



**General Certificate of Secondary Education  
June 2011**

**Classical Civilisation 40202H**

**Greece and Rome: Drama and Life**

**Unit 2H**

**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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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.

## 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
- where there is more than one mark available in a level, determine the mark from the mark range 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 or two years of study on the GCSE course and in the time available in the examination.

**Mark Scheme**

**Topic A Greek Tragedy and Drama Festivals**

**1 (a) What are the names of the King and the princess (line 6)?**

Creon and Glauce

**AO1 (2 marks)**

**(b) What had ‘those in power’ (line 3) decided should happen?**

Two from:

Jason was to marry into the royal family / Glauce – Jason was to leave Medea – Medea to be banished – Medea’s children were also banished.

**AO1 (2 marks)**

**(c) Explain why Jason has come out to speak to Medea.**

**Levels of Response**

- 0** Nothing worthy of credit. 0 marks
- Level 1** Limited understanding, but something worthy of credit. 1 mark
- Level 2** Some clear understanding. 2 marks
- Level 3** Some clear understanding with good development. 3 marks

Candidates may include some of the following:

Jason wants to help Medea in her banishment – provide her and her children with money – letters of introduction – tell her off for opposing the marriage – explain his reasons for the marriage – defend his actions – salve his conscience.

**AO2 (3 marks)**

**(d) ‘You talked like a fool’ (line 3). To what extent do you think Medea acted foolishly in this play? Give your reasons.**

**Levels of Response**

- 0** Nothing worthy of credit. 0 marks
- Level 1** Opinion supported by simple reason. 1 mark
- Level 2** Limited evaluation or personal response, as required by the question, but more than a simple reason is given. 2 marks
- Level 3** Some clear evaluation or personal response, as required by the question, with good development 3 marks

Candidates may include some of the following:

**Foolish:** she took Jason’s departure so badly she wanted to die – her outbursts had caused her exile – she had left her family and homeland for Jason – she got herself into such a position that she felt she had no alternative but to kill her children.

**But:** she manipulated the chorus onto her side – outwitted Jason into letting children take poisoned items into Glauce – persuaded Creon to let her stay one day more – convinced Aegeus into giving her sanctuary in Athens.

**AO3 (3 marks)**

2 (a) How many actors usually performed in a Greek tragedy?

Three.

AO1 (1 mark)

(b) Which features of the actor's costume shown are typical?

Highly decorative – long sleeves – covered the whole of his body – mask

AO1 (3 marks)

(c) Explain why actors wore masks in Greek plays.

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.                             | 0 marks |
| <b>Level 1</b> | Limited understanding, but something worthy of credit | 1 mark  |
| <b>Level 2</b> | Some clear understanding.                             | 2 marks |
| <b>Level 3</b> | Some clear understanding with good development.       | 3 marks |

Candidates may include some of the following:

Allowed men to play female characters – allowed actors to play a range of roles – enabled quick changes – helped audience identify different characters – helped to amplify the voice.

AO2 (3 marks)

(d) What do you think are the most important qualities an actor needed to perform in the ancient Greek theatre? Give reasons for your answer.

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development.               | 3 marks |

Candidates may include some of the following:

Good memory: need to remember lines from 3 plays plus Satyr play

Agility and movement: need to use whole stage and create a presence for large audience.

Strong voice: large theatre and effects of mask.

Wide vocal range: need to play male and female characters, old and young alike.

Strong nerve: performing in a competition.

Ability to sing: need to perform with the Chorus.

Stamina: performing a Satyr and three plays.

Speed of movement: relatively quick costume change.

Awareness of importance of occasion: main religious and civic event in which the reputation of the city is on show.

AO3 (3 marks)

**3 Either**

**(a)(i) To which groups of people did the Athenians give special seats in the theatre and why?**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Choregos: financed the plays.

Archons: oversaw the running of the festival and represented the city.

Priest of Dionysus: festival held in honour of the god Dionysus and priest represented him.

Sons of those who have died fighting for Athens: mark of honour and respect shown to their dead fathers.

Ephebes: newly trained soldiers; passing out parade.

Judges: they were in the best position to judge the plays.

Stratego: officially elected generals.

**AO1 ( 8 marks)**

**(a)(ii) Explain how the Athenians made sure that the plays were judged fairly.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>               | 7-8 marks |

Candidates may include some of the following:

Representatives of the Ten tribes were selected with their names placed in sealed urns. Urns unsealed at the beginning of the festival with one name drawn from each urn. No one could tamper with urns. Ten judges were then selected from each of the Ten tribes by lot. End of the performance of plays. Judges made their votes in order of merit onto a tablet. The Archon drew only five of the ten by lot. The winner was decided by the order of merit from these five tablets. After the festival was over, a scrutiny took place of the festival during which the performance of the judges was also assessed. The use of selection by lot allowed the gods to influence choice. It also reduced the chances of bribing the judges.

**AO2 ( 8 marks)**

**(a)(iii) Would you have enjoyed being a member of the audience at the Great Dionysia? Give reasons for your answer.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may include some of the following:

**Yes:** competitive aspect – dramatic performance; comic elements – religious aspects – learning lessons from poets – festive occasion – respect shown to those who have died – civic pride – social occasion – competition of Dithyrambos – holiday atmosphere.

**No:** Length of plays – discomfort of seats – outdoor performance – Audience of 17,000 – distance from stage.

NB Allow reference to the whole festival, not just being in the theatre

**AO3 (10 marks)**

Or

**(b)(i) In what ways did the Nurse, Tutor and other servants show their concern for the children of Medea?**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Tutor takes children out of house at the beginning of the play when he hears about Medea's exile. Nurse is concerned for the children / isn't happy with the way Medea is looking at them. Tells her not to treat her friends as enemies. Tells the tutor to keep a watchful eye on the children and keep them away from Medea. Nurse brings children out of Jason and Medea when she believes there is a reconciliation. Tutor takes them into the palace with gifts. Tutor is delighted that the children have been accepted by the princess and that they are relieved from exile. The messenger relates how affectionately the children were received by the servants within the palace.

**AO1 (8 marks)**

**(b)(ii) Explain how and why Medea made use of her children.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear</i>                | 7-8 marks |

Candidates may include some of the following:  
 Managed to persuade Creon to give her a day's grace to make provisions for their exile.  
 Made her exile seem all the more pitiful to Aegeus by telling him that they too were being banished.  
 Described them as begging beside the roadside to make their plight more pitiful.  
 Credit any contrast between sterility of Aegeus and the plans of Medea to kill her own children.  
 Used them to feign a reconciliation between herself and Jason.  
 Killed them to protect her against her enemies so they never had the last laugh on Medea.  
 Used their deaths to punish Jason.  
 Denied Jason his right to give his children a burial.  
 Reasons: to hurt Jason; to manipulate Aegeus's sympathy; to deliver poison to Glauce; to persuade Creon to allow her to stay in Corinth for one day so she could carry out her revenge.

**AO2 ( 8 marks)**

**(iii) 'Jason showed his care for his children only after they had been killed.' Do you agree? Give your reasons.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.  | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may include some of the following:

**Yes:** He abandoned them and their mother for a new bride – content for them to be exiled – prepared for them to be left begging beside the roadside – his claim to have come outside to provide help for them was merely to salve his conscience.

**No:** He came outside genuinely to help them in exile; He wanted to marry Glauce to provide royal brothers for them in exile and to improve the family's plight in exile for Iolcu – He was genuinely delighted at the prospect of their asking to be allowed to be reprieved from exile. When Glauce was upset at seeing his children, he told her she should love those that he loved – after the deaths of Glauce and Creon, he came in

search of the children to save them from the relatives of Creon for their part in the murders – he wanted to take responsibility for the burials of his children – he was genuinely appalled at the murder of his children at the hands of Medea.

**AO3 ( 10 marks)**

**Topic B Plautus, *The Pot of Gold* and *The Brothers Menaechmus***

**4 (a)(i) Name Euclio's daughter.**

Phaedria

**AO1 (1 mark)**

**(a)(ii) Name Eunomia's brother.**

Megadorus

**AO1 (1 mark)**

**(a)(iii) What information has Lyconides given about Euclio's daughter?**

One from:

She is pregnant – she is about to give birth – he has made love to her – is the father of her child.

**AO1 (1 mark)**

**(b) How would speaking to his uncle help Lyconides?**

**Levels of Response**

- |                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.  | 0 marks |
| <b>Level 1</b> | One simple, relevant reason  | 1 mark  |
| <b>Level 2</b> | One relevant reason with development or two simple, relevant reasons | 2 marks |

He is a generous old man with lots of sound wisdom – He is about to marry Phaedria – He could waive his right to marry her in favour of Lyconides – He has already spoken to Euclio about marriage.

**AO2 (2 marks)**

**(c) Explain why Eunomia is sure she 'can persuade her brother to help' (line 5).**

**Levels of Response**

- |                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.  | 0 marks |
| <b>Level 1</b> | One simple, relevant reason  | 1 mark  |
| <b>Level 2</b> | One relevant reason with development or two simple, relevant reasons | 2 marks |

She has already persuaded him to get married – even though he is confirmed bachelor – against the idea – she is quite bossy

**AO2 (2 marks)**

**(d) Do you find Lyconides a likeable character? Give your reasons.**

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development.               | 3 marks |

Candidates may include some of the following:

**No:** Got Phaedria pregnant in fit of drunken passion – Colluded in theft of pot of gold after the event – Helped to trick Euclio when he returns the gold – took him a while to confess his wrongdoing

**Yes:** Wanted to marry Phaedria – Prepared to admit his ‘peccadillo’ to Euclio – Wanted to return Euclio’s gold – Had good relationship with slave – Wasn’t prepared to beat slave to get the gold off him – Offered slave freedom in return for gold.

Accept mixed responses.

**AO3 (3 marks)**

**5 (a)(i) ‘I gave it to her’ (line 1). What is the item that Menaechmus has given?**

A robe

**AO1 (1 mark)**

**(a)(ii) To whom did Menaechmus give this item?**

Erotium

**AO1 (1 mark)**

**(a)(iii) Who has this item at this point of the play?**

Sosicles

**AO1 (1 mark)**

**(b) Explain who Peniculus is and how he is involved in this scene.**

ONE mark for who he is

THREE marks (applying Levels of Response) for his role in the scene

**Levels of Response**

|                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.  | 0 marks |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. | 1 mark  |
| <b>Level 2</b> | A sound answer. Some clear understanding.                              | 2 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development.              | 3 marks |

Candidates may include some of the following:

A sponge – parasite – someone who lives off Menaechmus.

He had been hoping to have a meal / drinking competition with Menaechmus at the house of Erotium – found him separated from Menaechmus – met Sosicles coming out of Erotium’s house – Sosicles denied all knowledge of Peniculus – Peniculus vowed to get revenge by telling Menaechmus’s wife of Menaechmus’s theft of her gown.

**AO2 (4 marks)**

**(c) Do you feel sorry for Menaechmus in this play? Give your reasons.**

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development.               | 3 marks |

Candidates may include some of the following:

**Yes:** he had been considerate towards Peniculus – didn’t deserve his betrayal – hadn’t deliberately lost Peniculus – loses out on his meal through helping out a client – victim of mistaken identity – set upon by his father-in-law’s slaves.

**No:** He was cheating on his wife – he had stolen items from his wife – planned to dine with his mistress at the end of the play – he is happy to divorce his wife etc.

Accept mixed responses.

**AO3 (3 marks)**

**6 Either**

**(a)(i) Describe what happens on the different occasions when mistaken identity plays a part in *The Brother Menaechmus*.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Erotium invites Sosicles in to dinner – Peniculus sees Sosicles coming out of Erotium’s house – Erotium’s maid gives Sosicles a bracelet. Peniculus later accuses Menaechmus of stealing his wife’s gown because earlier he had been insulted by Sosicles – Erotium asks Menaechmus about the gown and bracelet she had given to Sosicles – Menaechmus’s wife accosts Sosicles – her father assumes he is coming to sort out an argument between Menaechmus and his daughter when it is really Sosicles – the father’s slave guard Menaechmus in the belief it the man who insulted the father – the doctor examines Menaechmus thinking it is the same man – Messenio saves Menaechmus thinking he is Sosicles.

**AO1 (8 marks)**

**(a)(ii) Explain how Plautus uses other types of humour in *The Brothers Menaechmus*.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear</i>                | 7-8 marks |

Candidates may include some of the following:

Stock characters: Grumpy old man, wife’s father – clever slave, Messenio – parasite, Peniculus etc.

Puns: Epidamnus..., doomed to damnation: Sponge... the one I clean my shoes with – a robe a wrap..., it looks as though you have taken the rap.

Jokes: Ship, what do you mean by a ship... well it’s a sort of wooden affair –

Comic embarrassment: Menaechmus trying to squirm his way out of trouble with his wife and Peniculus

Extravagant behaviour: Sosicles feigning madness.

Parody: language Sosicles uses when he calls upon Apollo to help him against the wife’s father.

Mock violence: Sosicles’ threats used against the wife’s father; slaves setting upon Menaechmus.

Repetitive language: Wife: stupid man.... stupid man

Stock situation: nagging wife – cheating husband

Absurd characterisation: eccentric doctor.

Visual humour: Sosicles leaving Erotium’s house.

Credit other types of humour

**AO2 (8 marks)**

**(a)(iii) Do you think the twins deserve to be reunited at the end of the play? Give your reasons.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may include some of the following:

**No:** They treated other characters badly throughout the play – Menaechmus unfaithful to his wife and giving her clothes away to his mistress – Sosicles taking advantage of being invited to a strange woman’s house for a party – Sosicles’ treatment of Peniculus, the wife, and the wife’s father – Sosicles being prepared to steal from Erotium – Menaechmus’s reaction to being reunited with his twin when he looks for an auctioneer to sell all his property including his wife – etc.

**Yes:** They had been separated from a young age when Menaechmus had been abducted from Syracuse – Sosicles had come in search of his long lost brother – Sosicles has a good relationship with his slave Messenio, treating him well – Sosicles is resourceful enough to use the opportunities presented to him in the play – Menaechmus suffers at the hands of a nagging wife – etc

Accept a combination of answers

**AO3 (10 marks)**

Or

**(b)(i) What examples are there of Euclio's meanness in *The Pot of Gold*?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Won't give dowry – buys only packet of incense and few flowers for his daughter's wedding – stories of Strobilus to cooks about his meanness (allow two) – prepared to allow Megadorus to pay for wedding feast – complains about the size of the sheep Megadorus sent –when he dismisses Congrio he isn't prepared to pay him – when he is warned by the raven about somebody about to steal his gold he offers to reward him with his compliments – even when he sees the error of his ways he still only gives the slave one gold piece for finding his gold – etc.

Credit up to Level 2 for unpleasant traits of character.

Credit also given for ways in which he protects his pot of gold.

**AO1 (8 marks)****(b)(ii) Megadorus is the most generous character in *The Pot of Gold*. Explain how this is important to the plot and humour of the play.****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear</i>                | 7-8 marks |

Candidates may include some of the following:

Megadorus shows generosity throughout the play – Despite his opposition to marriage he is prepared to go along with his sister's request for him to marry – He is

prepared to marry Phaedria without a dowry and also to pay for the wedding feast – Later in the play when he finds out that Lyconides has a prior claim on Phaedria he generously steps aside in favour of his nephew – He generously gives Lyconides advice on how to win Euclio over – Finally he is prepared to pay for the wedding even though it is no longer his wedding.

His generous action of proposing marriage to Euclio's daughter and paying for the cooks starts a sequence of events that makes Euclio take the gold to the Shrine of Good Faith and later to the Grove of Silvanus from where it is stolen.

His character contrasts very much with Euclio and each of his acts of generosity makes the meanness of Euclio more comic.

**AO2 (8 marks)**

**(b)(iii) 'Euclio is too mean a character to be liked.' Do you agree? Give reasons for your answer.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may include some of the following:

Examples of Euclio's meanness: goes to claim free dole when he doesn't need it – always checking and counting his gold – refuses to allow Staphyla to offer any hospitality to strangers – stories of Strobilus about his meanness (credit up to two) – only allows Phaedria to marry after Megadorus waives dowry and pays for wedding feast – refuses to pay cooks after the wedding has been changed – blames Megadorus for the loss of his gold and refuses further marriage arrangements – But at the end of play realising the stress the gold is creating he does hand it over to Phaedria and Lyconides – He even gives the slave a gold piece – So he does display some redeeming features.

Accept any other sensible suggestions provided they are supported with evidence.

**AO3 (10 marks)**

**Topic C Mycenaean Civilisation**

**7 (a) What type of tomb is shown in the diagram?**

Tholos / Beehive

**AO1 (1 mark)**

**(b) State two objects made of bronze that the Mycenaean used as grave offerings.**

Two from:

Weapons – sword – spear – bronze vessels – drinking cups – mirrors.

**AO1 (2 marks)**

**(c) How is it possible to distinguish between tombs of men and women?**

One from:

Men's burials have weapons, women's burials jewellery – different sizes of tomb – different size of skeletons

**AO1 (1 mark)**

**(d) Explain why grave goods can cause problems for archaeologists.**

**Levels of Response**

|                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.                              | 0 marks |
| <b>Level 1</b> | Limited understanding, but something worthy of credit. | 1 mark  |
| <b>Level 2</b> | Some clear understanding.                              | 2 marks |
| <b>Level 3</b> | Some clear understanding with good development.        | 3 marks |

Candidates may include some of the following:

Stolen – rotted away – damaged – difficult to decide which goods belonged to which body – hard to date tomb – hard to tell anything about the deceased – insufficient evidence about civilisation.

**AO2 (3 marks)**

**(e) Why do you think Schliemann would have been pleased when he discovered the graves at Mycenae? Refer to the archaeological evidence in your answer.**

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development.               | 3 marks |

Candidates may include some of the following:

wealth of objects – range of craftsmanship – skill of craftsmanship – facemasks – jewellery – funeral shrouds – gold and silver items – silver relief vases Battle Krater and Siege Rhyton – weapons – especially ornate daggers – imported materials – shows proof of Homer and Pausanias as primary sources of evidence – measure of self-praise for Schliemann – return for the money he paid out – praise for the success

of archaeology.

Accept yes, no and mixed answers, but evidence must be given.

**AO3 (3 marks)**

- 8 (a) What was the name of the man who proved that Linear B was an early form of Greek?**

Michael Ventris

**AO1 (1 mark)**

- (b) State three things that Linear B tablets give information about.**

Three from:

Receipts – inventories – records – accounts – naming animals – recording large quantities of wheat and barley assigned to individuals – agricultural produce – hierarchy of officials – weights and measures – references to industries eg flax workers – beekeeping lists – horses in terms of military equipment – slaves – titles of officials – temple inventory – names of Olympian gods – etc.

**AO1 (3 marks)**

- (c) What are the problems of using Linear B tablets as evidence of Mycenaean society?**

**Levels of Response**

|                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.                              | 0 marks |
| <b>Level 1</b> | Limited understanding, but something worthy of credit. | 1 mark  |
| <b>Level 2</b> | Some clear understanding.                              | 2 marks |
| <b>Level 3</b> | Some clear understanding with good development.        | 3 marks |

Candidates may include some of the following:

Early form of Greek – originally only temporary records – small number of writers or guild of writers and once palaces destroyed the script disappeared – short-lived script – lists of inventories – used for administrative records – records of contributions of gold – preservation is reasonably widespread but quite random in nature – impossible to tell how complete or representative they are – linear script not well suited to clay – records of transactions – most kinds of items seem to have been recorded – limitations of evidence re: literature, emotions etc.

**AO2 (3 marks)**

- (d) Would you like to have lived in the society that the Linear B tablets describe? Give your reasons.**

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development.               | 3 marks |

Candidates may include some of the following:

Hierarchic – organised – industrialised – militaristic/agricultural – practised hunting – used slavery – keeping animals – growing wide range of crops and herbs – reference to pots indicates trading – recording suggests highly well-administered society – religious society

Accept mixed answers. Candidates must evaluate points to gain marks.

**AO3 (3 marks)**

**9 (a)(i) By what means did the Mycenaeans defend the city of Mycenae?**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Great fortress: Cyclopean walls very thick and high, hidden water supply accessible within walls, strong position at N. end of Argive Plain, situated on rocky outcrop, built on summit of hill following contours of the hill, only two principal entrances, with small sally port, strong defensive position, vast fortified circuit, no siege weapons, creation of tunnels to access water supply – strength of gate – ramp – flanking walls.

But many settlements outside boundaries of wall.

**AO1 (8 marks)**

**(ii) In what ways were the sites of Pylos and Tiryns similar to Mycenae and how did they differ?**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>               | 7-8 marks |

Candidates may include some of the following:

**Similarities:** Tiryns: height and thickness of walls – upper part of citadel contained the palace – built on small outcrop of limestone, – upper palace arrived at by a ramp – entrance to city through narrow gate surrounded by high walls – access to water supply – large settlement outside walls – tholos tombs discovered – palace remarkable for series of courtyards.

Pylos: early site had fortification wall – built on low hilltop on a ridge between two ravines – evidence of township outside palace – evidence of tumuli and tholos graves.

**Differences:** Tiryns: built near the sea – construction of massive earth dam a few kilometres to the east – thickness of walls used for storage space.

Pylos: built within site of sea – later building on same site seems to have no protection – palace surrounded by other buildings for storage.

**AO2 (8 marks)**

- (iii) 'The armour and weapons of Mycenaean society were very effective in battle.'  
Do you agree with this statement? Give your reasons.

#### Levels of Response

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may include some of the following:

Cuirass: great protection as it covered main part of torso, but heavy, cumbersome and difficult to fight, especially throwing weapons;  
two types of shield, tower, which was more cumbersome, and figure of eight provided more manoeuvrability.

Short sword and daggers: less effective with in-built weakness  
only effective from close range but continued development produced improvements with longer swords.

Helmet: boar's tusk plates with ivory and bronze cheek pieces were tough and provided wide protection for the face and skull; later replaced with more bronze helmets, still effective not as protective but lighter on head.

Spears: essential piece of equipment, thrusting weapon with bronze tip on long wooden shaft, effective offensive weapon.

some evidence of javelin, lighter spear for throwing with smaller bronze head and thinner shaft.

Bow: arrow heads of bronze or obsidian, usually fired from chariots or at city walls; fairly safe from distance but haphazard effectiveness in siege warfare.

chariots: much evidence for two man chariots, one driver and one fighter driven by two horses: dependent on manoeuvrability and good ground

Greaves: helped protect the lower legs like shin pads, against strike of sword.  
but bronze less effective against iron, not as strong.

**AO3 (10 marks)**

**(b)(i) Which minerals, metals and materials did the Mycenaeans use and in what ways?**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Gold: (funeral masks, jewellery, cups, decoration on weapons; seal rings).

Copper and tin: (making of bronze)

Bronze: (vessels, armour, weapons, domestic items e.g. jugs, pans, amphorae; agricultural items, e.g. hoes, sickles: tools, e.g. drills, axes. jewellery, e.g. brooches and pins; mirrors; hunting items, e.g. fishhooks; door fittings.

Silver: decoration by way of inlay on weapons, vessels as funeral offerings: vessels: inlays: pins.

Electrum: funeral masks.

Lead: vessels, fishing net weights, clamps.

Wood: little survives but wooden box from grave circle, reference in Linear B to furniture; wooden columns

Ivory: furniture, decoration for furniture; parts of weapons, handles, carvings in the round;

Beads of precious stones native and imported: used for jewellery and decoration; seal stones; magic charms.

Glass: inlays; beads; pendants;

Tin: inlay on silver.

Clay: Pottery for storage, cooking, transport of small or large amounts of liquid; table; decorative figurines and models; large vats; bathtubs; funeral casks; roof tiles; chimney pots.

Limestone: blocks for building houses, palaces, walls and graves

Conglomerate: decorative stone

**AO1 (8 marks)**

**(ii) Explain how frescoes were made. You may refer to the materials and colours used.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>               | 7-8 marks |

Candidates may include some of the following:

Executed on fine white lime plaster surface, which is on a thicker coarser backing layer. Most of painting done on fresh wet plaster and is well preserved. Some details added later when plaster dried. These details are faint or have vanished. Yellow-ochre cartoon can be seen through. Impressions of string setting out lines have been preserved in plaster. No trace of organic binding material, eg. the egg white used in tempera. Colours derived from naturally occurring minerals. Ochres and haematites, some raw, some burnt are used for reds and yellows, carbon for black; lime or clay for black. White highlights sometimes obtained by cutting through to the backing plaster. Blue was manufactured especially. Other shades were obtained by mixing colours. Certain conventions were adhered to; red skin colour for men, yellow for lions, white for women. Eyes were depicted frontally in a profile head, double chins for mature women and shaven heads painted blue. Sometimes three-quarter pose attempted but with heads in profile. Sense of depth created by overlapping figures or objects. Areas on walls were divided into blocks. Sometimes with continuous narrative frieze. Spaces between walls and doors suitable for panel paintings of individual subjects. Other areas were available for larger compositions.

**AO2 (8 marks)**

- (iii) **What do you think the arts and crafts of the Mycenaeans show us about their society? Refer to the archaeological evidence.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may mention some of the following:

Warlike: because they used bronze for weapons; large stones for strong fortifications.

Artistic: extensive use of precious stones, gold and silver for decoration.

Practical: using pottery for cooking and storage.

Religious: clay for figurines and cult figures.

Mercantile: Imported tin; used pottery as containers; seal stones with pictures of boats; extensive use of copper in bronze items caused necessity to trade; gold, ivory and precious metals needed to be imported from around the Mediterranean

Resourceful: use of different materials for specific items; e.g. large blocks of limestone for lower parts of buildings; limestone for bridges and drains; bronze, malleable for making weapons.

Hunters: weapons, spears and arrows used for hunting.

Respect for the dead: Tholoi – huge tombs made of large stones; expensive jewellery left in tombs; clay burial casks for the body; pottery vessels containing oil and liquids; bronze weapons and items of ivory.

Skilful: able to work in stone, pottery, ivory, glass, metalwork and wood.

Systematic: keeping records by writing on soft clay (Linear B tablets)

Self-defence: Limestone rocks used to build vast defensive circuits.

**AO3 (10 marks)**

**Topic D Social Life in Rome in the First Century AD**

**10 (a) How many Vestal Virgins were there and what was their main duty?**

Six – to keep the flame (of Vesta) alight

**AO1 (2 marks)**

**(b) Explain what advantages there were in being a Vestal Virgin.**

**Levels of Response**

|                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.                              | 0 marks |
| <b>Level 1</b> | Limited understanding, but something worthy of credit. | 1 mark  |
| <b>Level 2</b> | Some clear understanding.                              | 2 marks |
| <b>Level 3</b> | Some clear understanding with good development.        | 3 marks |

Candidates may include some of the following:

Great prestige for themselves – and their families – only women allowed to be carried in carriage around Rome – not required to swear an oath in court – had splendid banquets provided for them – were given State subsidies to maintain their lifestyles – close contact with important religious figures at Rome such as the Pontifex Maximus – attendance at Games – special seats – advantage of splendid house in centre of Rome – not forced to marry – no danger of childbirth – but could still marry at end of service

**AO2 (3 marks)**

**(c) State two duties which priests performed.**

Two from:

Responsibility for religious administration – state law – interpretation of signs – consultation of sacred books – supervision and regulation of state cults – conducting sacrifices – inspection of entrails – leading religious processions.

**AO1 (2 marks)**

**(d) To what extent do you think that the Romans were religious in their private lives? Give your reasons.**

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development                | 3 marks |

Candidates may include some of the following:

Belief in family Genius – daily worship of Vesta – worship of Lares and Penates – poured libations at meals – had a shrine – Lararium at home/involved in personal worship at temples – made sacrifices before Lararium – took auspices on important occasions – invoked oaths – coming of age – weddings – funerals etc.

**AO3 (3 marks)**

**11 (a)(i) What was the name of the underfloor heating system used in Roman baths?**

Hypocaust

**AO1 (1 mark)**

**(ii) Name one item a Roman would take with him to the baths.**

One from:

Strigil – scraper – towel – oil flask

**AO1 (1 mark)**

**(b) Apart from food and drink, state two other sorts of entertainment a Roman might enjoy at a dinner party.**

Two from:

Poetry recitations – comic actors – conversation – dice – dancers – acrobats – clowns – jugglers – dwarves

**AO1 (2 marks)**

**(c) Explain how a Roman would try to stay fit.**

**Levels of Response**

|                |  |         |
|----------------|--|---------|
| <b>0</b>       | Nothing worthy of credit.                              | 0 marks |
| <b>Level 1</b> | Limited understanding, but something worthy of credit. | 1 mark  |
| <b>Level 2</b> | Some clear understanding.                              | 2 marks |
| <b>Level 3</b> | Some clear understanding with good development.        | 3 marks |

Candidates may include some of the following:

Went to the palaestra – they ran – threw discus – wrestling bouts – boxed – bowled hoops – trained with weights – ball games – trigon – played with larger ball stuffed with feathers – went to gymnasia – practised sword play – swimming – massages

**AO2 (3 marks)**

**(d) Would you have enjoyed attending a Roman dinner party? Give your reasons.**

**Levels of Response**

|                |   |         |
|----------------|---|---------|
| <b>0</b>       | Nothing worthy of credit.   | 0 marks |
| <b>Level 1</b> | Opinion supported by simple reason.   | 1 mark  |
| <b>Level 2</b> | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| <b>Level 3</b> | Some clear evaluation or personal response, as required by the question, with good development                | 3 marks |

Candidates may include some of the following:

**Yes:** Good food – entertainment – wide range of courses – main meal of day – earlier meals were lighter – opportunity to show off family silverware and admire it – chance to taste exotic foods – drinking watered down wine.

**No:** Uncomfortable to eat reclining on couch – eating with fingers instead of knife and fork – might not appreciate order of importance in seating arrangements – too many courses – drinking all night – possible humiliation if freedman / client.

Accept mixed responses.

**AO3 (3 marks)**

**12 (a)(i) Describe the types of entertainment that were staged in the Colosseum.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

Skilful contests between highly trained gladiators – slaughter of helpless criminals – inspection of gladiators weapons – displays of wild and exotic animals – beast fights – unarmed criminals exposed to starved wild animals – trained hunters tracking and killing quarry – mock contests – comic novelty turns with dummy weapons – different types of gladiators fighting against each other – naval battles.

**AO1 (8 marks)**

**(ii) Explain why gladiators and gladiatorial contests were so popular.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>               | 7-8 marks |

Candidates may include some of the following:

Skill of combatants – fitness of gladiators – atmosphere of large crowds – watching different types of gladiator fighting against other types – fighting to the death – anticipation of the decision of the president of the games – free to enter (but tickets not easy to obtain) – contrast in styles of fighting – crowd participation in deciding fate of defeated gladiator – wide range of events – enjoyment of the extravagance of the spectacle – enjoyment of the brutality – watching favourite gladiators – strength of Samnites and Murmillones – nimbleness of Retiarius – skill of a Thracian – courage of gladiators – sex appeal – sometimes fighting in teams of two.

**AO2 (8 marks)**

**(iii) In what ways were Roman sporting events similar to and different from those of today?**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may include some of the following:

**Similarities:** Competitive elements – man versus man – competition of speed strength and skill – huge popularity of events – fan base support of individuals or teams – popularity of individuals – excitement – support of rich patrons for teams – rich rewards for successful competitors – fanatical support for different teams eg the ‘colour’ factions in chariot racing – violence between different groups of fans – fitness of competitors – celebrity cult of successful competitors – extent of training required for top level – size of stadium eg Circus Maximus and Colosseum – very large crowds – immense financial rewards for successful competitors

**Differences:** death only rare and accidental in modern contrasting with brutality of Roman games – free to enter for spectators – no competitive leagues or tables in Roman games – no ball games in Roman stadia – competing or fighting to the death – extent of danger in Roman games – health and safety not an issue in Roman games – Roman games resulting from training for war – influence of crowd in deciding the fate of defeated gladiator – concept of President of the event – large number of chariot races in one day.

Also credit references to individual events.

**AO3 (10 marks)**

**(b)(i) Describe how a girl from a wealthy family in first century Rome was educated and what she might have learnt.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>   | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                           | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>              | 7-8 marks |

Candidates may include some of the following:

May have attended elementary school with the boys under supervision of nursemaid – learnt to read and write – then educated at home by a tutor where they obtained a good grounding in Greek and Roman Literature – needlework – dancing – singing – playing the lyre – gaining experience running the home – directing the household slaves –supervising the kitchens – etc.

**AO1 (8 marks)**

**(ii) Explain how it was a disadvantage being a woman in first century Rome.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks   |
| <b>Level 1</b> | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>                     | 1-2 marks |
| <b>Level 2</b> | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>                      | 3-4 marks |
| <b>Level 3</b> | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| <b>Level 4</b> | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>               | 7-8 marks |

Candidates may include some of the following:

Arranged marriages – had to obey husbands – married off with a dowry – expected to be married at an earlier age – dangers of childbirth – pressure to produce sons – no political career – no right to vote – tradition of living at home – sat at back of amphitheatre – sat at back of theatre – inferior education – dangerous cosmetics – expected to be modest and unassuming – etc.

**AO2 (8 marks)**

**(iii) In what ways did a Roman secondary education differ from yours?**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | Nothing worthy of credit  | 0 marks    |
| <b>Level 1</b> | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>   | 1-2 marks  |
| <b>Level 2</b> | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>                                 | 3-4 marks  |
| <b>Level 3</b> | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>                           | 5-6 marks  |
| <b>Level 4</b> | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks  |
| <b>Level 5</b> | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>                                 | 9-10 marks |

Candidates may mention some of the following:

Boys only – 12 to 16 – most boys were apprenticed for trade – only sons of rich carried on formal education – corporal punishment – mainly grammar and literature studied – restriction in range of subjects taught – physical education taught by father or member of family – accompanied to school by paidagogus – learning by rote – generally taught elementary skills of oratory – taught informal and basic instruction in history, geography and astronomy – but generally narrow education – great emphasis on poetry – classes were small – no long holidays only festival days – little moral education – strict discipline.

**AO3 (10 marks)**