



**General Certificate of Education
June 2011**

Classical Civilisation

2021

Socrates and Athens

A2 Unit 4A

Final

Mark Scheme

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

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate 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 candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates 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 candidate'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. 	9-10
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. 	5-8
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 • 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 candidates should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

Level 5 Demonstrates

- well chosen, accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
- coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
- ability to sustain an argument which
 - is explicitly comparative,
 - has an almost wholly analytical and/or evaluative focus,
 - responds to the precise terms of the question,
 - fluently links comment to detail,
 - has a clear and logical structure
 - reaches a reasoned conclusion
 - is clear and coherent, using appropriate, accurate language and
 - makes use of specialist vocabulary when appropriate.

37-40**Level 4** Demonstrates

- generally adequate, accurate and relevant knowledge from different sources which covers many of the central aspects of the question
- sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
- ability to develop an argument which
 - makes connections and comparisons,
 - has a generally analytical and/or evaluative focus,
 - is broadly appropriate to the question,
 - mainly supports comment with detail and
 - has a discernible structure
 - is generally clear and coherent, using appropriate, generally accurate language and
 - generally makes use of specialist vocabulary when appropriate.

27-36

Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge from different sources• some understanding of some aspects of the question, including some awareness of classical values• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	17-26
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy, accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme
Unit 4A Socrates and Athens

Section One

Option A

01 How many men served on the jury at Socrates' trial?

ONE from: 500 / 501

(1 mark)

02 What was the minimum age for serving on the jury and by what method were jurors selected?

over 30 (1) **and** by lot / sortition / an allotment machine (1)

(2 marks)

03 Who were the 'colleagues' of Anytus (line 6)?

Meletus / speaking on behalf of the poets (1), Lycon / speaking on behalf of orators (1)

(2 marks)

04 In the opening sections of the *Apology*, how convincingly does Socrates defend himself against the 'earliest charges' (lines 1-2)?

How convincingly Socrates argues, or not, is open to question. For example, he might be seen as constructing a convincing framework divided into clear stages, but might be regarded as treading on dangerous ground in his questioning of people. The following areas might be covered:

First stage – effect of earliest accusers

- starts in rhetorical style
- but claims lack of skill as a speaker and desire to have his conversational style listened to
- stated decision to deal with these accusers separately from current ones
- but recognizing their influence on current ones
- their power to turn minds of jury when young, e.g. accusing Socrates of atheism
- being hard to argue against them as they are nameless and faceless

Second stage – whether Socrates is a sophist

- reading out of accusation against him as being a sophist
- being represented by Aristophanes as interested in things he is not actually interested in – calling jury as witness to this
- not true he is a sophist, e.g. not receiving fees (could he be like sophists in other ways?)

Third stage - Socrates and wisdom, growing unpopularity

- explanation how he has obtained reputation for wisdom (moving from conversational mode to rhetorical one)
- story of Chaerephon going to oracle and eliciting reply that Socrates is wiser than others
- interviewing politicians, poets and craftsmen to test this, finding himself wiser in admitting his ignorance (how convincing is this?)
- process leading to growing unpopularity
- young men following him, enjoying cross-questioning etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 05 What have you found to praise and to criticise in Socrates' *Apology* from the point where he turns his attention to his current accusers to the end? Support your answer with reference to the text.**

Possibilities of praise might include:

- skill in cross-questioning, e.g. of Meletus over influence on young men
- bravery in taking on accusers like Meletus
- regard for wellbeing of city, as a 'stinging fly'
- fulfilling public duties, e.g. military service
- following his conscience rather than public opinion
- opposition to unconstitutional action of Thirty Tyrants
- reasoned rejection of making a pitiful appeal to the jury
- showing his sense of self-worth in initially proposing he should receive free meals
- and a more realistic strain in proposing a fine as punishment
- equanimity after hearing he has been condemned to death etc.

Possibilities of criticism might include:

- forfeiting sympathy of jury in demonstration of his methods of cross-examination of Meletus
- dismissive treatment of Meletus as lacking moral character
- twisting Meletus' charge that Socrates disbelieved in certain gods into charge of atheism
- spending relatively little time on the actual charges brought by Meletus
- alienating the jury with anti-democratic statements
- provocative suggestion of free meals for himself
- failing to secure acquittal etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 06 What is the name of Socrates' school in *The Clouds*?**

The Thinkery (1)

(1 mark)

- 07 What are the circumstances in which this conversation between Strepsiades and Socrates takes place? Give four details.**

Strepsiades' son / Pheidippides refused (at first) to attend the Thinkery (1) so Strepsiades went (instead) (1) and met Socrates (1) and the Clouds (1) but was a poor student (1) so he told his son / Pheidippides (1) he must attend (1).

(4 marks)

08 How humorous do you find the argument between Right and Wrong? Support your answer by reference to the Arguments of both Wrong and Right.

There is a range of possible reasons for finding the argument humorous (or not), which might include the following:

- idea of Wrong taking Pheidippides for instruction, leading to Pheidippides' bad treatment of his father
- use of comedy technique, e.g. unexpectedness of Wrong's victory
- contrast between the non-traditionalist, trendy, iconoclastic stance of Wrong and Right's traditionalist stance, e.g. in initial exchanges when Right asserts that justice does not exist
- good at one-liners, e.g. Wrong calling Right a 'windbag'
- Wrong choosing to speak second, thus being able to hear Right's traditionalist line before formulating his own response – an advantage he states explicitly ('I'll shoot him down...')
- boring long speech of Right, stressing traditional values and discipline
- unattractive nature of traditional values as Right presents them
- Wrong's undermining of Right's assertion about the value of cold baths through the analogy of Heracles, the bravest, never taking one
- Wrong's refutation of other ideas of Right one by one, e.g. citing Homer to support the view that youths hanging around Market Square is not bad
- Wrong wittily explaining the value of arguing skills for getting adulterers out of trouble
- clever leading by Wrong of Right to admit that faggots are widespread and acceptable in Athenian society
- visual humour: contrasts, stereotypes etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 In *The Clouds* as a whole, how important is Socrates to Aristophanes' mockery of new ideas?

This calls for balanced discussion between new ideas as mocked in a variety of ways and by a variety of other characters as well as Aristophanes' use of Socrates to mock new ideas in the play. Their relative importance should be evaluated. Arguments and examples might include the following:

- Socrates plays a major part in several episodes
- Socrates' flying in space as a metaphor
- Socrates' airy-fairy language, e.g. 'Why call'st thou me?' on arrival
- Socrates' science-speak, e.g. investigation of 'minute particles', almost as soon as he arrives
- Socrates' worship of the Clouds and the Vortex, denying traditional religion e.g. Zeus
- Socrates' invocation of the Clouds
- Socrates' explanation of the Clouds, e.g. the shapes and rain
- Socrates' teaching methods with Strepsiades, e.g. definition of 'fowl'
- students of Thinkery observed by Strepsiades carrying out investigations into e.g. geometry
- Socrates' methods and teaching coming out through his verbal exchanges with Strepsiades
- Cloud chorus as deities
- Cloud chorus and Leader reflecting new ideas
- debate between Right and Wrong

- contrast between father and son Strepsiades and Pheidippides etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section Two

Option C

10 How successfully did Socrates explore the big issues that lie behind everyday behaviour? Refer to the texts you have studied.

This question, as synoptic assessment, is designed to be wide-ranging and to elicit individual responses. Quality of argument, supported by examples, is paramount. Points might include:

- big issues, like holiness in *Euthyphro* and the relationship between individual and the state in *Crito*, tackled by Socrates
- concern for matters of life and death, e.g. in *Phaedo*
- big issues based on everyday matters, like living in a democracy in *Crito* and *Apology*
- Socrates not concerned with the everyday in terms of payment
- Socrates not a sophist in philosophical arguments, using techniques to draw out ideas, not using them for their own sake, as shown in *Apology*
- Socrates driven by his inner voice and like a stinging fly goading his interlocutors concerned with big issues
- approaching people in everyday situations to answer his questions, e.g. in finding out who is wisest in *Apology*
- Socrates' service in war and government as an everyday matter
- concern for everyday, e.g. cock for Asclepius
- comic presentation in Aristophanes' *Clouds* showing him as concerned with trivia and mocking his espousal of big issues
- Plato's contrasting presentation of Socrates as principled and courageous in tackling big issues etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

11 'Socrates placed less importance on the gods and religious practice than his fellow Athenians did.' How far do you agree? Refer to the texts you have studied.

As this is a synoptic essay, responses should have a strong evaluative framework on the question of the relative importance placed by Socrates on the one hand and his fellow Athenians on the other. There should also be a critical approach to the sources. Points might include the following:

- subjects of discussion, e.g. holiness in *Euthyphro* and the soul in *Phaedo*
- Chaerephon's visit to oracle in *Apology*, the response he gets and its effect
- use of examples from gods and religion, e.g. in *Euthyphro*
- charges against Socrates in *Apology* and their implications
- concern for ritual, e.g. cock to Asclepius
- Socrates linked with *Clouds* as deities in *Clouds*, albeit in a caricatured way, shocking to

traditionalists

- Socrates accepting Clouds as deities in *Clouds*
- what conventional beliefs concerning gods and religion were amongst Athenians
- extent of common ground between Socrates and his fellow Athenians 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	1		1
02	2		2
03	2		2
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
Option B

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

Section Two**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%

UMS conversion calculator www.aqa.org.uk/umsconversion