



**General Certificate of Education
June 2012**

Classical Civilisation **2021**

Roman Epic

A2 Unit 4C

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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the student's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	8-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	5-7
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which<ul style="list-style-type: none">has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that students should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- Level 5** Demonstrates
- well chosen accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
 - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
 - ability to sustain an argument which
 - is explicitly comparative,
 - has an almost wholly analytical and/or evaluative focus,
 - responds to the precise terms of the question,
 - fluently links comment to detail,
 - has a clear and logical structure
 - reaches a reasoned conclusion
 - is clear and coherent, using appropriate, accurate language and
 - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate accurate and relevant knowledge from different sources which covers many of the central aspects of the question
 - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
 - ability to develop an argument which
 - makes connections and comparisons,
 - has a generally analytical and/or evaluative focus,
 - is broadly appropriate to the question,
 - mainly supports comment with detail and
 - has a discernible structure
 - is generally clear and coherent, using appropriate, generally accurate language and
 - generally makes use of specialist vocabulary when appropriate.
- 27-36**

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

Mark Scheme
Unit 4C Roman Epic

Section 1

Option A

01 Who is Iarbas (line 13)?

ONE from: a suitor of Dido (1) son of Jupiter (1) son of Garamantian nymph (1) Dido's neighbour (1) African king (1) Moorish king (1) etc.

(1 mark)

02 What have Aeneas and Dido done immediately before Rumour sets out? Make two points.

TWO from: taken shelter (1) in a cave (1) from a storm (1) made love / consummated their passion (1).

(2 marks)

03 What instructions does Jupiter give to Mercury after Iarbas prays to Jupiter? Give two details.

TWO from: get up (1) fetch Zephyrs (1) fly down / go through swift winds (1) speak to Aeneas / ask him / tell him (1) this is not the sort of man promised by Venus (1) he should be man to rule Italy / reminds him of his mission (1) if he does not seek fame (1) does he begrudge Rome to Ascanius? / he should be thinking of his son (Ascanius) (1) what does he intend? (1) what does he hope to achieve lingering here? (1) not thinking of Italy / Lavinian fields (1) or descendants (1) he must sail / leave Carthage (1).

(2 marks)

04 In this passage, how effectively does Virgil portray the power of Rumour?

Points might include:

- Rumour personified at outset
- vivid description through pairs of adjectives of Rumour's speed ('quick', 'swift') and monstrous appearance ('huge', 'horrible')
- metaphorical description of feathered Rumour as a sort of bird
- extent of her power to spy emphasized by the number of eyes ('under every feather... there lies an eye')
- emphasis on making utterances ('never silent', 'squawking') and on sense of seeing,
- through paired nouns ('mouth' and 'tongue')
- emphasis on sense of hearing ('ear always pricked')
- sense of fear generated by her perching on high buildings in daytime and flying about at night
- contrast between opposites in her storytelling ('lies' / 'truth' and 'fiction' / 'fact')
- salacious description of liaison between Aeneas and Dido ('indulging themselves', 'slaves of lust')
- sudden switch from telling her stories more generally to concentration on an individual, Iarbas
- description of her as 'foul', an adjective with evil connotations etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 How important are supernatural events and divine interventions to Books 1, 2, 4 and 5 of the Aeneid? Do not refer to Books 6–12.

Importance might be seen in terms of the following:

Supernatural events:

- ghosts, e.g. importance of appearance of Hector's ghost in Book 2
- portents, e.g. Ascanius' hair bursting into flame; peal of thunder from Jupiter as Trojans escape
- aid to Aeneas, e.g. storm in Book 4 etc.

Divine interventions:

- plot, e.g. Juno sending storm in Book 1; Juno and Venus acting together to keep Aeneas in Carthage
- Jupiter's supreme power, e.g. sending Mercury to Aeneas in Book 4
- reactions of gods to each other's interventions, e.g. Neptune's anger at Juno's intervention in Book 1, Juno sending Iris to women in Book 5
- relationships between gods and humans, e.g. Venus' s care for her son Aeneas e.g. in Book 1 and her intervention in Book 5
- bringing out of Aeneas' character through activities of gods, e.g. Aeneas' rediscovery of his mission when Jupiter sends Mercury to tell him to leave Dido
- Jupiter's promise in Book 1
- role of gods in destruction of Troy, e.g. Laocoon incident
- Rumour etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 What is the name of the king of the Laurentines?

Latinus (1)

(1 mark)

07 What is the name of Amata's daughter?

Lavinia (1)

(1 mark)

08 Who has sent Allecto?

Juno (1)

(1 mark)

09 What does Amata say to try to make her husband change his mind?

TWO from: appeals to his feelings as a father(1) his feelings for his daughter (1) his feelings for her mother; (1) Tells him Aeneas will take Lavinia away (1) Aeneas will leave her (Amata) desolate; (1) Cites precedent of Paris taking Helen; (1) Appeals to his (sacred word of) honour; (1) Appeals to his sense of kinship (family); (1) Mentions his promises to Turnus; (1) There are more strangers than just Aeneas; (1) Turnus could be classified as a stranger (as his ancestors come from Mycenae) (1).

(2 marks)

10 In this passage, how effectively does Virgil portray the power of Allecto?

Points might include some of the following:

- Allecto's evil power reinforced by mention of her fellow Gorgons
- vivid use of language ('gorged', 'poisons')
- contrast between 'quiet threshold' and 'seething queen', this description associating Amata with Allecto
- Allecto's foul appearance ('snakes', 'dark hair')
- her violence in throwing the snake
- the sheer power that can 'enter deep into her heart'
- vivid nouns 'horror', 'frenzy' showing the damaging effect on Amata
- the devastating total effect with the phrase 'whole house in ruin'
- insidious possession of Amata by the snake ('glided', 'slithered', 'felt no touch', 'without her knowing')
- emphasis totally on the visual, no sounds described
- description of Amata's body and clothing to emphasise total possession ('dress', 'smooth breasts', 'neck', 'hair', 'body')
- frightening metaphors of the 'necklace' and 'long ribbon'
- infection of snake's 'breath' and 'liquid venom'
- effect of poison vividly described ('fever')
- contrast between Amata's 'gentleness' of speech and the terrible effect of the 'fire' and 'fever' etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

11 How important are Amata and her family to the second half of the Aeneid?

Points might include the following:

- importance to plot, e.g. Aeneas given offer by Latinus of alliance and marriage to Lavinia but Juno shattering this when sending Allecto
- importance to ending of poem with reassertion of marriage and alliance in Book 12
- suspense, once alliance shattered, in terms of whether or when it can be resurrected
- importance of / link with Turnus as main opposition to Aeneas
- family crucial to Aeneas' mission, especially Lavinia as destined to marry stranger
- contrast between this family and migrants led by Aeneas
- showing Roman family values
- helping to bring out Aeneas' character and mission
- female human interest in second half of poem for variety etc.
- power of gods, e.g. Juno's use of Amata
- importance of Evander and his family (Pallas) etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

**12 'The Romans would have regarded Aeneas as a flawed hero.'
How far do you agree? Support your answer with details from the books of the Aeneid which you have read.**

As this is a synoptic essay, students should try to take a balanced view, supported by illustrations from the poem and reference to social and historical context, as appropriate. Points might include the following:

Flawed hero

- *furor* apparent at times, Book 2 as Aeneas defends Troy and Book 12 after Pallas' death in Book 10
- savage killing of Turnus
- feeling sorry for himself, e.g. when storm is sent by Juno
- forgets mission when with Dido
- perhaps reflecting non-Roman influence on Antony by Cleopatra – Dido as Cleopatra figure etc.

Hero

- defence of Troy, but obeying omens in escape
- eventual pursuit of mission, especially when reminded by Mercury in Book 4 and after seeing pageant of heroes in Book 6 and site of future Rome in Book 8
- strong leadership of his men in Book 1, Book 8 etc.
- brave and resourceful
- quality of *pietas* (sense of duty to gods, future city and family) as *pius Aeneas* developed through the poem
- Aeneas a prototype for Augustus etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 13 ***‘Virgil was more concerned to instruct his audience than to entertain it.’***
How far do you agree? Support your answer with details from the books of the Aeneid which you have read.

This synoptic essay requires treatment of how Virgil might be ‘entertaining’ and how ‘instructing’ his ‘audience’. Students should also consider who the audience is or was. Points might include the following:

instruct

- emphasis on Roman values, especially *pietas* of Aeneas
- emphasis on family values in line with Augustan reforms
- Roman imperial mission, e.g. as stated by Jupiter in Book 1 (and reinforced by his speech to Juno in Book 12)
- long and glorious history of Rome as shown in Book 6’s pageant
- Rome as a city, foreseen in Book 8 when Evander shows Aeneas round
- Augustus and Rome as shown on Aeneas’ shield in Book 8
- Aeneas’ final victory in Book 12 etc.

entertain

- strong plotting, e.g. in two halves (Homeric influence)
- exciting and varied action, e.g. fall of Troy in Book 2, arrival in Italy in Books 7 and 8, denouement in Book 12
- intriguing situations, e.g. Aeneas’ visit to Underworld in Book 6
- love interest, e.g. Dido and Aeneas
- detailed characterization of Aeneas as hero
- varied other characters, e.g. Dido, Turnus, the Sybil
- two interacting planes of action and interrelation, divine and human, e.g. Venus’ efforts on behalf of her son Aeneas
- pathos, e.g. fates of Creusa, Dido, Pallas
- also vivid imagery, extended similes etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 4C Roman Epic

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	1		1
02	2		2
03	2		2
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
06	1		1
07	1		1
08	1		1
09	2		2
10	4	6	10
11	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
13	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

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