

## NEW ZEALAND SCHOLARSHIP 2004

### ASSESSMENT SCHEDULE FOR CLASSICAL STUDIES

#### TOPIC ONE: ALEXANDER THE GREAT

##### Question One

*Heredity and environment. What effect did these two factors have on Alexander's character and career? What other influences may have been at work?*

Performance descriptors :

##### **Performance Descriptor 3**

Candidates must show awareness of Alexander's background with particular reference to the differing nature of his parents. In particular they should refer to his military experience with his father and his mother's insistence on his descent from the gods. They must also refer to Alexander's studies of Homer, the teachings of Aristotle and the heroic examples of Achilles and Hercules.

All these must be related to incidents in Alexander's career such as his military successes, his visit to Siwah oasis and his need to emulate the deeds of his forbears.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

##### **Performance Descriptor 2**

Candidates should describe the differing characters of Philip and Olympias, and cite occasions in Alexander's life when he displayed similar characteristics. They should also examine the largely military environment in which he grew up, as well as the nature of Macedonian kingship, the cultural environment of Macedonia, and perhaps the emphasis on consumption of alcohol. Examples must be provided of these influences at work.

Other factors of importance might include the teachings of Leonidas and Aristotle, the example of traditional heroes, such as Herakles and Achilles, the sudden pressures or opportunities resulting from Philip's murder, preoccupation with deification, and the life-style of the Persian royalty whose world he made his own.

There should be some reference to primary sources such as Arrian, Plutarch or Quintus Curtius Rufus, as well as an acquaintance with secondary sources, such as Hamilton or Bosworth.

The essay criterion is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might suggest a possible time when Alexander's personal ambition became more significant than the influence of heredity.

##### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates could also show awareness of the more exotic and wilder aspects of Olympias' character, and consider whether these characteristics were particularly predominant in Alexander's actions. They might also consider and evaluate additional influences, such as the attitudes of the Greek states, the sheer geographic and administrative immensity of the new empire, and the loneliness of the man at the top.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## Question Two

*To what extent was Alexander a genuine military genius? Was he, perhaps, just a lucky commander?*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must display knowledge of Alexander's military career and be able to distinguish between those aspects which highlight his military genius and those which can be attributed to good luck or to the military machine which he inherited.

They should know in some detail the army structure set up by Philip, and the way in which the army, by its quality, contributed to Alexander's victories. They should also recognise the occasions, such as at Issus, where good fortune and/or the fighting qualities of his soldiers saved him from possible disaster. On the other hand they should recognise the innovative skill with which he deployed his cavalry, or, as at the Hydaspes, devised a move which took the enemy by surprise. They should also recognise his personal charisma and readiness to "lead from the front".

Finally they should establish some sort of balance between the two viewpoints referred to in the question.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates must make a balanced presentation, giving both aspects referred to in the question full consideration. They should also provide a summary that presents the main points logically and draws a fair conclusion from them.

On the one hand, candidates should look, with examples, at Alexander's tactical skill, his speed of movement, his readiness to be innovative and his personal charisma.

On the other hand, they should point to the superb military machine he inherited, ready-made, from Philip; the skill and loyalty of his commanders; his assumption, virtually *ex officio*, of the position of *hegemon* of the Corinthian League; and the frequent rashness from which he was rescued by the fighting qualities of his soldiers, or by sheer good luck.

There should be some reference to primary sources such as Arrian, Plutarch or Quintus Curtius Rufus, as well as an acquaintance with secondary sources, such as Hamilton or Bosworth.

The essay writing criterion is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might analyse Alexander's brilliant tactics against Porus, or the difficulties he got himself into, both before and during the battle of Issus.

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates must analyse Alexander's military career in detail, examining a wide range of military factors. They should provide evidence of some insight into Alexander on the battlefield: his ability to act bravely and decisively, but also, at times, rashly, amid the dust and confusion of the fighting.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### Question Three

*Using your own knowledge and the resource material below, discuss Alexander's destruction of Thebes in the light of:*

- *his character and subsequent actions; and*
- *its effect on his relationship with the other Greek states.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates should extrapolate from the quotations provided those qualities which were characteristic of Alexander, such as his speed of action, his ruthlessness and his participation in the actual fighting.

They should discuss these in some detail and compare his actions at Thebes with similar instances at other times in his career.

They should also explain the reasons behind the destruction of Thebes and then go on to discuss the reactions of other Greek states, with particular reference to Athens and Sparta, and their subsequent attitudes to Alexander.

They should show awareness of source material beyond those used in the question.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates must be able to place this action within the context of Alexander's life, both chronologically and in terms of its short- and long-term impact on the political situation. They should consider factors such as Philip's recent death and the possibility that other Greek states besides Thebes might well be expected to try and escape from the domination of Macedonia.

They should notice the speed with which Alexander acted and the way that he always seemed to appear on the scene before anyone expected. Mention might also be made of the immediacy of his action, when older heads advised caution. Comparison could be made with the crossing of the Granicus.

Candidates should also note that Alexander was at first prepared to extend some lenience – as in fact he did to Athens – although this was not always the case later on in Asia, when even the mere suggestion of resistance was sufficient to unleash destruction and terror.

They must also examine the effect of the destruction of Thebes on the other Greek states, especially Athens, their subsequent reluctance to risk rebellion (with the exception of Sparta), as well as the residue of mistrust and resentment.

There should be detailed and specific reference to each of the documents provided.

The essay writing criterion is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might analyse the motivation behind the destruction of Thebes, concluding that the razing of the city was a calculated act of terror to act as a warning to the other Greek states.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might consider Alexander's concern about the northern tribes, his need to establish himself as *hegemon* of the Corinthian League, and Demosthenes' influence at Athens.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC TWO: AUGUSTUS

### Question One

*To what extent did Augustus use women as pawns in a political and dynastic game?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates should identify the most important women in question – certainly Scribonia, Octavia and Julia and possibly others as well. They should explain the relationship of these women to Augustus and the way he used them to further his purposes.

Candidates must be able to discuss in some detail Augustus' use of his step daughter Julia in his attempts to obtain an heir and the results of these attempts. They should be able to discuss his relationship with some of the other women, such as Octavia, and the extent to which expediency overrode all other considerations as far as Augustus was concerned.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should know who the women in question were: principally Scribonia, Livia, Octavia and Julia, but mention might also be made of Clodia, Fulvia and Cleopatra.

They should give an account of Augustus' involvement with each, showing the extent he did or did not make use of them, eg:

- Scribonia, who was much older, connected with Sextus Pompeii, and soon divorced, having produced one daughter, Julia
- Octavia, whom he really loved, but after Marcellus' death was blatantly married to Antony to confirm the Treaty of Brundisium
- Julia, his daughter, who was married off to Marcellus, then Agrippa (much older), then Tiberius, and who 'went off the rails' after being used for breeding purposes
- Clodia, Antony's step-daughter, to whom the young Octavian was briefly betrothed in order to reinforce the alliance that led to the Triumvirate.

From these accounts, candidates must extrapolate the extent to which Augustus used women as pawns for political or dynastic purposes. References to primary and secondary sources, such as Suetonius or Syme, should be included.

The essay writing criterion is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, reference could be made to the enforced divorce of Tiberius and Vipsania that allowed the former to become Julia's third husband.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates should demonstrate a more subtle awareness of Augustus' relationships with these women. For example, they might consider Augustus' relationship with Livia. Was there an ongoing clash between the Julian and Claudian families? Could Livia be regarded as a pawn?

The style and structure of outstanding candidates' essays should be of exceptional quality.

## Question Two

*Discuss the ways by which Augustus endeavoured to keep his policies and actions within the framework of the Republican constitution. To what extent might this have been just a façade?*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must show that they understand the republican structure of government which Augustus inherited. They should then describe the systems progressively set up by him, pointing out that most of the procedures and offices that he established, or assumed for himself, could be legalistically justified within that structure.

They should then point to significant variations, such as the increasing use of the *ordo equester* and also the extension of most of his offices beyond the previously established legal limits. In that connection they might mention the various means, such as his preference for the title “Princeps” and the comparative modesty of his private life, by which he sought to conceal the reality of his power.

They should also recognise the enormously extensive and complex nature of the administrative structure of which he was effectually, if not explicitly, the head.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates must display a sound knowledge of the political and administrative structure of Imperial Rome. They should discuss any differences in that structure under Augustus, showing that they were mainly differences of emphasis and terminology, but with subtle variations to concentrate real power at the top.

They should observe, with examples, that the *ordo equester* was given a greater share of administrative responsibility, but that much real power had been lost by the Senate, and that many significant republican offices were concentrated in the hands of one man – Augustus – and generally on a longer-term basis than just one year (which was the usual republican time limit).

They should nonetheless acknowledge that, while the final say generally resided in the person of Augustus, both the senatorial and equestrian orders still had big and important parts to play in running the empire.

This information should come from standard histories, such as Scullard, but reference could also be made to primary sources, such as Suetonius, Dio Cassius and the *Res Gestae*.

The essay writing criterion is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might ask: how true is it to say the clock could not be put back, and that a total reversion to the former type of government would probably have resulted in further civil war?

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might ask: firstly, how likely is it, regardless of the clamour in the Senate in 27 BC, that many saw Augustus as their only hope of security; secondly, might Octavian have felt during the 20s BC, as a result of fatigue and ill health, that he would happily have relinquished the reins of office?

The style and structure of outstanding candidates' essays should be of exceptional quality.

### Question Three

*Compare the following descriptions of Augustus' rise to power, one by Augustus himself and one by Tacitus (the 2nd century historian), and discuss their historical validity.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must try to sort out the elements of truth, half-truth and untruth in both these passages. For example, Augustus' reference to "the liberty of the republic oppressed by the tyranny of a faction", tells much less than half the story, while his claim that he spared the lives of citizens is a blatant lie. In this connection mention might be made of Perusia. It is, however, true and important that he extinguished the civil wars.

Tacitus is also almost certainly correct when he speaks of Augustus mobilising ex-army settlers by gifts of money, and also of the force that he brought to bear on the Senate to make him Consul, but the comments about his relationship with Antony are only partly true, and the allegations about the deaths of the consuls are totally unproven. Even Tacitus, however, admits that Augustus established peace.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates must analyse each passage in detail. Both are full of half-truths, vital omissions and deliberate misstatements. Both also contain an element of truth.

In the *Res Gestae*, the most significant omission, both in the passages quoted and the whole document, is the actual name of Mark Antony. Many statements can be justified up to a point by reference to the facts, but they stop short of telling the whole story.

The second passage, although not wholly claimed as Tacitus' personal opinion, does not scruple to use emotive language and even deliberate and unproven allegations of crime, such as the poisoning of one of the consuls.

Candidates should refer to other historians such as Suetonius and Cassius Dio, to other passages by Tacitus, and to secondary sources, such as Scullard and possibly Syme, in order to provide a balanced viewpoint.

The essay writing criterion is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might analyse the implications of Augustus' reference to 'universal consent' and Tacitus' use of the words 'lust for power'.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might examine the authorial bias evident in both of these passages and comment on the choice of vocabulary by both authors: for example, Augustus' use of the first person and the derogatory terms employed by Tacitus.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### TOPIC THREE: GREEK VASE PAINTING

#### Question One

*Discuss the emotive elements in Greek vase painting. How are these depicted and with what success?*

Performance descriptors :

#### **Performance Descriptor 3**

From the range of vases they have studied, candidates must select those that display various emotions. Having identified the vases, they must describe how these emotions are shown and say something of the techniques employed.

It is essential that the vases chosen are ascribed to their correct artists, and also to their periods and styles. Vases should be chosen from both the black and red figure styles, and they should be contrasted in terms of their effectiveness in portraying emotion.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates must first choose vases with relevant subject matter. An obvious example might be the Kleophrades Painter's *hydria*, with its depiction of the Trojan War.

However they should not confine their commentary to grief and mourning, nor to the set vases. A range of emotions should be considered, including happiness, celebration, ecstasy or even orgiastic fulfilment, and these emotive elements should be analysed in examples of black figure, red figure and possibly white ground vases.

Candidates should discuss the degree of emotion portrayed and give examples of how emotion is presented. They might, for example, comment on the use of gesture for the rejoicing Athenians on the François Vase, or on the narrative focus of the children on the Kleophrades Painter's *hydria*.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might note the pathos of the portrayal of the victims of Troy's final hour, as painted by the Kleophrades Painter.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates should look in greater detail at the questions of technique and style, and consider on the one hand whether the limitations of the black figure technique inhibited the display of emotion and, on the other, whether the mannerist style largely dispensed with it.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## Question Two

*In what ways, as their technique developed, did Greek vase painters contrive to give an illusion of depth? Discuss the extent to which individual painters were successful in this regard.*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must show that they understand the concept of depth, the problems involved in portraying it, and some of the techniques used for this purpose. They must cite and describe a wide range from the vases they have studied, to illustrate the points they have made, and the vases should be presented chronologically, to show a progressive development in technique.

They should comment particularly on the development from black figure to red figure vases, making frequent references to the artists involved. In making their comments candidates should not neglect examples where techniques have partly failed.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates should begin by describing the various techniques employed, such as overlapping, foreshortening and three-quarter viewpoints.

They might then review these techniques chronologically, from the earliest flat patterns of the black-figure period to the later developments of red figure, such as multiple ground-lines.

The next and most important step must be to cite examples of these techniques by individual painters, placing them in their chronological context and evaluating their degree of success. One such example might be from the Lydos column *krater*. On this vase the satyr behind the donkey has a full-frontal face and profile body – a failed attempt, because of technical limitations, to show a three-quarter pose and hence to indicate depth.

Candidates should show detailed knowledge of several of the prescribed Level 3 vases and some acquaintance with other relevant works.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might note the significance of the introduction of the red-figure technique in facilitating the depiction of an illusion of depth, or the impact of other media, such as wall-painting.

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might show an appreciation of the overall degree of realism that individual artists were trying to achieve, or alternatively consider the problem of vase shapes and the limitations the decorative surface imposed on painters.

The style and structure of outstanding candidates' essays should be of exceptional quality.



### **Question Three**

*Compare and contrast the two vase paintings in Reproductions A and B of the Resource Booklet, one by the Amasis Painter and the other by the Meidias Painter.*

Performance descriptors :

#### ***Performance Descriptor 3***

Candidates must show that they are capable of a degree of perception as they look at these vases, and that they possess the knowledge to describe them both intelligently.

They must compare them in terms of the presentation of the subject matter, particularly with regard to the figures and draperies and also the problem of depth.

They must assign each vase to its correct period, looking at the problems and limitations involved and possibly comparing them with other vases by the same artist and/or from the same period.

The essay criterion is concerned with style and structure.

#### ***Performance Descriptor 2***

Candidates should present a careful description of each vase, considering its shape, approximate date, figural and non-figural decoration and general style.

They should move from there to specific comparisons, such as treatment of figures, depiction of drapery, spatial effects, variation of ground-line and, of course, the restrictions imposed by or the opportunities offered by the differing techniques.

Candidates might also consider each vase in relation to their knowledge of other works by the same artists and of the historical period in which they worked.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, the influence of the mannerist style on the work of the Meidias Painter might be noted, or this painter's increased awareness of the female form.

#### ***Outstanding Performance – Performance Descriptor 1***

Outstanding candidates might discuss the subject matter of each vase in greater detail. For example, they might explain the religious background of the Dionysiac vase or the idyllic, or even possibly decadent atmosphere of the Meidias Painter's vase.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC FOUR: ART OF THE ROMAN EMPIRE

### Question One

*Comment on Wheeler's description of triumphal arches as 'monstrous toys, idle contrivances of grand but nonsensical irrelevance'. Discuss this description in terms of architectural quality and political purpose. Can Wheeler's casual dismissal be justified?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates should compare two arches and describe them both in terms of design, reliefs, inscriptions and any other relevant detail. They need to indicate who built them and why. Were they just vehicles for glorification and/or propaganda, or did they have wider and more valid purposes as well?

They must also look at Wheeler's statement and consider to what extent, if at all, it is justified.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should cite the arches prescribed for Level 3, and any others they have studied, noting the time they were erected, the emperors who were responsible, and the men, events, or successes that they commemorated.

They must choose at least two arches, preferably contrasting ones, and discuss in detail their design, sculptural reliefs and inscriptions. They should know that arches had multiple purposes and that, in Rome at least, they were convenient vehicles for relief sculpture and part of a tradition that includes the *Ara Pacis*, Trajan's column, etc. They might also consider the motives that lay behind the building of these arches: for example, did they attempt to glorify Rome, to impress provincials, or indulge an imperial ego?

They should then discuss Wheeler's comments summarising arguments for and against it, and providing a balanced conclusion.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might discuss the importance of the dedications on the Arch of Titus and Arch of Constantine.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might consider the propagandist elements associated with the construction of specific arches. For example: was Domitian seeking reflected glory from Titus' achievements, or even possibly trying to allay suspicions about his complicity in Titus' death?

The style and structure of outstanding candidates' essays should be of exceptional quality.

## **Question Two**

*Roman architecture has been variously described as: genuinely creative; mere imitation of Greek models; and a progressive adaptation of Greek models for Roman use. Discuss.*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must display some knowledge of Greek architectural styles and especially of those adopted by the Romans. They must then cite and describe Greek elements in some of the structures they have studied. The Maison Carrée would be a good example.

They should also look at instances such as Hadrian's Villa where Greek influence has been deliberately incorporated. By contrast they should also cite examples of specifically Roman styles, and try to identify their particular Roman-ness.

From there they should draw a balanced conclusion, evaluating the respective descriptions in the question itself.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates should begin by describing and discussing the main features of Greek architecture that appeared on Roman structures. For example, they might describe the Doric, Ionic and Corinthian orders, noting that the Romans favoured the Corinthian. They should then analyse a range of specific Roman structures that show Greek influence, and discuss the extent of that influence.

They should also consider Greek influence from a chronological viewpoint, discussing whether, as time went on, the Romans developed a more specifically Roman style. They might mention that, in the case of Hadrian's Villa, Greek models were used precisely because they were Greek and had not become Romanised.

Their summary should look at each point specified in the question itself, and reach some sort of conclusion as to which aspect seems to predominate – Greek or Roman.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might discuss the combination of Greek and Etrusco-Italian features in the Maison Carrée.

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might consider to what extent Roman architecture, exposed to Greek or eastern influence as the empire expanded, reflected the essential pragmatism of the Roman character.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### **Question Three**

*Compare and contrast the two mosaics in Reproductions C and D of your Resource Booklet, one showing a theatrical scene with musicians and the other a boat trip on the Nile.*

Performance descriptors :

#### ***Performance Descriptor 3***

Candidates must show they know and understand the techniques involved in making mosaics, and describe those which are used in the two examples given.

They should contrast the two pictures in style and subject matter eg landscape interest in the Nile picture, and in colour, lighting, movement and action.

They should also consider the human interest, looking at the vitality of the figures in the street scene, with its suggestion of “low life”, and the excitement, musculature and narrative interest in the Nile scene.

The essay criterion is concerned with style and structure.

#### ***Performance Descriptor 2***

Candidates should examine the two mosaics in detail, analysing techniques that are common to both, as well as areas of difference. They should refer to composition, the use of colour, lighting, perspective and the degree of pictorial realism attained.

They should compare the subject matter of the mosaics, looking at the amount of action portrayed in both, but also noting differences. Whereas the first has a few figures which give a vivid impression of character and vitality, the second has greater amount of narrative detail.

In the second picture they should observe the interest in landscape, even to the man with the donkey in the background, the exotic hippopotamus and crocodile in the foreground and the Nile river plants.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates may note the colour variation of the *tesserae* used for the river water and comment on how the effect of movement is achieved.

#### ***Outstanding Performance - Performance Descriptor 1***

Outstanding candidates might emphasise the more subtle detail of the two mosaics. For example, they may point out the influence of wall-painting in the careful attention to the musculature of the male figures propelling the vessel. Alternatively, they might discuss the popularity of Egyptian motifs in Roman art during the Empire.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC FIVE: ARISTOPHANES

### Question One

*Discuss the agon of The Frogs as an exercise in literary criticism. How has Aristophanes managed to make such criticism function as part of a comedy?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must show that they know and understand the points that each poet makes about the other. They must then consider whether these are examples of good literary criticism.

They must mark the difference between the subject matter of both poets and the techniques which they employ. They should ask if these are genuine literary criticism or discussion of social problems. They might also suggest that the quick-fire repartee has real audience appeal.

Moving on to the parodies of each other's lyrics, candidates should be able to identify features of style parodied by each poet and point to the potential audience appeal of the song and dance routines which they both deliver.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should say what they understand by literary criticism, and discuss in general terms the extent to which the *agon* of *The Frogs* conforms to their definition.

They should also examine in detail, with relevant quotations, the criticisms made by Aeschylus and Euripides of each other's works, and consider how far these strictures involve literary quality *per se*, and how far they are simply a reflection of Aristophanes' views on contemporary drama, on the 'new ideas' and on the responsibility of the poet as a teacher of the people.

Candidates should also ask whether the examples each tragic poet gives of his own work and of his rival's are just parodies to amuse the audience, or serious literary criticism, or both.

Finally, the candidates must look at the *agon* as a piece of theatre, and consider how far, in terms not only of its word-play, but also of slapstick comedy, music, dance, and the whole visual impact of the play, it has genuine audience appeal.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates may consider the issue of social corruption – Aeschylus' comment about not having 'loose women' in his plays, and Euripides' response.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might reflect on whether literary criticism has a place in the theatre. Some might refer to modern playwrights, or even the cinema.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## Question Two

*The essence of drama is conflict. How does this apply to the comedies of Aristophanes?*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must look at conflict in drama generally and then specifically as this applies to Aristophanes. They must identify the examples of conflict in the plays they have studied, describing them with appropriate quotations and relating them to the actual question.

In particular they should place emphasis on the *agon*, looking at it as the main element of dramatic conflict in the play and discussing the extent to which it lies at the heart of the play itself.

Obviously they must refer to the two plays they have studied but also be ready to refer to other plays and show an awareness of commentaries on plays generally.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates should first of all discuss the meaning of the statement, expanding upon their understanding of conflict and how it applies to drama.

They must then apply these ideas to the Aristophanic comedies that they have studied. It is essential that they look beyond the obvious conflict of the *agon* to the wider themes of the plays, such as the conflict of the generations in *The Wasps*. They might also consider elements in the comedies that do not involve conflict.

They must refer specifically to at least two plays, and where appropriate to modern commentators such as Professor Dover.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates may consider the implications of Procleon's flooring of his son, with a right to the jaw, shortly before the *exodos* of *The Wasps*. Did the debate on jury service actually indicate the ultimate victor of the play's central conflict? Has Procleon at last proved himself the better man of the two?

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might observe that all conflicts, from the battle to keep Procleon out of court in *The Wasps* to the great literary *agon* of *The Frogs*, are subordinate to the main business of Aristophanic comedy, to amuse and advise, and to win the festival competition. They might also note that this integration of dramatic elements is a mark of Aristophanes' literary genius.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### Question Three

*The following extract is from the parabasis of Lysistrata. In this play, produced in 411 BC, the women set out to bring the war to an end, seeing that the men cannot do so. Compare this extract with other parabases you have studied, commenting on theme and dramatic purpose.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must study the extract carefully and relate it to the central theme of the play. They must then compare it with other *parabases* they have studied and describe important differences and/or similarities.

These should include the radical views expressed, the emphasis on female power of *The Poet and the Women* and also the use of two leaders. They could comment on Aristophanes' flexibility and readiness for innovation.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

*Lysistrata* is a strongly feminist play and the mainspring of the plot has the women denying the men their marital rights in order to force them to make peace. The passage quoted is one of conflict between the men and the women, with the women emerging victorious.

Candidates must discuss the theme of the passage. They should note that the men are shown to have a decidedly retrogressive, traditional, male-oriented outlook, and are discredited by the radical comments of the women. This provides a different emphasis from the more conservative viewpoints expressed in the *parabases* of other plays.

Aristophanes' readiness to vary a traditional format in the interests of the plot is also evident. He has two Chorus leaders participating in the *parabasis*, rather than one, and has them address each other rather than the audience.

In making these comparisons, candidates should make specific reference to the passage quoted, as well as other plays by Aristophanes that they have studied.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates may comment on the futile attempt by the Leader of the Men's Chorus to draw strength through self-initiated identification with Aristogeiton and Harmodius.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might look at the ways in which Aristophanes shows his empathy with the women's desire for peace, contrasting their sensible, pragmatic attitude with the vapid idealism of the men.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC SIX: VIRGIL

### Question One

*To what extent are the problems confronting Aeneas an image of the universal problems which concern humanity as a whole? Discuss.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates need to identify episodes of the *Aeneid* which show Aeneas confronted by problems. They should provide a representative selection of these taken from various parts of the poem and describe them, preferably with appropriate quotations.

Candidates could then distinguish between those that are common to mankind as a whole, such as occasional lapses into despair, and those which are specific to Aeneas. They should not spend too much time on lengthy dissertations about problems of today. Sometimes these are pursued with missionary zeal when a brief reference would suffice. However discussion should include reference both to Aeneas' *furor* and his *pietas* eg his care for his men in Book 1 and elsewhere and his anger at the Greeks in Book 2.

Candidates could show awareness of sections of the *Aeneid* other than those prescribed.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should make a broad statement about what Aeneas' problems are, trying to differentiate between those which are common to humanity and those which are peculiar to him.

In the former category were those problems that involved his *furor* and *pietas*, and his struggle to reconcile these two elements, particularly in his love for Dido. In addition, there were the challenges involved in his role as leader, such as the need to persuade reluctant refugees to journey with him to a new land after the fall of Troy, and the need to conceal his own feelings as he cares for his men after shipwreck in Africa.

With regard to problems specific to Aeneas, candidates might discuss his role as 'Man of Destiny' and his heroic status as son of Venus, with its attendant supernatural complications.

Discussion should involve wide reference to the text of *the Aeneid*, even outside the prescribed passages, and brief quotations where appropriate.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might analyse the complex and contradictory emotions that assail Aeneas as he brings his relationship with Dido to an end.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might reflect that what are represented by Virgil as divine forces, such as the influence of Juno and Venus in Aeneas' passionate relationship with Dido, could also be seen as externalisation of his own instincts and desires.

The style and structure of outstanding candidates' essays should be of exceptional quality.



## Question Two

*Discuss the degree of ambivalence displayed by Aeneas in the earlier parts of the poem. To what extent is this ambivalence resolved by the end of Book 6?*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must give frequent and representative descriptions of the numerous occasions when Aeneas displays ambivalence such as his reluctance to leave Troy and his love affair with Dido. Appropriate quotations should be used. Candidates could show awareness of sections of the *Aeneid* other than those prescribed.

The reference to Book 6 however requires more detailed analysis, particularly the scene with Anchises and its effect on Aeneas. Candidates might well wonder whether Aeneas' tendency to ambivalence is resolved even then.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates should recount some of Aeneas' earlier uncertainties and hesitations, such as his wish to return to the fighting as the Greeks sack his city and his reluctance to leave Troy without Creusa, before analysing the climactic ambivalence of his liaison with Dido.

They should also consider the course of events in Book 6, charting Aeneas' increasingly profound understanding of his destiny, culminating in the ideal put before him by Anchises.

Candidates should then attempt to assess the degree to which this realisation finally brought his doubts and uncertainties to an end. Those who have read the whole poem may also be able to comment on the difficulty Aeneas has in maintaining an unwavering commitment to his goal, once the wars in Latium are underway.

Discussion should involve frequent reference to the text of *the Aeneid*, even outside the prescribed passages, and brief quotations where appropriate.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might identify and interpret key moments in Aeneas' character development, such as the seizing of the golden bough.

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might evaluate the influence of supernatural forces on Aeneas' decision-making, both in general terms and with reference to specific examples, such as the visits of Mercury in Book 4.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### **Question Three**

*Discuss the comments and undertakings made by Jupiter in this passage, and Juno's reactions to them. Then relate this response to Juno's behaviour earlier in the poem.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must study and analyse the passage carefully considering what Virgil is saying about Italy, about Rome and about Juno.

They must compare Juno's reactions here to her attitude and actions earlier. These could be described and commented on and related to the references in the passage quoted. They should look also at the reasons for her earlier hostility and explain what has caused her to change her attitude at this point and why Virgil has decided to make her do so.

Discussion should involve reference to the text of *The Aeneid*, even outside the prescribed passages..

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should discuss and explain Jupiter's references to Juno's 'waves of bitterness', and also his comment about her 'violence of spirit'. They should then expand upon his undertakings about the future of the Italian people, perhaps explaining how these promises worked out in practice.

They must then explain how these undertakings mollified Juno, and compare her attitude at the end of the poem with her earlier attitudes and actions, particularly with reference to her activities against (and in conjunction with) Venus.

Discussion should involve wide reference to the text of *The Aeneid* and brief quotations where appropriate.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might explore possible reasons for Jupiter's offer to waive his own wishes. Alternatively, they may recall Juno's momentary kindness in sending Iris to allow Dido's release, and comment on the complexity of Virgil's characterisation.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might wonder whether Juno's sudden change of heart is too facile to be entirely plausible.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC SEVEN: JUVENAL

### Question One

*Consider whether Juvenal sees the deterioration of the patron–client relationship as a reflection of the degradation of Roman society as a whole.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must show that they understand the nature of the patron-client relationship and the form that it should have taken as part of an important social relationship.

They should then describe it with appropriate quotations as Juvenal saw it – a degrading relationship of shameless sponging on the one hand and thoughtless bullying on the other. Satire 5 is an important source of material in this respect. Other Satires, even those not prescribed, are also valuable.

They must proceed to relate the descriptions of Juvenal's other examples of degradation, such as greed, immorality and corruption.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should begin by explaining what Juvenal believed was the 'ideal' state of the patron–client relationship in former years – a relationship of mutual support, respect and responsibility. This should be followed by an explanation of the present situation, with everyone in for what they can get, and self-respect at a minimum. This analysis should be supported by appropriate quotations and specific references to the *Satires*, particularly to Satire 5, but also perhaps including reference to Satires other than those prescribed.

Candidates should then turn to Juvenal's picture of the contemporary scene as a whole, considering aspects which in some way mirror the patron–client relationship. Two relevant areas of comparison would be the corrupting power of wealth and the decline of social responsibility.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, they might examine Juvenal's allegation of sadism in the patron's treatment of a client.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might consider whether there were redeeming features in the contemporary scene, and whether the 'good, old days' were in fact as good as Juvenal suggested. They might, for instance, mention the reign of terror under Sulla and the decades of social crime and unrest that followed the proscriptions.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## **Question Two**

*Comment on Green's suggestion that Juvenal writes from a very limited viewpoint, and that the scope of his satire is restricted as a result.*

Performance descriptors :

### ***Performance Descriptor 3***

Candidates must point out from the start that Juvenal's programme to present an overall picture of the human condition is never in fact carried out.

They must next indicate his major themes such as hatred of foreigners, lack of social responsibility and the corrupting influence of power and wealth and show how these permeate his satires largely to the exclusion of all other considerations. They could refer to satires other than those prescribed.

They should also say that his comments are largely negative and destructive, and that so far from recommending any actual social reform he categorically rejects it.

The essay criterion is concerned with style and structure.

### ***Performance Descriptor 2***

Candidates might begin by considering the validity of Juvenal's famous lines that 'all human endeavours, men's prayers, fears, pleasure, joys and pursuits, make up the mixed mash of my book'. They need to be aware that this is just not the case.

Having made this point, they should outline the main themes of Juvenal's writing, the subject matter of the satires, and the actual areas on which he places emphasis.

With this established, and reinforced by relevant quotations, they then need to outline the parameters within which he operates, and to draw some conclusions about the extent to which the scope of his satire is restricted.

They could refer to Satires other than those prescribed.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, they might note that at the end of Satire 1, Juvenal seems to contradict his earlier statements by restricting his focus to the past.

### ***Outstanding Performance - Performance Descriptor 1***

Outstanding candidates might recognise that one limitation of Juvenal's viewpoint is his lack of conception of any reform of the social order, however critical he is of the current state of affairs; in fact he is severely critical of any variation of the traditional order.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### Question Three

*The following extract comes from Suetonius' brief biography of Domitian. Compare this picture of Domitian with the one presented by Juvenal in Satire 4 and elsewhere. To what extent do they tell the same story, and what impression of Domitian do they leave us with?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must display a good knowledge of *Satire 4* and give a description with appropriate quotations of the picture of Domitian presented here and in other satires of Juvenal, possibly including some that are not prescribed.. They must then compare this with the description given by Suetonius. They should compare the revulsion shown by Juvenal with the more dispassionate account by Suetonius. In particular, while Suetonius gives more personal details (eg hammer toes) Juvenal looks more at character defects.

Finally while Juvenal sees him both as a picture of ridicule and a paranoid dictator, Suetonius discovers some redeeming features.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates need a good knowledge of *Satire 4*, and must be prepared to provide references and quotations from this and other satires, possibly including some that are not prescribed, that match or contrast with the description given by Suetonius. For example, the total fatuity of the council meeting to consider the best way of cooking a fish is well-paralleled by Suetonius' description of Domitian and the fly-killing.

They should point out that Suetonius, although he observes Domitian's cruelty and readiness to kill, does not picture, as Juvenal does, the abject terror felt by the councillors as they are summoned to the imperial paranoid presence.

Suetonius also sees some redeeming features in Domitian, which Juvenal does not.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, they might note that both writers make a humiliating reference to Domitian's baldness.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might compare Suetonius' more balanced account with the savagery of Juvenal's attacks on Domitian, look at the possibility of a personal grievance, and consider whether there is any historical justification for such an assumption. They might also contrast Juvenal's attack on Domitian – personal and sustained – with his attitude to other emperors.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC EIGHT: SOCRATES

### Question One

*In what ways, if at all, could Socrates' death be seen as the triumphant culmination of his life?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates should display their knowledge of the manner of Socrates' death, of the events leading to it and of his attitude at that time.

From Plato's writings and others such as Xenophon, they should then comment on Socrates' ideas about death. The main source of these would be the "*Apology*" and the "*Crito*" and they should emphasise Socrates' belief that a philosopher's main profession should be a preparation for death.

Candidates should point out that Socrates' whole life was totally governed by his principles and that his death was an affirmation of these. They should discuss whether that affirmation was triumphant recognising that some might not see it in that light.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

At one point in *the Phaedo*, Socrates says that true philosophers make dying their profession, and at another that those who apply themselves in the right way to philosophy are directly preparing themselves for dying and death. Candidates should refer to those or similar statements to show that Socrates himself (and Plato as well) considered that death was the culmination of his life.

Other quotes from other dialogues reinforce this view, but also emphasise the total consistency which Socrates displayed in maintaining these principles throughout his life. Candidates should show that the manner of his death was completely in accord with these principles, and might argue that his death was a triumphant affirmation of the life he had led. They might go even further and suggest that his defeat in his trial was in a way a victory.

Some candidates, however, might reasonably contest the word 'triumphant', seeing Socrates' death as unnecessary, avoidable and even as somewhat of an anti-climax of his life. Such arguments must not be disregarded. On this matter and others, candidates' reading should extend beyond the set dialogues and might include the writings of Xenophon or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might observe Socrates' similar demeanour at his trial and at the time of his death.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might consider whether, if the word 'triumphant' is justified, Socrates death could be seen as martyrdom. Could he have ever seen himself in that light? Would his sense of humour have allowed it?

The style and structure of outstanding candidates' essays should be of exceptional quality.

## Question Two

*Describe and discuss Socrates' attitude towards Athens, and Athens' attitude towards Socrates.*

Performance descriptors :

### Performance Descriptor 3

Candidates must answer the question exactly. From their readings of the set dialogues and possibly others as well, they must first describe and explain Socrates' attitude to Athens and its people. This comes under two headings: first his determination to act as a "stinging fly" and make the Athenians face up to themselves, and secondly in the *Crito* to see Athens as a surrogate parent.

The Athenians' attitudes to him are threefold: as a figure of ridicule as in *The Clouds*; as an object of resentment for his questioning; as a scapegoat for defeat by Sparta because of the "new thinking".

The essay criterion is concerned with style and structure.

### Performance Descriptor 2

Candidates should show that Socrates' attitude towards Athens appears in two ways: first by his famous metaphor of the stinging fly stirring a lazy horse into action; secondly by his imaginary dialogue with the Laws of Athens in the *Crito*. Both these attitudes should be looked at in detail.

Athens' attitude to Socrates seemed to consist of long-term and growing resentment on the part of many, particularly older citizens, who objected to being shown up by the Socratic *elenchus*, and saw Socrates as inciting irreverence among the younger generation. This generation, however, provided a small but enthusiastic group of supporters.

In dealing with these points, candidates should show, by reference or quotation, the results of careful reading of the set dialogues and, preferably, also of others as well.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might discuss Aristophanes' portrayal of Socrates in *The Clouds*.

### Outstanding Performance - Performance Descriptor 1

Outstanding candidates might discuss the apparent dichotomy between Socrates' civil disobedience and his respect for the laws. They might also look at the probability that he was seen as anti-democratic.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### Question Three

*Compare the following pictures of Socrates with each other. What other impressions of him have you gained from your reading?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must analyse both passages carefully and bring out the significant points in each. They should explain the comic references in *The Clouds* such as Socrates' alleged nonsense and lack of care for his appearance, and they should also mention the reference to Zeus and the possible connection with the later charge at his trial of not believing in the gods.

With the excerpt from the *Symposium* they should point not only to the respect but indeed the affection in which Socrates was held by his friends, to the almost superhuman nature of his intelligence and to the universality of his principles.

They must also, as the question requires, compare the two passages and give some impressions of Socrates that they have gained from other reading, possibly going beyond the texts.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates must examine each passage closely and comment on both of them in detail.

Analysing the extract from *The Clouds*, they should explain the comic references, but look beyond them to the much more serious suggestion of heresy in the reference to Zeus. Some may be able to refer to other parts of the play.

Alcibiades' eulogy should be analysed carefully, particularly the second part, when the emphasis is placed on an in-depth perception of what Socrates is saying. Some candidates may know enough of *The Symposium* to elaborate on this passage, and also discuss the relationship between Socrates and Alcibiades which is mentioned earlier.

Candidates should then add other impressions of Socrates that they have gained from the set texts, from other dialogues, or from wider reading, including Xenophon.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. A comparison of the two passages, one a caricature and the other a eulogy, will reveal that even Alcibiades concedes that first impressions of Socrates can give a sense of the ridiculous.

#### **Outstanding performance – Performance Descriptor 1**

Outstanding candidates might provide further information about Alcibiades himself, and the Socratic circle generally, or say more about Aristophanes and his attitudes toward the 'new ideas'.

The style and structure of outstanding candidates' essays should be of exceptional quality.



## TOPIC NINE: GREEK SCIENCE

### Question One

*Analyse the development of Greek astronomy from the time of Homer to the later Pythagoreans (Heraclides, Ecphantus and Hicetas). To what extent was this progression a continuous development?*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must show awareness of the state of Greek astronomy at the time of Homer and then comment on the early Pythagorean ideas.

They should advance step by step through the intervening years mentioning the main elements and showing the degree of continuity. Finally they must indicate the progress made and the level of knowledge attained by the period mentioned in the question.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates should first look at the concepts of the Homeric age, noting that many constellations had already been identified. They should explain the standard theories that the earth was flat, stationary and at the centre of the cosmos.

Following on from this, they should outline and discuss the development of the Pythagorean concepts, including the introduction of the idea of a spherical earth at the centre of the cosmos, the theory of the spheres and Philolaus' development of this model.

They should then go on to the ideas of the later Pythagoreans, who proposed that the earth, while central, spun on its axis. They should discuss whether or not these ideas had evolved smoothly from earlier concepts, or were the results of radical new thinking.

Candidates should be able to refer to ancient and/or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might examine the variation between the Pythagoreans and the more orthodox thinking of their contemporaries.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might consider the reasons why developments and refinements of the Pythagorean theories occurred, such as the desire to account for the supposed movement of the spheres and to explain man's inability to hear the harmony of the spheres.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## Question Two

*Discuss some of the false conclusions reached by Greek medical thinkers. To what extent were these conclusions inevitable?*

Performance descriptors :

### **Performance Descriptor 3**

Candidates must know and describe in some detail the basic medical theories held by the Greeks. They may confine themselves to the human heart and the four humours. From these theories they should extrapolate those that were clearly wrong, stating in what ways they were wrong and explaining how contemporary attitudes and philosophies led to these misconceptions.

There should be frequent reference to Erasistratus and to the early Hippocratic ideas.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

### **Performance Descriptor 2**

Candidates might confine their discussion to the human heart and the four humours.

With respect to the heart, they should examine Erasistratus' outline of the workings of the human heart and his (incorrect) theory that a dual network pumped blood and *pneuma* (air) around the body. They should comment on the way in which *ad hoc* observation or, at best, dissection (and vivisection) of criminals in adverse circumstances in Egypt led to false conclusions.

With regard to the four humours, they might discuss the earliest Hippocratic documents that identify the humours of water, blood, bile and phlegm, then examine reasons for the later removal of water.

They should also acknowledge the lack of modern technology, such as microscopes, blood analysis and computers, and consider the importance of observation in developing medical theory and the ways in which this led to false conclusions.

Candidates should be able to refer to ancient and/or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. They might, for instance, point out that Erasistratus completely ignored the problem of how blood got from the left-side to the right-side of the heart. They could note that one way in which ancient physicians dealt with problems was by ignoring them.

### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might discuss the way in which the social and political ethos of the time led to erroneous theories and conclusions. They might even compare these with similar problems in medieval times. They might also go beyond the 3rd century BC and consider the work of Galen and his revision of Erasistratus' ideas about the heart, or examine the development of ideas about the four humours in the light of Aristotle's theory of matter.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### **Question Three**

*Compare and contrast the information provided in the question booklet about Hero's water-clock with what you know about the water-clock of Ctesibius. You may sketch a diagram of the Ctesibius clock if you wish.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must show that they have read and understood the information provided about Hero's clock and that they have studied the diagram.

They must then give a similar account of the Ctesibius clock, perhaps providing a diagram. They could then compare the two clocks and suggest which was superior and why.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates must examine carefully the information given in the question booklet about the Hero water-clock, and provide an analysis of both the diagram and the information, bringing out the salient points.

This must be followed by a similar description of the Ctesibius water-clock, including perhaps a sketch. There should be reference to simplicity, number of moving parts, portability and precision of scale.

Candidates should then compare the two water-clocks, listing major differences and similarities, and evaluating the merits of both.

Candidates should be able to refer to ancient and/or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might establish a distinctive feature of each clock that sets it apart from the other.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might discuss why the Ctesibius clock was the most widely used in Classical times.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## TOPIC TEN: ROMAN RELIGION

### Question One

*Describe and discuss the motives and common elements underlying the main ceremonies and festivals of Roman religion.*

Performance descriptors :

#### **Performance Descriptor 3**

Candidates must outline some of the most important Roman religious ceremonies and festivals, describing and explaining those features they have in common. These might include recognition of the implied contract between men and gods, and the importance of correct procedures, so as to ensure the favour of the gods and the success of human endeavours.

Candidates must recognise the common principles involved in such things as prayer and sacrifice, and answers should make reference to both public and private worship and also to the numerous games and festivals.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

#### **Performance Descriptor 2**

Candidates must make a selection of main ceremonies and festivals (both public and domestic), discuss their purposes and procedures, and analyse the elements that they have in common.

One common element was propitiation, of the gods, of ancestors, or of specific *numina*. Another very important feature of most ceremonies and festivals was sacrifice, and the methods and procedures of sacrifice should be outlined and described in detail, together with basic principles, such as nourishing and strengthening the deities concerned. Another element common to many religious observances was that of public spectacles and games. Comments about these might include: achieving *pax deorum*, keeping the people happy, and winning popularity for aspiring politicians. Other frequent elements included prayer, divination and purification.

Candidates should be able to refer to ancient and/or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might give an account of one of the more orgiastic celebrations such as the Lupercalia and suggest reasons for its ongoing popularity.

#### **Outstanding Performance - Performance Descriptor 1**

Outstanding candidates might analyse the psychological basis of these festivals and ceremonies and their emotional impact, if any, on the people.

The style and structure of outstanding candidates' essays should be of exceptional quality.

## **Question Two**

*Discuss the Roman attitudes to foreign religions and philosophies, and the reasons for their success at Rome.*

Performance descriptors :

### ***Performance Descriptor 3***

Candidates should observe at the start that in general Romans were prepared, even eager to accept many of these cults provided that due respect was paid to the Roman gods. They should also say that deities encountered in parts of the Empire were often identified with Roman ones eg Minerva with Sulis in Britain.

They should identify some of the main foreign cults possibly under three headings: orgiastic, such as Cybele and Dionysius; philosophical, such as Stoicism; and those concerned with conduct and morality such as Judaism, Christianity and Mithraism.

The reasons for the success of the first group are obvious; whereas the philosophies provided intellectual stimulus, and eastern faiths gave spiritual satisfaction, possibly lacking in the more orthodox Roman religions.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

### ***Performance Descriptor 2***

Candidates should establish, with specific examples, that in general, Romans were at least tolerant of new religions. When they encountered them in the extended empire, they endeavoured to assimilate them into orthodox religion.

They should, however, explain that they also usually required that the state gods were paid proper respect, and consequently some of the more exclusive religions, such as that of the Jews, were less tolerated. This was also for some time the case with Christianity, which was, in addition, initially seen as socially unacceptable.

Many religions were welcomed for their novelty; some of the orgiastic cults, such as those of Cybele and Dionysus were greeted enthusiastically (too much so with Dionysus); some intellectual philosophies, particularly Stoicism, became an integral part of Roman society; and some eastern faiths, such as Christianity and Mithraism, appealed for their spiritual aspect.

Candidates should be able to refer to ancient and/or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. For example, candidates might examine the significance of the *Quindecemviri* recommending that Cybele was brought to Rome.

### ***Outstanding Performance - Performance Descriptor 1***

Outstanding candidates might discuss how significant the lack of spiritual depth in the orthodox religion was in encouraging the popularity of foreign cults, as compared with the other attractive features of these cults.

The style and structure of outstanding candidates' essays should be of exceptional quality.

### **Question Three**

*Compare the two passages that follow, discussing the differing social and philosophical attitudes that they represent.*

Performance descriptors :

#### ***Performance Descriptor 3***

Candidates must be aware from the start that both passages are concerned with death and regard it in wholly different ways. It is these viewpoints which they must describe and compare. The Lemuria which seems to be a very old ceremony is dark, mystical and superstitious. With its strong element of ancestor worship, it involves the ritual propitiation of the ancient gods of the household.

The Lucretius passage, on the other hand, with its exposition of the Epicurean philosophy, is contemporary and rationalistic, virtually denying any relevance to the gods and seeking to banish fear of an after-life.

Both look to give some advantage to men, but from opposite and completely incompatible viewpoints.

Candidates should show awareness of ancient and/or secondary sources.

The essay criterion is concerned with style and structure.

#### ***Performance Descriptor 2***

Candidates must analyse both passages, discussing the widely differing attitudes of each. They should draw a contrast between the primitive superstition displayed in the Lemuria, with its strange irrational procedures, and the rational, humanistic approach of Lucretius.

The Lemuria appears to go back to the early days of Rome, and involves the propitiation of ancestors and a fearful preoccupation with death and mortality.

The Lucretius passage, on the other hand, comes from the last century of the Republic. Epicureanism, although distinct from Stoicism, shared a concern with the problems of human pain, and set aside the fear of an afterlife.

Candidates should refer to ancient and/or secondary sources.

The essay writing is concerned not only with style and structure, but also with the ability to identify and highlight significant points. Candidates might, for example, examine the significance of the darkness and magical elements involved in the Lemuria.

#### ***Outstanding Performance - Performance Descriptor 1***

Outstanding candidates might observe that the ideas in both these passages must have co-existed, and speculate as to which might have had the greater impact, and why. They could add that the ideas behind each passage might appeal to different groups at Rome.

The style and structure of outstanding candidates' essays should be of exceptional quality.

**Classical Studies Overall Performance Summary** - Each essay is marked against the performance descriptors 1, 2 and 3.

<b>Performance Descriptor 3</b>	<b>Performance Descriptor 2</b>	<b>Outstanding Performance – Performance Descriptor 1</b>
<p>Evaluate critically an aspect or aspects of the classical world, showing awareness of ancient and/or secondary sources and</p> <p>Develop a cogent argument based on depth of knowledge about classical studies and</p> <p>Demonstrate understanding of general principles within the various topics and where appropriate, about the classical world and</p> <p>Communicate ideas in essay format.</p> <p>6 points</p>	<p>Evaluate critically an aspect or aspects of the classical world, referring to a range of ancient, and, where appropriate, secondary sources and</p> <p>Develop a cogent argument, based on depth of knowledge about classical subjects and</p> <p>Synthesise particular examples into general principals within the various topics and, where appropriate, about the classical world and</p> <p>Communicate ideas effectively in essay format.</p> <p>8 points</p>	<p>Evaluate critically an aspect or aspects of the classical world, referring to a range of ancient, and, where appropriate, secondary sources and</p> <p>Develop a cogent argument with insight and/or originality based on depth of knowledge about classical studies and</p> <p>Synthesise particular examples into general principals within the various topics and, where appropriate, about the classical world and</p> <p>Communicate ideas effectively with precision and an element of expressiveness that focuses the reader's attention on salient points.</p> <p>10 points</p>

Note: Where a candidate has attempted an essay but has not reached the level of performance for descriptor 3 then 2 points may be awarded.