



A-LEVEL

Classical Civilisation

CIV4A Socrates and Athens

Mark scheme

2020
June 2015

Version 1.0: Final Mark Scheme

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	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 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	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 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	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	<p>Demonstrates</p> <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	<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. 	8-16
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. 	1-7

Unit 4A Socrates and Athens

Section 1

Option A

01 Name two of the ‘accusers’ to whom Socrates refers in line 1.

TWO from: Meletus (1), Anytus (1), Lycon (1).

[2 marks]

02 Give three details of the court procedure at the trial of Socrates.

THREE from: Socrates’ accusers spoke first, before he, the accused, made his defence (1). Speeches were timed by water clock / clepsydra (1). At the conclusion of the defence, the jury (500 or 501 in this case) (1), chosen randomly / by lot (1) voted, determining guilt or innocence (1). A further debate ensued (1), to determine the appropriate sentence (1), which was again decided by jury vote (1). Voting was by black/white stones/beans etc., (1) cast into urns (1); simple majority required at each vote (1). After second vote, Socrates again addressed jury (1).

[3 marks]

03 In the ‘Apology’, before he questions one of his accusers directly, how successfully do you think Socrates defends himself against his earlier accusers?

How successfully Socrates argues, or not, is open to question: he might be seen as demonstrating a clear distinction between his own activities and those of the Sophists – but he might be seen to be drawing such a distinction in exactly the sort of way a Sophist would.

The following areas might be addressed:

- Socrates starts in rhetorical style, eg (skilfully) claiming lack of skill as a speaker, hoping that his ‘conversational’ style be acceptable
- sets out to deal with earlier claims of ‘typical sophistry’ (Tarrant), as per ‘affidavit, so to speak’ (19b), separately from current ones
- acknowledges that such claims have been effective in their power to turn minds of jury when young against him, eg accusing Socrates of atheism
- notes difficulty of defence against numerous, anonymous and invisible opponents
- calls jury as witness that he ‘takes no interest’ in things below the earth and in the sky, and in making the weaker argument defeat the stronger, as in Aristophanes
- claims not to receive fees: cites his poverty as evidence
- explanation of how he has obtained his reputation for wisdom: his (perhaps sophistic) interrogation of supposedly wise citizens, finding himself wiser in admitting his ignorance (how convincing is this?)
- Socrates himself not to blame for the fact that young men followed him, enjoying cross-questioning (not ‘pupils’ as such – sophistry here?) etc.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

04 From your reading of the ‘Apology’, how committed do you think Socrates is to securing his acquittal and avoiding the death penalty?

Cue for discussion of:

- the value Socrates places on securing his acquittal, or whether he had already in fact decided that for him death was preferable to life; and
- the rhetorical skill or lack thereof, with which he goes about the task in the ‘Apology’.

Students should discuss not only the effectiveness of the points he makes, but also the wisdom of (or the reasons for) his choice of which points to make.

Possible points on Socrates’ skill as a speaker might include:

- effectiveness of cross-examination: rhetorical sleight-of-hand to prove a contradiction in Meletus’ claim that Socrates both (i) is an atheist and (ii) introduces new gods
- dismissive attitude to Meletus ‘passim’ perhaps sets the jury against him
- references to the divine sign/prophetic voice, search for wisdom as a religious mission: unorthodox relationship with the divine, albeit traditional god / Delphic oracle
- hectoring tone to jury ‘passim’
- indirect (but clear) comparison of himself to Achilles, (also earlier comparison of himself to Herakles)
- references to military service, Arginusae affair and refusal to fetch Leon of Salamis for the Thirty: more likely to secure acquittal or condemnation?
- analogy of the stinging fly memorable, but how effective in defence?
- politics no place for honourable man
- notes absence of witnesses for prosecution: effective point?
- apparently reasoned refusal to present children in court ‘to excite the maximum of sympathy’, or ‘weep and wail’ in court
- claim that he would have had more time to speak under another jurisdiction: is this a (deliberately?) ill-advised expression of preference for Sparta?
- threat of ‘vengeance’
- explicit refusal to reform if acquitted
- support from ‘divine sign’ in approach (40b-c)
- indifference to death (and therefore life?) – enthusiasm for meeting inhabitants of Hades
- formal rhetorical skill at peroration, eg addresses jurors by title in bringing his discourse back to himself – bona fide attempt to present a defence
- provocative suggestion that he should be rewarded, not punished, though does (sincerely?) propose a fine
- resulting failure to secure acquittal: or success in some other way? etc.

Apply Levels of Response at beginning of Mark Scheme

[20 marks]

Option B

05 At what time of day does this conversation take place?

'Just before dawn' / (early) morning (or similar) (1).

[1 mark]

06 On what does the precise day of Socrates' execution depend? Give two details.

TWO from: The ship (1) must return to Athens from Delos (1), the annual celebration of the victory of Theseus over the Minotaur (1). No executions may take place for the duration of this religious mission (1).

[2 marks]

07 What example does Socrates use in order to illustrate his objection to Crito's reference to 'most people' (line 1)? Give two details.

TWO from: When a man is in training / an athlete (1), he should not pay attention to all praise and criticism and opinion indiscriminately / the many (or similar) (1); only when it comes to the one qualified person / expert (1), an actual doctor (1) or trainer (1).

[2 marks]

08 To what extent do you think that Crito is paying 'attention to what "most people" think' (lines 3-4) in his attempts to persuade Socrates to escape from prison?

To what extent Crito lives the unexamined life here is open to question: he might be seen as presenting several (many) good reasons for Socrates' escape – but these prove ineffective against Socrates for various reasons. In their answers, students should attempt to discuss the effectiveness of Crito's various arguments.

Crito's arguments include:

- he will lose a friend
- people will think Crito let Socrates down, not being prepared to spend the money, thus affecting his reputation
- people won't believe that Socrates refused to escape
- Socrates does not need to worry about escape money: Socrates' friends have right to run risk of having to pay fine or forfeit property; not expensive with informers cheap to buy off; if Socrates is worried about Crito's finances, others are prepared to pay
- if Socrates is worried about leaving Athens, lots of other places will welcome and protect him
- he is acting unjustly in throwing his life away
- he is treating himself as enemies would
- he is acting unjustly in not finishing the education of his sons and in deserting them
- Socrates claims to have goodness as his principal concern and should, therefore, make the choice of a good man
- Crito and Socrates' other friends will be ashamed and look like cowards
- Socrates came to court unnecessarily and conducted his defence badly
- it is cowardly for Socrates not to resist, etc.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

09 To what extent are you convinced by Socrates' arguments, including those presented by the Laws of Athens, that he should remain in prison?

Cue for discussion of the effectiveness, or otherwise, of Socrates' arguments, those presented both in his own voice and in the voice of the Laws.

Arguments in favour of Socrates' remaining in prison include:

- one should heed only 'expert' advice: analogy of the athlete / trainer
- if we do not follow the advice of experts, we harm our 'soul'
- further to analogy, the soul can be 'harmed' by bad advice, making life unbearable
- the soul is more precious than the body
- the power of the people to end one's life does not affect the argument that the opinion of the expert is superior to those of the people
- regarding escape, as with any action, the only matter to consider is whether it is just or not; other considerations (cost, reputation, welfare of children) being those of the people (non-experts), and mere 'circumstance'
- it is always wrong to act unjustly
- inflicting harm is unjust
- retaliation, even against injustice, inflicts harm, and is therefore itself unjust
- inflicting harm in the course of retaliation is the same as acting unjustly towards him
- we ought to fulfil agreements arrived at justly / just agreements: if Socrates escapes without persuading the state, he injures the state and does not abide by just agreements
- escaping would be unjust in constituting a step (the destruction of a particular law) towards the destruction of the whole system of law
- Socrates has agreed to abide by the Laws of Athens
- the Laws gave him life (marriage) and brought him up (education) and he is, therefore, their child and slave
- as one has no right of retaliation against one's parents, so there is no right of retaliation against the Laws
- the state deserves even more respect than one's parents: one must submit to its punishments or use persuasion and obey it in war and courts of law
- Socrates has lived by the Laws of Athens all his life, never going abroad; to go now would be to betray the social contract made over the course of this lifetime
- since a citizen can choose to go abroad, if he chooses to stay, he should abide by the Laws
- the fathering of children in Athens further shows an acceptance of the social contract
- at his trial Socrates claimed to prefer death to exile: escape now would be dishonest, therefore unjust
- no advantage gained by leaving, in fact stigma would affect him, even beyond death
- children are better off in Athens without their father than elsewhere with him, etc.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Section 2

Option C

10 ‘Socrates was more an arrogant busybody than a courageous free-thinker.’

How far do you agree with this opinion? Support your answer by reference to the works of both Aristophanes and Plato that you have read.

As this is a synoptic essay, responses should take a strongly evaluative approach, balancing a judgement between the extreme views presented in the question. A wide variety of examples of Socrates’ behaviour and attitudes should be considered. It will be noted that some of Socrates’ attitudes may well provide evidence of both arrogance and courage.

Regarding Socrates as a ‘courageous free thinker’, points might include the following:

- Socrates’ concern with moral philosophy / ethics, in Platonic texts
- linked with Clouds as deities by Aristophanes, albeit in caricature, but representing perceived unorthodoxy
- attitude to traditional gods in ‘Euthyphro’
- relationship with the divine as expressed in ‘Apology’
- attitude to reputation of himself and others in ‘Apology’, ‘Crito’
- role in the Arginusae affair
- attitude to ‘Thirty Commissioners’, as at ‘Apology’ 32c
- attitude to politics in general: ‘Apology’ 32e vs Pericles’ funeral oration
- attitude to punishment and death in ‘Apology’ and ‘Crito’.

Regarding Socrates as an ‘arrogant busybody’, points might include the following:

- Euthyphro’s reaction at the end of ‘Euthyphro’: he has clearly had enough
- character of Socrates as presented in ‘The Clouds’
- Socrates’ ‘mission’, further to Chaerephon’s visit to the oracle
- reasons why the charge of ‘corrupting the youth’ has stuck
- lengths to which Socrates is obliged to go in order to detach himself from the Sophists in ‘Apology’
- sarcasm / inappropriate irony in ‘Apology’
- attitude to democrats and their institutions (such as courts) in ‘Apology’
- attitude to punishment and death in ‘Apology’ and ‘Crito’
- attitude to reputation of himself and others in ‘Apology’, ‘Crito’.

Generally:

- reliability of textual evidence; the authors’ motives, etc.

Apply Levels of Response at beginning of Mark Scheme.

[40 marks]

Option D**11 How far do you think that the Athenians were justified in their treatment of Socrates?**

Support your answer by reference to the works of both Aristophanes and Plato that you have read.

As this is a synoptic essay, responses should take a strongly evaluative approach, making a balanced judgement about the democracy's treatment of one of their citizens.

That Socrates should be condemned might be justified by the Athenians as follows:

- Socrates is a dangerous subversive, as presented by Aristophanes in 'The Clouds', albeit exaggerated for comic effect
- in 'Apology' and the Platonic dialogues, Socrates displays offensive attitudes and opinions on cultural core values of Athens:
 - democracy and democratic institutions
 - religion (but questioning is not denying!)
 - his accusers and the jury
 - reputation
- Socrates' self-destructive attitude, as displayed in eg second speech (35e-38b)
- contemporary attitudes to the Sophists
- Socrates' relationships with Critias, Alcibiades 'et al'.
- due process, properly observed by the Athenians
- Athens in a period of anxiety, aftermath of war, oligarchy.

That the Athenians behaved unjustifiably towards Socrates:

- the silencing of a citizen's freedom of speech might be regarded as a profoundly 'un'- or anti-democratic act
- Socrates served Athens loyally and courageously during the Peloponnesian War
- Socrates' correct formal observance of state religion, eg sacrifice at Phaedo 118a
- general amnesty of 403 BC
- Socrates' attitude to the Laws of Athens, as in 'Crito', shows him to be a good citizen, committed to the social contract
- Socrates might not have been condemned in a more confident, stable period, 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	3	-	3
03	4	6	10
04	8	12	20
TOTAL	17	18	35

Or

Option B

	AO1	AO2	TOTAL
05	1	-	1
06	2	-	2
07	2	-	2
08	4	6	10
09	8	12	20
TOTAL	17	18	35

Section 2

Either

Option C

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	16	24	40

Or

Option D

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

OVERALL

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