

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F386**: City Life in Roman Italy

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	worthy of credit
	errors of fact
S(p)	misspellings
	errors of punctuation
	errors of grammar and expression
	omissions
	irrelevant material;
?!	improbable or confused statements
	conspicuous repetition
L?	illegible words
	Highlight

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>Describe what happened during and after the event shown in the wall painting.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • riot of AD59; • between Pompeians and Nuceriens; • at a gladiatorial show; • given by Livineius Regulus; • inter town rivalry; • abuse turned to bloodshed; rocks were thrown • parents/children killed • many Nuceriens taken to Rome; • emperor/Nero intervened • ten year ban; • Livineius was exiled. 	10	<ul style="list-style-type: none"> • Tacitus Annals 14.17/C&C D34 in specification • Expect a range of detail. 	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>
	(b)	<p>How important was the amphitheatre to the people of Pompeii? You should use specific evidence about the amphitheatre to explain your answer.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • built in 70 BC – early example indicates importance; • seating capacity – 24,000 was more than enough for all the population of Pompeii implying it was important that everyone could go; • separate seating for the elite may indicate importance to emphasise social standing; • accept separate entrances; • those funding the amphitheatre had <i>bisellia</i> – sponsorship was valued; • efforts were made for the comfort of the spectators – image shows awning; • social importance/days off work; • planned extension of amphitheatre. • Benefactors – Marcus Porcius and Gaius Quinctius Valgus • Hunting scenes painted on the wall – showcase for art. 	20	<ul style="list-style-type: none"> • There should be some assessment of importance. • Some credit should be given for knowledge of gladiatorial games • Accept reference to Petronius 	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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	(c)	<p>'Wall painting was the most impressive way to decorate a Roman house.' To what extent do you agree with this statement? In your answer, you should consider the different ways in which houses were designed and decorated in both Pompeii and Herculaneum.'</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • discussion of different styles of painting as seen in the House of the Stags,(H) Samnite House; (H) • use of wall painting to impress as seen in the House of Menander;(P) • styles used to distinguish between old and new money; • wall painting could be used to create a sense of space;- House of Opus Craticium (H) • wall painting reflected the taste of the owner – House of Menander (P) and House of Actius Anicetus;(P) • wall painting was the best way to decorate if you needed to impress visitors. <p>On the other hand:</p> <ul style="list-style-type: none"> • gardens were also impressive – House of Octavius Quartio (P) and House of the Stags;(H) • mosaics were probably the best way for Umbricius Scaurus (P) to decorate his house; • statues could be used – House of the Stags;(H) • elaborate wall painting could only be paid for if rich; • the less wealthy may well have had their few personal possessions on display; • pillars and colonnades could enhance a vista as in the House of Menander.(P) 	25	<p>Candidates may offer discussion of First to Fourth styles and should be credited under social/cultural knowledge if relevant to the question.</p> <p>There must be evidence from both Pompeii and Herculaneum</p> <p>Expect some balance of argument.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

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2	(a)	<p>Briefly describe what we know about the Firefighters barracks in Ostia.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> the headquarters of the Vigiles/watchmen/firefighters built AD 117–138; restored in 207; (Septimius Severus) under imperial control – not a gift from townspeople; main entrance from the east; details of the shrine/Fortuna in latrines reference to bull mosaic 18 rooms surround the portico; latrines; fountains; upper storey. 	10	<ul style="list-style-type: none"> Accept reference to Firefighters (change in rotas, coming from Rome, patrols) though this should not form the principal focus of details. Credit relevant plans and diagrams and reference to earlier buildings. 	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>
	(b)	<p>How far do you agree that the Garden Houses in Ostia were just ordinary blocks of flats?</p> <p>Answers might include:</p> <p>Typical aspects:</p> <ul style="list-style-type: none"> consisted of a courtyard of rectangular blocks; may have been four storeys; almost same height as Insula of Diana (18m – legal limit); large number of apartments – 32; evidence of shops at ground level; mosaics and wall paintings. <p>Unusual aspects:</p> <ul style="list-style-type: none"> location away from the busiest part of town – not usual for a block of flats; large apartments; had more expensive wall paintings and mosaics – money was spent on decoration; 	20		<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
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		<ul style="list-style-type: none"> • appealed to more wealthy tenants which was not the usual for blocks of flats; • evidence of water supply to upper storeys – again unusual; • gateway to complex discouraged casual passers-by. 			
	(c)	<p>‘Ostia was an exceptional town with unusual needs.’ In your opinion, is this statement a fair description of Ostia? In your answer, you should consider both public and domestic buildings.</p> <p>Answers might include:</p> <p>Exceptional:</p> <ul style="list-style-type: none"> • Baths of Mithras and shrines attached to House of Apuleius and Insula of Diana unusually high – reflects the numbers of sailors/officers; • Piazza of the Corporations is unusual with its trading booths; • Garden Houses are not typical and House of Apuleius is unusual layout. <p>Unusual needs:</p> <ul style="list-style-type: none"> • appreciation of Ostia’s special relationship with Rome; • details of the harbours constructed by Claudius and Trajan; • large number of warehouses eg Great Warehouse because of Ostia’s importance in supplying grain to Rome; • need for Firefighters. <p>On the other hand:</p> <ul style="list-style-type: none"> • Ostia has buildings typical of a Roman city – Forum baths, <i>insulae</i>, temples to different gods. 	25	<ul style="list-style-type: none"> • Candidates may well agree with the assessment but are at liberty to disagree. • Assessment should be on relevant evidence and analysis. • Candidates may interpret <i>exceptional</i> in several ways. 	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

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3		<p>How far do you agree that religion was important to the inhabitants of Ostia and Pompeii?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • Consider evidence from public and private buildings, tombs and shrines; • Include an analysis of what the evidence tells us about religious beliefs; • Support your answer with evidence from Ostia and Pompeii. <p>Answers might include:</p> <p>Pompeii:</p> <ul style="list-style-type: none"> • Temple of Jupiter – Romans believed in the Capitoline triad and these beliefs were influenced by Rome (temple is influenced by that of Rome); • Temple of Isis – shows Romans were open to foreign and more personal cults, the temple was renovated before the temple of Jupiter after the 62 AD earthquake; • House of Octavius Quartio shows influence of Isis in the decoration and layout of the garden; • tombs – details from Eumachia’s and Naevolia Tyche’s tomb show importance to be remembered after death; • location of tombs was socially important even after death. <p>Ostia:</p> <ul style="list-style-type: none"> • interest in foreign cults also reflected in Baths of Mithras; • Mithraeum in the House of Apuleius in Ostia; • houses had a household shrine (<i>lararium</i>) indicates everyday lives were linked to religion. 	45	<ul style="list-style-type: none"> • Candidates may come to any reasoned conclusion. • Accept reference to Trimalchio’s tomb. • Credit should be given for knowledge of worship of Isis and Mithras under AO1. 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
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4		<p>To what extent did the success did the success of cities in Roman Italy depend upon the prominent individuals who lived there?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • Include details about important individuals and specific buildings; • Consider how far individuals and buildings contributed to the success of a city; • use evidence from at least two of Herculaneum, Pompeii and Ostia. <p>There were no social services and little public funding for buildings and amenities in Roman cities. The provision for these fell on wealthy or noble families. The more facilities a city had the more successful it was likely to become. Much depended therefore on the wealth of its citizens.</p> <p>Answers might include:</p> <p>Discussion of individuals:</p> <ul style="list-style-type: none"> • Scaurus and his successful <i>garum</i> business brought trade; • Eumachia and her building. <p>Specific Buildings:</p> <ul style="list-style-type: none"> • Forum Baths in Ostia; • Suburban baths in Herculaneum; • amphitheatre in Pompeii – details of inscriptions, for example sponsorships of seats, games and lights; • Temple of Isis in Pompeii; • large tombs indicate wealth and success. 	45	<ul style="list-style-type: none"> • At least two cities should be discussed. 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question			Answer	Marks	Guidance	
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			<p>On the other hand:</p> <ul style="list-style-type: none"> • candidates may feel (from the lack of evidence from public buildings) that Herculaneum was a successful seaside town for the rich and yet there are few prominent individuals; • Ostia had much imperial support for the building of the harbours and provision of barracks. Some may feel its success was due to its location rather than prominent individuals; • some may argue that in fact the individuals needed the town for their own success – Scaurus needed the port at Pompeii. 			

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5		<p>'Cities in Roman Italy always looked the same.' How far do you agree with this statement?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • Include details of the layout of cities in Roman Italy and specific buildings; • Consider similarities, differences and changes over time; • Support your answer with evidence from at least two of Herculaneum, Pompeii and Ostia. <p>The question may be approached in several ways. Candidates may interpret always in any way provided that they include relevant support. The principal focus may be on layout, specific buildings or there may be discussion of the changes which took place in individual cities.</p> <p>Many cities in Roman Italy have a range of similar buildings:</p> <ul style="list-style-type: none"> • baths (Forum baths in Ostia; Suburban baths in Herculaneum); • temples. <p>The layout of cities may appear to be similar with a grid system. The buildings may change over time (eg temple of Isis was renovated after the 62 earthquake, the temple of Jupiter was not).</p> <p>However the location can cause problems over time:</p> <ul style="list-style-type: none"> • silting of harbour (Ostia); • earthquakes (Pompeii/Herculaneum). <p>Buildings reflect a different population and even a change in the type of inhabitant.</p> <ul style="list-style-type: none"> • <i>Insulae</i> at Ostia – including the Garden Houses developed for the more wealthy; • Houses of Menander, Stags and Scaurus are more luxurious houses on Bay of Naples. 	45	<p>Expect consideration of the prompts in the bullet points – similarities, differences, and changes over time.</p>	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

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			<p>Buildings change over time:</p> <ul style="list-style-type: none"> • Samnite House, Herculaneum; • House in Opus Craticium; • Temple of Isis is repaired. <p>Ostia had the “benefit” of being able to change and decline over time. Pompeii and Herculaneum can lead one to think that all towns are the same but they are a snapshot of life at a particular time.</p>			

APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9–10	18–20	9–10	14–15	22–25
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms. 		
Level 4	7–8	14–17	7–8	10–13	17–21
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms. 		
Level 3	5–6	9–13	5–6	6–9	12–16
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms. 		
Level 2	2–4	5–8	2–4	3–5	6–11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms. 		
Level 1	0–1	0–4	0–1	0–2	0–5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 		

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