

A-LEVEL CLASSICAL CIVILISATION

CIV4A Socrates and Athens
Mark scheme

2020
June 2014

Version/Stage: Final V1.0

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

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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	<p>Demonstrates</p> <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 structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	19-20
Level 4	<p>Demonstrates</p> <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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
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 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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

Unit 4A Socrates and Athens

Section 1

Option A

01 Under what circumstances does this conversation take place? Give five details.

Five from:

Socrates and Euthyphro have met at (on the steps, in the porch, before, in front of) the court (1) of the King Archon / Archon Basileus (1); Socrates is soon to appear in his own defence (1) on charges of corrupting the youth of Athens (1); creating new gods (1); not recognizing the old gods (1); improvising on the subject of the gods or similar (1); Euthyphro, by contrast, will be prosecuting (1) his father (1) for homicide / murder (1) of a hired hand (1) who had drunkenly murdered a slave (1).

(5 marks)

02 How satisfactory do you find the ending of *Euthyphro*?

Satisfactory

- makes the point that a wholly satisfactory definition of holiness is perhaps impossible
- nevertheless, implies continued search on Socrates' part for such a definition
- Plato's text complete, but question unresolved: reader thus encouraged to continue for him / herself (this point might also be considered as an argument for an unsatisfactory ending)
- form of dialogue mirrors its content: we have come full circle
- perhaps truthfully represents Socrates' effects on his interlocutors.

Unsatisfactory

- in the search for a definition of holiness, the point of the dialogue, the interlocutors have failed
- thus the reader shares Euthyphro's exasperation
- frustrating sense of 'shortcutting' to the end, later ideas left unexamined
- wasn't Euthyphro meant to be about to prosecute his father in the King Archon's court?
- unwelcome element of humour introduced by Euthyphro's exasperation, Socrates' facetiousness, etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

03 To what extent is Socrates portrayed as a sophist in *Euthyphro*?

Socrates a sophist

- concerned with teaching: ‘it’s quite right to make young men and their future excellence your first concern’; purpose here to educate Euthyphro
- rhetorical techniques: analogy, sarcasm, flattery, dialectic / elenchus
- concerned with ethical questions (eg Protagoras)
- evident pleasure in manipulation of argument, Euthyphro’s discomfiture
- irreverent attitude to the gods (like Protagoras again, ‘In regard to the gods I cannot know that they exist, nor yet that they do not exist.’), here as questionable arbiters of holiness

Socrates not a sophist

- no formal classes, or lessons as such
- even if the present dialogue is considered ‘teaching’, there is no conclusive lesson
- no evidence (in this dialogue) of payment, even in kind
- no explicit interest in rhetoric / oratory
- engages in argument for its own sake, or with genuine desire to find answers – no ulterior or merely rhetorical motive etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

04 Under what circumstances does this conversation take place? Give five details.

Five from:

Because his son (Pheidippides) has refused to do so (1), Strepsiades has entered the Thinkery (for intellectual souls) (1) because he is in debt (1) thanks to (Pheidippides’) his son’s (1) gambling on horses / extravagant lifestyle (1) and plots to educate himself / follow a course (1) to enable him to make the weaker argument the stronger (1) thus getting the better of his creditors / relieving him of his debt (1). Strepsiades has been brought by a Student (1) past others examining the earth (1) with an anecdote about the measurement of a flea’s jump / how a gnat’s buzz is produced (1) to meet Socrates, who first appears high up in the air (1) on stage machinery or similar (1).

(5 marks)

05 How amusing do you find Aristophanes' mockery of Socrates and his activities from the start of the passage until the entrance of the Clouds?

Aristophanes' mockery of Socrates is amusing to the extent that he presents and exaggerates to comic effect the recognisable character of Socrates. Students should decide for themselves the extent to which Aristophanes succeeds in amusing his audience.

Socrates himself as figure of fun

- stock costume / mask in (Old) Comedy neatly parodies Socrates' personal appearance (justified by other sources)
- Socrates' first appearance: absurdly trying to get closer to the sun
- flying in space as a metaphor – 'head in the air', feet literally 'not on the ground'
- Socrates' (initially) pompous language, e.g. 'Why call'st thou me?'
- parody of scientific language regarding 'the accurate investigation of meteorological phenomena ...'

Socrates' activities / attitudes ridiculed

- 'the gods with us are no longer current ... our divinities, the Clouds'
- laughable initiation ceremony for Strepsiades
- Socrates' claim to be about to make Strepsiades into 'the finest flower in the rhetorical garden' – mockery of the cynicism of the sophists (for here, 'Socrates' is a sophist).

The Thinkery as an exclusive /unathenian institution.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

06 To what extent does Aristophanes present Socrates as a genuine threat to the stability of Athenian society in *The Clouds*?

Students will judge for themselves to what extent Aristophanes' 'Socrates' is a threat to society.

Points might include

- in *The Clouds*, Socrates rejects traditional gods ('with us the gods are no longer current'; 'There is no Zeus!'); clearly a subversive attitude
- activities at Socrates' Thinkery represent an exaggeration of areas of genuine contemporary (subversive?) 'new ideas', eg
 - astronomy (201) cf. Anaxagoras
 - geometry (201) cf. Antiphon
 - natural phenomena, eg clouds (330) – cf. Anaxagoras on the sun, a mass of blazing metal, larger than the Peloponnese
 - oratory (Right vs Wrong, 890ff.) cf. Protagoras, Prodicus, Gorgias
 - linguistics ('fowless / fowler', 666); cf. Protagoras, Prodicus; Socrates at *Euthyphro* 10b-c;
 - nomos / physis (1421ff.); cf. Gorgias, Callicles
- the Clouds' professed admiration of Prodicus (360) establishes supposed relationship with (possibly?) atheistic sophist; their volte-face at the end of the play (1455-1460) represents the popular conception of sophists' rhetorical slipperiness, a reason for their unpopularity with some, who might see such qualities as threatening.
- Socrates explicitly linked by Aristophanes to the sophists: he worships the Clouds, who 'give sustenance to a vast tribe of sophists', credible because at *Apology* (20a-c; 26d), he is obliged explicitly to attempt to break this link
- the *agōn* (Right vs Wrong) makes real the fear of the weaker argument becoming the stronger, clearly threatening to stability
- Strepsiades dispatches creditors with impious and 'sophistic' techniques
- Pheidippides, as graduate of the Thinkery
 - assaults his father, and justifies this
 - praises passage from Euripides concerning incest
 - questions the authority of the laws and assumes the right to make his own
 - threatens to prove it is justified to assault his mother
 - denies the existence of Zeus
- play ends with the destruction of the Thinkery, in (a parody of) just punishment.

But

- clearly comedy is designed primarily to amuse, entertain, etc. – 'not to be taken seriously' (?)
- Plutarch records Socrates' indulgent attitude to *The Clouds* prior to 399BC

Credit comparison with the character of Socrates / activities of sophists as presented in other sources etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

07 ‘Socrates had only himself to blame for his conviction and execution.’ How far do you agree with this judgement?

Explain your answer with reference to the texts of both Aristophanes and Plato that you have read.

This synoptic essay is designed to provide an opportunity for students to explore both the evidence in the texts they have read for Socrates’ possibly subversive ideas, attitudes and activities; and the wider circumstances of his life at 5th Century Athens which may have contributed to his demise.

Socrates to blame

- character: stubborn to the point of arrogance; sarcastic
- values / lifestyle: unorthodox, misunderstood, therefore off-putting to wider society
- attitude to religion: seen as threatening to the status quo
- relationship with his interlocutors (‘the youth’) reinforces perceived threat
- attitude to democracy (‘most people’ vs. ‘experts’) especially offensive in Athens – though Socrates wholly respects the Laws of Athens in Crito, fought for Athens and did hold public office
- principled, rather than populist approach (eg Apology 29d, Crito) unlikely to find favour in democracy
- mockery of the court in the Apology (eg suggestion of nugatory fine).

Other factors

- Athens in period of anxiety, aftermath of Peloponnesian war, oligarchy: Socrates might not have been condemned in a more confident, stable period
- democratic experiment – and Socrates’ attitude to it – germane to everything that occurs at Athens in this period: he might not have been condemned elsewhere
- Athenian trial with its particular features and procedures, eg large number of jurors, may avoid corruption, but unwieldy, perhaps difficult for jurors to maintain independence
- verdict decided without direction by judge – fair, democratic, etc., but perhaps some trials require ‘expert’ consideration?
- citizens’ (misplaced?) enthusiasm for exercising their democratic rights as jurors
- difficulty, with large jury of citizens selected by lot, of avoiding votes cast from personal resentment, rather than genuine belief in guilt
- ideas, activities, methods, etc., for which he was on trial not unique to Socrates; others were not so condemned, etc.
- Malign influence of Aristophanes’ ‘The Clouds’.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

08 How important were the political and religious issues raised by Socrates?

Explain your opinion with reference to the texts of both Aristophanes and Plato that you have read.

This synoptic essay serves as an invitation to students to discuss the importance of the political and religious issues raised by Socrates, either in general, or with specific reference to his own situation (or both).

Discussion might include the importance of, for example:

- devoting one's life to the consideration of moral questions, eg holiness, justice (Euthyphro) – and the questionable wisdom in looking for scientific definitions of moral concepts like holiness, justice, etc. (Still of interest to philosophers today!)
- principle, courage and the refusal to compromise (Euthyphro, Apology, Crito), especially in the face of public censure
- behaviour in public, and on trial – the outcome for Socrates of treating his accusers and the jury as he did (Apology)
- setting the 'expert' against the opinions of 'the many' (Euthyphro, Apology, Crito) – democracy an imperfect system?
- Socrates' reluctance to accept the status quo, his enthusiasm at all times for the 'examined life'; can this lead to trivial 'philosophy' for its own sake (The Clouds)?
- critical thinking about eg politics, political systems (Apology, Crito)
- benefits enjoyed in a democratic system (eg free speech) versus criticism of it (Apology)
- the relationship between individual and state: duties, rights, responsibilities (Crito)
- the relationship between democracy and law (Apology, Crito)
- Socrates' rejection of the everyday (eg money)
- techniques of argument: dialectic, elenchus, analogy, etc.
- argument as tool for drawing out ideas, not merely for rhetorical purposes
- reason as life's guiding principle, not superstition or public approbation
- religion and religious observance (gods in Euthyphro, oracle, cock for Asclepius in Phaedo); Protagoras also charged with impiety
- universal matters concerning life and death, family and friendship (Apology, Phaedo, Crito), 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	5		5
02	4	6	10
03	8	12	20
TOTAL	17	18	35

Or

Option B

	AO1	AO2	TOTAL
04	5		5
05	4	6	10
06	8	12	20
TOTAL	17	18	35

Section 2

Either

Option C

	AO1	AO2	TOTAL
07	16	24	40
TOTAL	16	24	40

Or

Option D

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	16	24	40

OVERALL

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