastise his sons if they stray from goodness

- conclusion: God alone knows who will be happier, himself dead or the jury alive (effectively summing up his philosophy)

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 *What are the strengths and weaknesses of Socrates' defence in the Apology? Give reasons for your views.*

Students should make it clear to what the strengths and weaknesses refer. For example they could be seen in terms of whether he is going to secure an acquittal or in more abstract terms, e.g. his integrity. Points might include the following:

Strengths

- identifying his accusers and showing links between current and past ones
- trying to divorce himself from Sophists
- thorough research on wisdom and explanation of his position
- skill in cross-questioning, e.g. of Meletus over influence on youth
- care for wellbeing of Athens (e.g. as a 'stinging fly')
- following his conscience rather than public opinion e.g. over execution of generals
- opposition to unconstitutional behaviour of Thirty Tyrants
- reasoned refusal to make a pitiful appeal to jury
- takes death verdict well.

Weaknesses

- speaking in rhetorical style despite claim not to be good speaker
- appeal to jury that he is not a Sophist (strong enough?)
- unpopularity may be shared by jurors after attempts to find who is wise
- spending relatively little time on charges against him
- action as 'stinging fly' may not have been welcome
- raising awkward questions over public service and appearing undemocratic
- treatment of Meletus as reprehensible character seen wholly through Socrates' eyes
- provocative in suggesting free meals as his punishment etc.

Apply Levels of Response at beginning of Mark Scheme

(20 marks)

Option B**06 Why has Crito come to see Socrates? Give five details.**

FIVE from: as Socrates' friend (1) brings (bad) news (1) boat from Delos due (today) (1) boat currently at Sunium (1) So Socrates will die next day (1) Crito offers chance of escape (1) friends prepared to take risk (1) money needed (1) to buy off informers (1) He (Crito) has money (1) so have other friends / Simmias / Cebes (1)

(5 marks)

07 How conclusively do you think Socrates defeats Crito's arguments before he introduces the Laws of Athens?

Points might include:

- Socrates' comment on the beautiful woman and the land of Phthia puzzling Crito at the outset
- Crito speaking first - advantage to Socrates
- Crito's claim of dual calamity if Socrates dies: loss of him as a friend and attribution of shame (important value in 5th century Athens) for not thinking of friends' reputations, countered by Socrates' questioning of relevance of what most people think, thus moving to one of his favourite areas (see detail below)
- Crito pursues his point on popular opinion, which Socrates questions for ordinary people's lack of ethical effect (goodness, wisdom)
- Socrates, having led Crito on, says he is listening, giving Crito the opportunity to present his full argument (next bullet point)
- no need to worry about escape money; good places, e.g. Thessaly, to live in; Socrates behaving unjustly in treating himself as his enemies would; behaving unjustly in not doing enough for his children; cowardly not to resist; this cowardice would not put friends in a good light
- Socrates says he will follow the best arguments rather than the advice of friends or popular opinion
- Socrates then raises the question of which opinion one should follow, getting Crito to agree that some opinions are more valuable than others, further refining the dilemma in terms of 'sound' and 'flawed' opinion
- Socrates leads Crito on with questions, thus controlling direction of discussion
- and introducing analogy of qualified trainer, whose expert advice, not popular opinion, should be heeded
- so that the person who does not heed the trainer will 'suffer some bad effect'.
- Crito led to agree
- and to agree through question and answer technique that if this applies to the body it also applies to the soul (concerned with justice etc.)
- so we should live well
- and, Socrates induces Crito to agree, this means to live honourably and justly
- Socrates introduces central question of whether it is just for him to escape
- Socrates invites Crito to challenge arguments
- Socrates argues it is right always to act justly
- to injure someone is to act unjustly
- so one should fulfil agreements too
- Plato's manipulation of an argument, with Crito never in a position to match Socrates etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 How effective in furthering his own argument and countering Crito's arguments is Socrates' use of the Laws of Athens?

The degree of effectiveness should be decided by the student. Points might include the following:

General points

- adds authority to Socrates' arguments
- brings in apparently objective voice
- introduces complexity, e.g. Socrates questioning Crito while through questions speculating what the Laws might say
- gives general perspective but also holds specific relevance to Athens
- makes points through use of questions

Particular points on the relationship between individual and State

- escaping would lead to destruction of Laws
- Law and State are inseparable, the health of the one depending on the other
- Laws' statutes are binding and no orator has the right to change them
- Laws ask whether Socrates agreed to obey the state's rules

Particular points on individual as parent and State as equivalent to parent

- relationship between state and individual is like father-son relationship, e.g. in respect of punishment
- individual is at liberty to leave Athens to live elsewhere
- but Socrates has done well in not having gone, he would be disloyal to do so now after 70 years
- no advantage gained by leaving, in fact stigma would affect him
- better for your children to stay etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

09 How much did Socrates have in common with the Sophists and how far was he different from them? Refer to Aristophanes' *The Clouds* and the works of Plato you have read.

In order to meet synoptic requirements students should create a balanced argument, considering both Socrates and the Sophists (aims, methods, influence etc.) and using evidence to support their views. Points might include the following:

- Plato's Socrates' denials in *Apology*
- refusal to accept payment (although accepting others' hospitality)
- Socrates' ethical aims
- Socrates' claims of ignorance
- Socrates' methods of arguing - how similar to those of Sophists

- Sophists' teaching of techniques for their own sake or to win an argument
- Sophists' wider curriculum, e.g. mathematics and science
- who the Sophists were
- examples of Sophists and other thinkers
- Aristophanes' comic portrayal of Socrates as a Sophist, e.g. his school, its curriculum and Socrates' worshipping of natural phenomena, especially clouds
- bias of sources, Plato as a disciple of Socrates and Aristophanes as comic playwright
- Socrates as an Athenian operating exclusively in Athens, some Sophists in Athens but others elsewhere
- the education of young men
- the intellectual atmosphere in Athens and elsewhere etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

10 'Socrates was a very good teacher'.

How far do you agree? Support your answer by reference to both Aristophanes' *The Clouds* and the works of Plato you have read.

As this is a synoptic essay students should use a range of evidence, show depth of knowledge and create well-balanced arguments. Points might include the following:

- effectiveness of his teaching of young men for charge of corrupting them to be made
- meaning of 'good' (e.g. could be interpreted as effective but dangerous)
- showing how to argue, e.g. Euthyphro given display of use of such techniques as argument by analogy, verbal definitions etc.
- use of question and answer technique to draw out responses – good (in not being apparently didactic) but not so good in leaving initiative with Socrates as he who asks the questions (see next bullet point)
- but manipulating the argument, e.g. by dictating terms and deciding on direction taken, e.g. in defining holiness - good or bad teaching?
- reaction of Euthyphro at end of dialogue in finding suddenly that he has an urgent appointment – only too glad to get away from teacher who never lets up?
- Plato's evidence questionable, e.g. using the dialogue form of *Euthyphro* to present Socrates in a particular way
- plenty of comic schooling in Aristophanes' Thinkery scenario but how close to reality? – e.g. Socrates' students conducting farcical scientific experiments
- Socrates' teaching of friends, e.g. about death in *Phaedo* 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	3		3
02	1		1
03	1		1
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
06	5		5
07	4	6	10
08	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
09	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	16	24	40

OVERALL

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