



2011 Classical Studies

Advanced Higher

Finalised Marking Instructions

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2011 Classical Studies – Advanced Higher

The general principle underpinning the marking of all sections in both parts is that credit is to be given for well-thought out answers, supported by examples from the prescribed texts, with direct quotes, if possible.

PART 1

SECTION A – History and Historiography

1. Skills assessed: showing understanding of the work; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.

Valid Points

Appeal:

- dramatic and narrative force of the story
- racy, full of human interest
- a story of double guilt
- unnatural behaviour of the characters; salacious interest.

Structure:

- earlier mention of Croesus leads to an excursus on his predecessors
- example of Herodotus' desire to show cruelty of eastern rulers as opposed to Greek reasonableness
- compare the behaviour of eg Astyages, Cyrus or Croesus: important to the unfolding story of eastern brutality.

10 marks

2. Skills assessed: showing understanding; identifying issues and evaluating aspects of the work; making reasoned statements.

Valid points

Arguments against Athens:

- confederacy of Delos had turned into an empire
- Athenian violent suppression of allies' revolts
- Athenian meddling in Potidaea, Epidamnus, and Corcyra, colonies of Corinth, which was itself allied to Sparta.

Arguments in Athens's defence:

- the Athenian says that Athens 'saved Greece' in the Persian War, in spite of Sparta's prevarication and holding back
- Athens only gained the empire by fighting Persia, the common enemy
- appeal to principle of self-interest: Sparta would have behaved in the same way to revolting allies
- Athenian rule has been mild and based on law. For this reason people felt safe to rebel.

10 marks

3. Skills assessed: showing understanding; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.

Valid Points

- Tacitus wishes to depict Germanicus as a republican: a heroic figure of virtuous character
- loyal, sincere Germanicus, as a foil to the paranoid autocrat, Tiberius
- Germanicus has authority as a commander; he cowed the mutineers in upper Germany
- Germanicus the able speaker – appeals successfully to the soldiers' better nature, plays on their sentimentality over his son and wife
- Germanicus remains loyal to Tiberius, although the soldiers urge him to mutiny.

10 marks

4. (a) Skills assessed: showing understanding: identifying issues; comprehending, interpreting and comparing sources; assessing the reliability of sources; making reasoned statements.

Valid points

Polybius:

- builds a carefully nuanced picture of the causes, pretexts and beginnings of the War
- Hamilcar passed his hatred of Rome to Hannibal
- Carthage's conquest of Spain annoyed Rome
- Hannibal reduced Spain south of the Ebro, except for Saguntum (in treaty-relationship with Rome)
- Hannibal complains of Roman treatment of some Saguntines. He intervenes on groundless pretexts
- Hannibal should instead have asked for Sardinia back, taken illegally by Rome
- Hannibal took Saguntum, leaving the Romans no theatre of war in Spain
- Heavy emphasis in Polybius on history as 'rules for statesmen', so he analyses the actual wording of all relevant treaties between Carthage and Rome.

Livy:

- Human interest dictates Livy's narrative, eg the passionate resistance of Hanno to Hannibal's appointment in Spain
- Vivid picture of Hannibal's qualities and weaknesses – dramatic and rhetorical
- Hannibal, a demonic creation in Livy, attacks neighbours first, to draw Saguntum into the War
- Romans warn Hannibal to keep his hands off Saguntum, but Hannibal had already attacked
- Siege of Saguntum is described in vivid detail from the emotional perspective of the besieged
- the Roman envoys were forced to go to Carthage, because Hannibal was busy with the 'illegal' siege
- Hanno, alone in the Carthaginian senate, makes a moving speech against Hannibal. He points to historical acts of aggression by Carthage, and compares Saguntum. He wishes immediate reparation to Rome
- Episode of Alco and Alorcus at Saguntum
- Town taken with barbaric cruelty by Hannibal.

Comparison:

Any reasonable ordering of the above or other arguments, always stressing the human drama and rhetoric of Livy as against the analytic fervour of Polybius.

20 marks

- (b) Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Greek and Roman civilisation with comparisons between them; making reasoned statements of personal response.

Valid points

An answer which uses a selection from these arguments:

Thucydides:

- Speeches are an attempt to balance each side's position
- Speeches are an analysis 'after the event', not factual
- Pericles' Funeral Oration epitomises the Athenian way of life versus the Spartan
- Thucydides is trying to understand the mainsprings of political behaviour, and the speeches reflect this
- Examples of argumentation from any of the speeches in Books 1 and 2.

Livy:

- For Livy historiography is about rhetoric
- His speeches are 'character studies'
- Their purpose is 'to delight, to teach and to move' (Cicero)
- Contrast the speeches of Hannibal and Scipio in Book 21. Scipio's speeches stress honour and fear of the gods: Hannibal's are more materialistic, stressing the necessity for action, and how easy and useful action is
- Scipio is the god-fearing, serious Roman (Livy and propaganda).

Tacitus:

- Uses speeches as rhetorical persuasion, complete with pathos, rhetorical questions and crescendos
- Tacitus would not have heard any of these speeches. He composes examples of how to persuade a crowd
- He knew the rules of speechmaking – examples
- Opposing speeches (eg Segestus and Arminius)
- The experience of putting arguments from both sides in the schools of rhetoric would have helped
- A good speech (if pro-execution) is for the prosecution of the murderers of Pedanius Secundus, given by Cassius Longinus (did Tacitus agree?)
- Tacitus provokes timeless debates.

20 marks

SECTION B – Individual and Community

5. Skills assessed; showing understanding: comprehending, interpreting and comparing sources; evaluating aspects of Greek civilisation; assessing the reliability of sources; making reasoned statements.

- Plato believed that individual justice mirrored political justice.
- Candidates should be able to do more than just list the qualities desirable in the Guardians and those to be avoided.
- They may wish to relate the question to Plato's proposals for an education system.
- Plato posits two differing variations of education, first the education of the guardians, the second of the philosopher-kings.
- The guardians' education should not lead them to lord it over the other citizens.
- Socrates suggests that the guardians' education should be controlled to make them like 'noble puppies'.
- Education in music for the soul and gymnastics for the body.
- The guardians' education is primarily moral in character.
- It emphasises the blind acceptance of beliefs and behaviour rather than the ability to think critically or independently.

10 marks

6. Skills assessed: show understanding; evaluate aspects of ancient Greek civilisation; identifying issues; making judgements and stating conclusions.

- Candidates should show awareness of the contrast between the wealth and perks of traditional rulers and the self-sacrifice of the Guardians.
- The background and education of the Guardians.
- The focus of the Guardians on being leaders working for the good of the people.
- The term 'mercenaries' does seem inappropriate.
- Note again the lack of social mobility and the elitism inherent in this system.

10 marks

7. Skills assessed: show understanding; evaluate aspects of ancient Greek civilisation; identifying issues; making judgements and stating conclusions.

- Importance of law in Aristotle's state.
- Awareness of the different forms of kingship.
- Need for king to be part of legal monarchy.
- Contrast with absolute monarchy.
- Authority of the law.
- Authority of the individual.
- Law as a 'mean'.
- Law constitutes a compromise between personal direction and slavish adherence to written rules.

10 marks

8. (a) Skills assessed: showing understanding; comprehending, interpreting and comparing sources, evaluating aspects of Greek civilisation with comparisons between them; making reasoned statements of personal response.

- Candidates should understand the main features of both Plato's and Aristotle constitutions.
- Plato's emphasis on the importance of the state.
- Hierarchical nature of the state.
- Different tasks for different social groups.
- Little opportunity for social mobility.
- But Plato, like Aristotle, does show an awareness of the importance of the citizen body as a whole.
- Aristotle advocates a constitution and is definitely more inclusive with an awareness of the mutual dependence of different social groups.
- Plato's model associated with communist and fascist structures 1920-1990.
- Aristotle nearest to modern democratic ideas.

20 marks

(b) Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Roman civilisation with comparisons between them; making reasoned statements of personal response.

- Cicero supports moderate oligarchy.
- He is associated with the powerful families who dominate Roman politics.
- He is totally opposed to the idea of revolution.
- Land is controlled by a few powerful families.
- Land redistribution is anathema to the ruling class.
- Cicero is aware of the importance of building an alliance between 'men of goodwill'.
- Despite understanding the need to construct an inclusive state, Cicero does not offer practical solutions.
- Candidates may also wish to consider whether Cicero's structures are a reasonable attempt to find practical solutions.

20 marks

SECTION C – Heroes and Heroism

9. Skills assessed: showing understanding; evaluate aspects of ancient Greek civilisation; identifying issues; making judgements and stating conclusions.

Valid points

- Priam is old, as is Achilles' father.
- Priam's greatest son has been killed by Achilles, who has treated his body contemptuously.
- Achilles knows he is fated to die soon, before he will see his own father.
- Priam takes the hand of his son's murderer.
- Achilles thinks of the arbitrariness of Fate – his father has had many gifts, but will not see him again.
- Priam had everything: now he has nothing.

10 marks

10. Skills assessed; showing understanding; evaluate aspects of ancient Greek civilisation; identifying issues; making judgements and stating conclusion.

Valid points

- Odysseus shows a kind of loyalty to his wife eg Penelope is not so pretty, but he loves her.
- Odysseus is also 'two-faced': he cries on the beach for his wife and home, but he has spent time 'living it up in Ogygia.
- Calypso is in a line of immortal women treated shabbily by gods who take away their lovers, so we feel sorry for her.
- Calypso shows her love for him by helping Odysseus to leave.
- Odysseus is quite capable of making love with Calypso before he leaves.

10 marks

11. Skills assessed; showing understanding; evaluate aspects of Greek civilisation; identifying issues; making reasonable statements of personal response.

Valid points

- Hector, the bulwark of Troy, has already been killed.
- Memory of the scene at the Scaean Gate is fresh: Hector playing and laughing with his wife and son and taking leave of his wife.
- Andromache is about to go and live with the brutal Neoptolemus, son of her husband's killer.
- Hecabe, mother of Hector has lost everything.
- Hector's body has been disgracefully treated by Achilles.
- Dramatic irony of Hecabe's imagining that Astyanax will grow up to restore Troy; he will be killed soon.

10 marks

- 12. (a)** Skills assessed: showing understanding; evaluating aspects of Greek and Roman civilisation, with modern comparison; comprehending, interpreting and comparing sources; making reasoned statements of personal response.

Valid points

Homer:

- Odysseus' love for Penelope is a nostalgic, homely affair.
- It does not preclude affairs with other women.
- On the other hand, Penelope is absolutely faithful.
- She deviously repulses the suitors.
- Some hypocrisy from Odysseus in this passage: 'Penelope can't match you for beauty, but I love her!' as against clear evidence of dalliance with Calypso.

Euripides:

- Love of Hector and Andromache is depicted as simple, absolute and undeviating.
- Although he is dead, Andromache is always thinking of Hector as a model for her son's development as a man.
- Andromache torn between loyalty to Hector's memory and the need to submit to a new man.

Virgil:

- The love between Dido and Aeneas is implanted by the gods, to fulfil destiny.
- Dido's tragic struggle to preserve her loyalty to her dead husband.
- Dido's motherly feelings played on by Venus, who substitutes Cupid for Ascanius. Tender feeling for the son then changes to passion for the father.
- To fulfil destiny, Aeneas behaves badly to Dido.
- Virgil has the cheek to say, 'woman is fickle', when we know that Dido will soon kill herself for love.

Ovid:

- Dido gave up everything, including her honour, for Aeneas.
- The romantic scene of the hunt and the storm leads to passion in the cave.
- Dido is completely disillusioned, and sees him as a serial adulterer.
- But still she wants him to stay, briefly at least.

20 marks

- (b) Skills assessed: showing understanding; identifying issues; evaluating aspects of Greek and Roman civilisation, with modern comparison; comprehending, interpreting and comparing sources; making reasoned statements of personal response.

Valid points

Homer:

- Hector, bulwark of Troy, heir to a magnificent kingdom, has his body mangled in the dirt.
- Achilles' mother tells him that, for all that he is a marvellous young warrior, he has only a short time to live.
- Moving description of Priam and Achilles weeping for their respective tragedies.
- Achilles says his father has many gifts, but is doomed to lose him, just like Priam's fate.

Euripides:

- Hector's family is utterly ruined.
- Hecabe saw her sons and husband murdered in front of her, and her daughter enslaved.
- 'Count no man happy until he is dead'.
- Andromache tells Hecabe that even Polyxena, whom Hecabe had thought spared, is dead.
- Andromache must submit to the son of her husband's murderer.
- Andromache bids farewell to her innocent child, telling him he won't even be pitied by anyone.

Virgil:

- Dido had a great kingdom, but lost everything for love.
- She loves Aeneas so much that she must see him again, even briefly, so she may learn to grieve and then kill herself.
- Powerful description of Dido's utter loneliness, turning to madness.

Ovid:

- Pathetic attempts by Dido to keep Aeneas, and the contrast with their previous great passion.
- Her guilt at being untrue to Sychaeus.
- All her allies have turned against her and she is alone.

20 marks

SECTION D – Comedy, Satire and Society

13. Skills assessed: showing understanding; identifying issues; commenting on viewpoint in source; making judgements and stating conclusions; making reasoned statements of personal response.

- Candidates should be able to list those criticisms Dikaiopolis makes of the Athenian Assembly, those who run it, generals, war profiteers, corruption in general.
- The issue of whether he is too critical to be effective should be addressed.
- Candidates to show a good awareness of the political situation in Athens at this stage in the war.

10 marks

14. Skills assessed: showing understanding; identifying issues; commenting on viewpoint in source; making judgements and stating conclusions; making reasoned statements of personal response.

- Candidates should show awareness of the context of this passage and of the main characters mentioned.
- They should relate what is said here about oracles to Cleon's methods of political advancement.
- They should draw attention to similar criticism of the abuse of oracles in *Peace*.

10 marks

15. Skills assessed: showing understanding; identifying issues; commenting on viewpoint in source; making judgements and stating conclusions; making reasoned statements of personal response.

- A range of evidence from different satires should be used to illustrate Horace's professed disdain for ambition and his avoidance of it.
- Candidates should explain the use of the word 'cruel'.
- Candidates need also to examine the nature of his relationship with Maecenas to decide if he is truly free of ambition.

10 marks

16. (a) Skills assessed: showing understanding; identifying issues; comprehending, interpreting and comparing sources; assessing the reliability of sources; making reasoned statements; making comparisons with modern society.

- Examples of corrupt behaviour in political life should be provided from at least 2 different writers.
- The truth of such allegations should be explained against the background of the exaggeration that is an essential part of comedy and satire.
- Candidates should consider the nature of modern political satire eg *The Thick Of It* and *Bremner, Bird and Fortune*.
- And also the reality of corruption eg MPs' expenses.
- Maybe also the issue of whether we are too ready to attack our MPs.

20 marks

(b) Skills assessed: showing understanding; identifying issues; comprehending, interpreting and comparing sources; assessing the reliability of sources; making reasoned statements.

- The thinking behind this question is that Juvenal is less concerned with consistency in some of his attacks, but more with making what he considers an opportune point.
- In the first extract from *Satire* he is attacking one of his favourite targets – the corrupting effect of Greek influence of Roman life.
- In the second extract he is putting a justification of sorts into the mouth of a male prostitute, called Naevolus, though his main target is an effeminate aristocratic Virro.
- Extract 4 suggests that the main cause of corruption in Rome is foreign influence. Candidates should be able to explain some of the references in the text.
- Extract 5 which is also about moral decline is about the decadence of the native Roman aristocracy.

20 marks

PART 2

SECTION A – History and Historiography

1. Skills assessed: showing understanding; identifying issues; commenting on viewpoint in source; making judgements and stating conclusions; making reasoned statements of personal response.

Valid points

- Herodotus works cosmic themes into his *History*, eg the workings of destiny.
- Interest in human nature (human judgements v divine omnipotence).
- He contrasts civilised Greeks with barbarian Persians.
- Stories of Croesus' ancestors are full of divine retribution for human guilt and arrogance.
- Xerxes was humbled after appalling acts of arrogance against nature and humanity.
- Croesus had conquered the Greeks, but was himself conquered.
- 'Count no man happy till he be dead.' cf Solon and Croesus; Cleobis and Biton; Tellus.
- Use of moral example, depiction of dramatic reversal in human fortunes and great entertainment value are characteristic of Herodotus.

50 marks

2. Skills assessed: showing understanding; identifying issues; commenting on viewpoint and bias; evaluating aspects of Greek and Roman civilisation and comparison with modern society; identifying issues, making judgements and stating conclusions.

Valid points

An answer which balances some or all of the propositions in the following lists.

Thucydides:

- He says he is a 'possession for all time'.
- He attempts to find a psychological template for human political behaviour.
- Growing distrust between Corinth and Corcyra causes unlikely alliance of Corcyra with Athens. This is intricately analysed by Athens.
- He conjectures what people were likely to have said in the course of events of a war in which he himself took part.
- Equally balanced arguments from both antagonists: examples.
- Thucydides imposes the use of speeches for the revelation of the basic forces behind political happenings.

Polybius:

- He has a moral purpose: to show that the fickleness of fortune permits none to prosper indefinitely.
- Polybius is good on causality, beginnings and pretexts, however he does not have Thucydides' notion of 'inner truth'.
- Polybius wants history which is useful and pragmatic, and not entertaining.
- Character portraits in Polybius are less colourful.
- Polybius sketches Hannibal, Longus, Scipio, Minucius, Fabius, but only as Fortune's instruments, and not as 'flesh and blood'.

50 marks

3. Skills assessed; showing understanding; identifying issues; commenting on viewpoint; assessing the value of a source; making judgements and stating conclusions.

Valid points

- Livy likes to analyse the emotions, preoccupations or reactions of men confronted with difficult, fearful or exciting situations – examples.
- Emphasis on the mental and emotional experiences felt in the past, to prove that essential experiences of humankind do not change.
- Scenes such as the defeat and abandonment of Alba Longa (in Book 1) with affecting descriptions of refugees about to leave their home.
- Livy's imaginative insight depicts authentic human suffering (examples: Saguntum; Trebia; Lucretia's story).
- The many 'set pieces': eg Horatii and Curiatii; rebellion against Tarquin; Sextus at Gabii are all dramatic 'tours de force' which excite fear, pity and patriotism.
- Portrait of Hannibal is demonic.
- He creates or enhances a dramatic situation only as suitable events present themselves, eg crisis in battle, excitement in assemblies, fearful or romantic episodes.
- Livy's narration of sieges aims at dramatic and pathetic treatment. He does this by excluding mention of attackers and by assessing the effects on the emotions of the besieged. His emphasis is not on gory descriptions.

50 marks

4. Skills assessed; showing understanding; evaluating aspects of Roman civilisation and comparison with modern society; identifying issues; commenting on viewpoint and bias; making judgements and stating conclusions.

Valid points

- Tacitus reinforces his theme of the growth of oppressive rule and of moral degeneracy by a series of episodes which illustrate the increase of both examples.
- The corruptions of absolute power have full scope for display in the emperor's courts.
- Tacitus goes in for vigorous moralising which would now be unfashionable.
- Demonisation more common than idealisation eg portraits of Livia, Nero, Tiberius much more detailed than those of Octavia, Germanicus, or Agrippina.
- Tacitus is fascinated by 'twisted' minds (eg Tiberius's insistence on sham shows of independence by a cowed senate).
- Tacitus's use of epigram is most often directed against authoritarian rule; eg "The whole point about autocracy is that the accounts will not come right unless the ruler is the only auditor."
- However Tacitus holds up examples of political virtue also.
- He wishes to teach that good citizens may live under bad rulers.
- Moderation and reserve are the best insurance against tyrants.

50 marks

SECTION B – Individual and Community

5. Skills assessed: showing understanding of the work; commenting on viewpoint and bias, making judgements and stating conclusions; making reasoned statements of personal response.

- There is an element in Plato's advocacy of the primacy of the state which seems to override the needs and rights of individuals.
- This is linked to his inability to see the advantages of social mobility.
- It is reflected in and perpetuated by the education system.
- All of Plato's focus is on providing good leaders for the state.
- Any other relevant point.

6. Skills assessed: showing understanding; identifying issues; comprehending, interpreting and comparing sources; assessing the reliability of sources; making reasoned statement.

- In general, yes. Far more so than Plato or Cicero.
- The importance of the constitution in Aristotle's state cf Magna Carta.
- His emphasis on the duties of a citizen.
- The importance of education in Aristotle's state.
- The importance of citizens as stakeholders as a guarantee of their support for the system.
- The need for stability to create the correct political and social success.

7. Skills assessed: showing understanding; identifying issues; comprehending, interpreting and comparing sources; assessing the reliability of sources; making reasoned statements.

Valid points

- Cicero's ideas that man needs contact to flourish.
- Concept of mutual support.
- Limitations on freedom of action of ruling elite.
- Importance of freedom of speech.
- Interaction of ideas.
- Subtlety of his views on individual freedoms.
- Any other relevant point.

8. Skills assessed: showing understanding; comprehending, interpreting and comparing sources; evaluating aspects of Greek and Roman civilisation with comparisons between them and modern societies; assessing the reliability of sources; making reasoned statements.
- Difficulty of understanding the political programme of fascist and communist parties with their high priority of social organisation as offering a solution to the failure of democratic capitalism.
 - Expansion of all states into the structuring of society.
 - Examples from modern Britain.
 - Conservative nature of classical societies.
 - Absence of social mobility in classical world.
 - Importance of peace and prosperity.
 - Lack of understanding of the importance of economic issues.
 - Use of censorship.
 - Persecution of minorities.
 - Any other relevant point.

SECTION C – Heroes and Heroism

9. Skills assessed: showing understanding; evaluating ancient society with comparisons then and now; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.

Valid points

- Achilles' anger at losing the slave-girl Briseis leads to his withdrawal from the War, and this is fatal for the Greeks until the end of the *Iliad*.
- The duel with Hector towards the end of *Iliad* is an indirect result of the Anger of Achilles.
- Achilles' friend Patroclus is killed because of Achilles.
- The theme of Agamemnon's hubris in not surrendering Chryseis introduces the theme of Achilles' anger.
- The hubris and the anger account for much of the tragedy and drama which unfold – examples.
- The proposal to settle the issue by single combat results in a magnificent scene, and all this comes from Achilles' anger.
- The tragedy of Achilles' short life is highlighted by the episodes involving his mother Thetis, who intercedes with Zeus.
- Also Achilles asks Thetis to 'let the Trojans win a bit', which accounts for a substantial part of the *Iliad's* action.
- Tragedy of shortness of life is well illustrated by the story of Achilles and reflects the wider tragedy of the *Iliad*.
- That the anger is caused by the loss of a girl is a link with the central theme of the *Iliad* – Troy's war with Greece caused by a woman.
- Sharp contrast of Achilles compassion to Priam at the end: he learns by suffering.

50 marks

10. Skills assessed: showing understanding; evaluating ancient civilisations with modern comparisons; identifying issues and evaluating aspects of the work; making reasonable statements of personal response.

Valid points

- Odysseus said by Athene to be 'good', but this is based on his regular sacrifices to the gods.
- Odysseus inflicted horrible suffering on the Cyclops, but in self-defence.
- Ambivalence of Odysseus's behaviour with Calypso – heroic male morality?
- Odysseus is charming and considerate in his behaviour to Nausicaa.
- Odysseus kills unarmed suitors, although they offer to make amends.
- Odysseus unleashes a frenzy of bloodletting.
- He does not even spare Leodes, a suppliant.
- He does offer to spare two suitors so that they know that 'good dealing is better than evil dealing.'
- Odysseus will not allow Eurycleia to glory over the slain suitors.
- Odysseus cruelly hangs the women who slept with the suitors.
- He cuts Melanthus up for the dogs.
- Some remarks about the difficulty of judging the moral standards of the Heroic Age with modern moral standards.

50 marks

11. Skills assessed: showing understanding; identifying issues and evaluating aspects of the work; evaluating ancient civilisation with modern comparison; comprehending, interpreting and comparing sources; making reasoned statements of personal response.

Valid points

Answers should make reference to several characters:

- our sympathy enlisted by unfolding tragedy, even if it is 'destined' – examples
- gods themselves are ruled by Fate
- complexity of characterisation – flaws and qualities – examples
- characters have no chance against the gods – this makes them vulnerable and pitiable – examples
- Dido is the wronged woman in a tragic affair. She is pathetic in her entreaties and passionately loyal to her men: Sychaeus and then Aeneas
- Destiny must be fulfilled. People are unfortunate victims, but no less interesting for that – examples
- Gods can be interpreted as aspects of human psychology
- Sharpness and poignancy of the writing – metaphors etc – engages the reader with eternal issues regardless of the perception of the gods as puppet-masters – examples – eg “men in their generations are like the leaves of the trees”; Astyanax “laughing through his tears”

50 marks

12. Skills assessed: showing understanding; identifying issues and evaluating aspects of the work; evaluating ancient civilisation with modern comparison; comprehending, interpreting and comparing sources; making reasoned statements of personal response.

Valid points

Both characters must be treated in some depth by the candidates.

Sympathy with Dido:

- Dido receives the Trojans with generous sympathy
- She tries to resist Aeneas, out of respect for Sychaeus and out of self-respect
- The love which conquers Dido and Aeneas equally is a romantic and attractive emotion
- Aeneas is too cowardly to tell Dido openly of his intention to leave
- Dido is caught up in her lover's classic conflict between love and duty
- Dido's hallucinations and awful desolation enlist our pity
- her suicide, accompanied by the destruction of all the tokens of their love, is truly tragic
- Dido is throughout a tragic plaything of Juno, Jupiter and Venus.

Sympathy with Turnus:

- Turnus is the local hero: Aeneas is the interloper
- Turnus will die because of his love for Lavinia, and he was her first betrothed
- We know that Aeneas is fated to win
- Pathos of Turnus losing Juno's support; only his sister is left to help him
- At prayers preceding the duel, the Latins are already considering a world without Turnus
- Graphic description of twists of fortune within the duel, but destiny will never be overturned
- Turnus' orgy of killing when Aeneas is wounded loses him some sympathy
- Sympathy or antipathy aroused by the various epic similes – examples
- Bravery of Turnus, who realises he can stop the massacre by offering single combat
- Odds stacked against Turnus
- Reconciliation of Juno to the idea of Rome means the end for Turnus
- People as playthings of the gods is an inherently pitiable concept.

NB A choice based on the above two sets of considerations must be made and justified.

50 marks

SECTION D – Comedy, Satire and Society

- 13. Skills assessed:** showing understanding; evaluating ancient society with comparisons then and now; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.
- Candidates can access information on Aristophanes' anti-war passion in *Acharnians*, *Peace* and *Assemblywomen* as well as *Knights*. Using 3 of these texts should still attract the maximum mark.
 - Candidates should quote examples from these texts on what is portrayed as the miseries of war.
 - They should explain what Aristophanes sees as the blessings of peace.
 - They should then move to the reality behind the war and explain why the war continued.
 - They might well choose to mention that the Athenian people continued to vote in as generals those lampooned in these plays as war-mongers.
- 14. Skills assessed:** showing understanding; evaluating ancient society with comparisons then and now; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.
- Candidates should focus on whether Horace is revealing his real self in his Satires or whether the character we see is deliberately misleading.
 - Areas of interest should include his relationship with Maecenas, his Epicurean philosophy, and his attitude to ambition and wealth.
 - The best answers will attempt to deliver a balanced view and also try to explain why Horace may be concealing some of his real views and attitudes.
 - Any other relevant point.
- 15. Skills assessed:** showing understanding; evaluating ancient society with comparisons then and now; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.
- Juvenal attacks what he sees as changes in the moral values in his society and the loss of the traditional values of the past.
 - He attacks homosexuality and what he claims is its corrupting effect in Satire 2, though he does so under the guise of an attack on hypocrisy.
 - He attacks corruption among the aristocracy.
 - He attacks immorality, particularly among women.
 - He attacks the terrible crime rate in Rome.
 - He attacks the corruption which he claims foreign immigrants are bringing to Rome.
 - Candidates might consider if the more considered tone and language of *Satire 10* is more effective than the venom of *Satire 2 and 6*.

16. Skills assessed: showing understanding; evaluating ancient society with comparisons then and now; identifying issues and evaluating aspects of the work; making reasoned statements of personal response.

- Candidates should examine the limitations under which each of the writers produced their work.
- Aristophanes, probably the one with the greatest licence, criticises both political and military leaders in very strong terms.
- Horace, writing at the end of the civil wars in which he took part, avoids political issues totally and concentrates on issues such as the folly of ambition.
- Juvenal touches on political issues but mainly those of the past – risk of maiestas. Very strong traditional views on social issues.
- Very limited effect. Despite Aristophanes' attacks, the Peloponnesian war went on. Horace is probably the most effective in that his Epicurean philosophy enjoyed considerable support among the nobility. Juvenal despite the violence of his language, is probably the least effective in that he comes over as embittered and powerless.

50 marks

[END OF MARKING INSTRUCTIONS]