



A-LEVEL

Classical Civilisation

CIV4A Socrates and Athens

Mark scheme

2020

June 2016

Version: 1.0 Final

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	<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

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Unit 4A Socrates and Athens**Section 1****Option A**

0 1 In what circumstances is this speech delivered in ‘The Clouds’? Make five points. **[5 marks]**

By this point in the play, Strepsiades [1] has persuaded his son, Pheidippides [1], to attend the Thinkery [1] in order to learn how to make the weaker argument the stronger [1], thus relieving him of his gambling debts [1]. This part of Socrates’ [1] education of Pheidippides takes the form of a demonstration [1] debate between the Weaker Argument / Wrong and The Stronger Argument / Right [1], personified [1]. The passage comes from Right’s opening remarks [1].

0 2 ‘In ‘The Clouds’, Wrong Argument is more convincing than Right Argument.’ How far do you agree with this opinion? In your answer, refer to both the style and the content of the play. **[10 marks]**

The debate proper, after some initial sparring, begins at line 961. In their assessment of which is the more convincing argument (Right or Wrong), students should address themselves to both the style and the content of each. Points might include:

Right

- formal, sustained, speech, drawing on examples to make substantive points in support of a case
- ends with advice to his audience (‘Keep away from the Market Square ...’ etc)
- harks back to the ‘olden days’ –
 - children should be seen and not heard
 - they should behave decorously on their way to music lessons
 - without coats, even in the winter
 - they should learn traditional songs by heart
 - they should be punished harshly
 - they should behave properly at the gymnasium, and display good table manners
 - they should respect their parents, and not insult the goddess with bad dancing.

Wrong

- ‘Socratic’ method / elenchus
 - Heracles never had a cold bath, ergo warm baths do not cause cowardice
 - the Market Square is acceptable to Homer
 - mockery of Peleus myth
 - tempts Pheidippides with ‘all the pleasures you’ll forfeit’
 - shows that a reputation as a ‘bugger’ is not at all unusual, etc.

Apply Levels of Response at beginning of Mark Scheme.

0 3

To what extent do you think that ‘The Clouds’, gives a distorted view of philosophical and scientific enquiry at Athens in the later part of the 5th century BC?

[20 marks]

Aristophanes’ comedy gives a distorted view but is surely born of truth, eg

- Socrates himself – see his comment at the start of *Apology* (18d, 19c)
- (mis)identification of Socrates with Anaxagoras and the sophists, picked up by Meletus and challenged by Socrates at *Apology* 26d
- activities at the Thinkery represent (an exaggeration of) genuine contemporary ‘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’
 - rhetoric (*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’ volte-face at the end of the play (1455-1460) represents the popular conception of unreliable sophists
- the agōn (*Right vs Wrong*) presents on stage the current ‘education debate’
- actions of Pheidippides raise questions of
 - the relationship between the generations
 - the authority of Law
 - the existence of Zeus

But

- clearly comedy is designed primarily to amuse, entertain, etc – ‘not to be taken seriously’, etc.

Apply Levels of Response at beginning of Mark Scheme.

Option B

0 4 In what circumstances does this conversation occur in ‘Phaedo’? Make five points. [5 marks]

Socrates is speaking to the jailer [1] Socrates has been condemned to death [1] by drinking hemlock [1], for impiety etc [1]; his execution delayed [1] because the sentence could not be carried out before the return of the ship from Delos [1] on its mission to celebrate the victory of Theseus over the Minotaur [1]. He has been visited by friends [1], who have tried to persuade him to escape [as described in *Crito*] [1] Socrates has refused [1]; in the hours preceding the passage, Socrates and his friends have been discussing the nature of the soul [as described in the earlier part of *Phaedo*] [1].

0 5 In the portion of ‘Phaedo’ that you have read, how effectively do Socrates’ words and actions demonstrate that it is unnecessary to be distressed in the face of death? [10 marks]

Students must judge for themselves the degree of effectiveness of the passage; points might include:

- clear and emphatic distinction between body and soul, and the future of each
- stark contrast between Socrates’ lack of distress (at one point ‘gently laughing’) and the distress of his friends
- graphic description of the preparation of the poison and its effects calmly undergone by Socrates
- Socrates’ rationality, showing his calm state of mind
- business of the bath and dealings with women and children shows Socrates’ lack of distress
- drama of the taking of the hemlock culminates in moment when Socrates drinks it – calmly
- the prison officer’s stated admiration for Socrates as ‘noblest’ and ‘bravest’ of men
- Socrates’ last words (‘cock to Asclepius’) maintaining his calmness to the very end
- Socrates’ death prompting final comment on Socrates as ‘wisest’ and ‘bravest’, etc.

Apply Levels of Response at beginning of Mark Scheme.

0	6
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‘Plato’s use of the dialogue form to present philosophical arguments has more advantages than disadvantages.’

How far do you agree with this opinion? Support your answer with details from either ‘Euthyphro’ or ‘Crito’.

[20 marks]

Cue for discussion of how successfully the literary form represents the thoughts and thought processes of Socrates and his interlocutors.

The dialogue form might be seen as appropriate:

- expression of any kind requires a form: drama is current, epic less appropriate, etc
- philosophical arguments perhaps ideally represented as verbal arguments between characters, as ideas are modified and move towards satisfactory expression
- situated in specific time and place, more (or less) appropriate to content
- perhaps a true representation of historical Socrates in action
- allows demonstration of philosophical techniques (elenchus, dialectic)
- allows reader to partake, as it were, the development of an idea, rather than have it presented as a fait accompli
- removal of the authorial voice thus grants the reader ownership of discussion
- especially when characters (eg Euthyphro) are left in a state of *aporia*
- the form allows for characterisation (thus humour, irony, etc) unlike essay or treatise.

or inappropriate:

- the dialogue is an artistic creation, ergo artificial, perhaps untrustworthy
- in the hands of a skilful author, perhaps disingenuous
- manipulative both of content and approach to content
- limited by eg characterisation (which may be distorting, as with Plato’s homage to Socrates?)
- ideas must be expressed more succinctly than might sometimes be desirable, etc
- which can lead to reader’s *aporia* if/when no conclusion is reached.

Apply Levels of Response at beginning of Mark Scheme.

Section 2**Option C**

0 7 ‘Socrates, as a citizen of Athens, should have paid more attention to what his fellow citizens thought of him.’

How far do you agree with this opinion?

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

[40 marks]

As this is a synoptic essay, responses should take a strongly evaluative approach, dealing with the importance of reputation in contemporary Athens in general, the part it played in the last days of Socrates in particular. As well as discussing the attitude to popular opinion evidenced by Socrates’ various remarks, the best essays might also give due consideration to the matter of to what extent Socrates ‘should’ have adopted a different attitude – why and how far?

Regarding Socrates’ attitude to others’ opinions, points might include the following:

- he displays an apparent contempt for ‘the masses’ (and their opinions?) at *Euthyphro* 4a – but in context of ‘Socratic irony’ at Euthyphro’s expense
- he recognizes the importance of reputation at *Euthyphro* 12b, in discussion of shame and fear in the quotation from ?Stasinus
- *The Clouds* builds on and caricatures a reputation already significant by 423BC, as at 102ff. (Pheidippides’ disgust at ‘philosophers’ in general), and at 358ff. (the Clouds on Socrates in particular)
- ... and could be said to have been largely responsible for his eventual indictment in 399BC:
- at the beginning of *Apology* (17-24), Socrates’ defence against ‘the earliest charges’ (18a) acknowledges ‘popular reports’ (19d), having been ‘misrepresented’ (20c), ‘notoriety’ (20d), etc as responsible for his predicament
- Socrates understands that hostility to him further arises from those he has shown not to be wise, ‘jealous of their own reputation’ (23e)
- Meletus’ confusion (26d), while playing on Socrates’ reputation, undermines reliability (and therefore importance?) of others’ opinions
- Socrates knows that having incurred ‘a great deal of bitter hostility’ will bring about his ‘destruction’ (28a) – but this is apparently irrelevant to him, as it will not stop him
- he berates the jury for giving their attention to ‘reputation and honour’ rather than ‘the perfection of [their] soul[s]’ (29d-e)
- Socrates perhaps attempts to repair his own reputation by reference to his political service (32b) and defiance of the Thirty (32d)
- he refuses to summon his wife or children to his defence, ‘in the way which would give [the jury] most pleasure’ (38d), in spite of the bad impression this will cause (34c); indeed he suggests that this practice is bad for the reputation of Athens (35b): a matter to be taken seriously
- Socrates predicts, should he accept exile from Athens, that he will be found ‘irksome and irritating’ elsewhere in turn (37c-d), a valid reason for remaining in the city

- also that, by deciding on the death penalty, the jury will earn the reputation of having put ‘that wise man’ Socrates to death (38c), presumably a remark meant to chasten them
- at peroration, Socrates states that a man’s fortunes ‘are not a matter of indifference to the gods’ (41d): their opinion matters
- in *Crito*, Crito’s arguments lean heavily on reputation, his own, Socrates’ and others’; these are quickly rejected: ‘why should we pay attention to what “most people” think?’ (44c), ‘ought we to be guided ... by the opinion of the many?’ (47d), etc
- Socrates seems concerned that his reputation will suffer if he acts inconsistently with his principles (53b-54b)
- his experience after death will depend on his reputation amongst the gods (54c)
- Socrates is ‘told that one should make one’s end in a reverent silence’ (*Phaedo* 117e), and this he is concerned to do, etc.

Apply Levels of Response at beginning of Mark Scheme.

Option D

0	8
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Judging from the evidence you have studied, to what extent do you think that Socrates was a good, or a bad, Athenian citizen?

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

[40 marks]

As this is a synoptic essay, responses should take a strongly evaluative approach in their discussion of the extent to which Socrates’ values and those of contemporary Athenians were congruent or at odds, and to what extent Meletus, by harming Socrates, could himself be said to have been attacking Athenian values.

Regarding Socrates as being a ‘good citizen’, students might consider:

- evidence of Socrates’ piety, even superstition *passim*
- that Socrates has served as a ‘stinging fly’ to the benefit of the ‘lazy horse’ that is Athens (*Apology* 30e)
- he promotes the perfection of the soul over interest in more trivial matters (29e)
- that Socrates served as required on *boulē* (32b)
- he defied the Thirty (32c)
- he has been a law-abiding Athenian citizen for 70 years (38c, *Crito* 52e))
- he understands that the citizen ought to do whatever his city-state commands, or persuade it that justice is on his side (*Crito* 51b)
- he has thus entered into a social contract with (the Laws of) Athens (52e)
- he has left Athens only for religious purposes, and to serve loyally in the war against Sparta (*Crito* 52b).

On the other hand:

- Socrates does influence the youth (*Apology* 23c; also Euthyphro, Alcibiades, Critias et al.)
- his search for the essential meaning of the concept of holiness, rather than just accepting religion through practice is unsettling

- his philosophical method proves a powerful tool in undermining his interlocutors, thus the social fabric of Athens
- in *The Clouds*, Socrates is named as the representative of new, subversive ideas (and the sophists) – was there smoke without fire?
- at end of the play, the Thinkery is burned down and 'Socrates' is beaten: these are presented as just desserts
- the charges against Socrates were taken seriously enough to come to court, and for the death penalty to be chosen
- during his trial, Socrates' anecdote about the oracle shows that he considers himself to be the most wise, even if only through acknowledged lack of wisdom (*Apology* 20e-22e)
- he recalls his part in the Arginusae case, perhaps awkward for any of the jury who were shown to have been in the wrong at the time (32b)
- he has rejected an active political life (32e-33a)
- he rejects the traditional procedure of witness statements from his family, again humiliating to those who have in the past benefited from this practice (34c)
- he further mocks the court by his sarcastic proposal for punishment, then by indifference to a reasonable fine paid by friends (36d; 38b), etc.

Apply Levels of Response at beginning of Mark Scheme.

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%