



General Certificate of Education

Classical Civilisation 2020

CIVID Women in Athens and Rome

Mark Scheme

2009 examination – January series

INTRODUCTION

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

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

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

DESCRIPTIONS OF LEVELS OF RESPONSE

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

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

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

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

QUALITY OF WRITTEN COMMUNICATION

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

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

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	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.	9-10
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.	6-8
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.	3-5
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 has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure, reaches a reasoned conclusion, is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate.	19-20
Level 4	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 has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail and has a discernible structure, is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate.	14-18
Level 3	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 30 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 structure, reaches a reasoned conclusion, is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	27-30
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, has a discernible structure, is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	20-26
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. 	13-19
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. 	7-12
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. 	1-6

Mark Scheme**Unit 1****Option D Women in Athens and Rome****SECTION A****Question 1**(a) (i) **What type of plays did Euripides write?**

tragedy / satyr / melodrama [1]

(1 mark)

(ii) **What accusation have the women made against Euripides?**

slanders them in his plays [1]

(1 mark)

(iii) **How do the women intend to punish Euripides?**

death [1]

(1 mark)

(iv) **What happens to Mnesilochus after this speech? Make two points.**

TWO of e.g. argument with Mica [1] Cleisthenes arrives with warning that man in disguise present [1] quizzes Mnesilochus [1] helps to strip him [1] Mnesilochus tied to plank [1] guarded by Scythian [1] rescued by Euripides [1] etc.

(2 marks)

(b) **What techniques does Aristophanes use to make the passage funny? You should take into account the circumstances in which Mnesilochus is speaking as well as what he says.**

Answers may include discussion of a range (but **not** necessarily all) of e.g.

- parody of meeting of Assembly – Mnesilochus holding garland
- ridiculing of what was normally regarded with the utmost seriousness – Thesmophoria highly important fertility festival with arcane rituals, not female talking-shop
- old man presumably unconvincingly disguised as woman visually and vocally, but long speech before any adverse comment from women
- ludicrous anecdotes both personal and from hearsay, confirming men's fears, which women merely object to being said publicly but don't deny
- Euripides defended not on grounds that hasn't slandered women but that hasn't revealed most of wrongdoing which women actually do get up to
- lively narrative style with short pieces of direct speech
- exaggeration of woman in labour for 10 days without husband suspecting
- comment of midwife implying unusual intimacy with husband's private part
- juxtaposition of lofty themes of tragedy (e.g. Phaedra) with tawdry deceptions of women etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- (c) **How important for an Athenian husband was the birth of a child? Give the reasons for your views.**

You might include discussion of

- **the purposes of an Athenian marriage**
- **Euphiletus' defence speech**
- **the speech about Neaera and her alleged daughter Phano**
- **the speech about the marriage of Ciron's daughter**
- **Ischomachus' conversation with Socrates.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- important purpose of marriage to produce legitimate heirs to inherit; only legitimate males could inherit / become citizens, subject to approval of phratry and deme; other purposes to preserve / enhance economic well-being and status of *oikos* and to provide care for parents in old age; in competitive, honour-based society, procreation of legitimate children increased prestige etc.
- Euphiletus claims birth of child was turning point in relationship with wife; previously had treated her with caution, but after birth trusted her with care of his property; presumably expected jury to understand this change in relationship; allowed her to live downstairs, justified by the better care this would enable her to give to baby, showing its importance to Euphiletus, a motive with which he presumably expected the jury to sympathise despite its running counter to social norms; in speech has to take great care to ensure baby's legitimacy not called into question by dating start of adultery precisely after his birth etc.
- Theogenes seems to have married Phano more in order to secure financial backing from Stephanus for his year as King Archon, but birth of child of overwhelming importance to Phrastor – hated relatives whom he did not want to inherit from him; although divorced Phano when pregnant as soon as apparent she was an alien's daughter, tried to introduce his child by her to phratry when believed he was terminally ill and remarried as soon as recovered in order to produce uncontroversial heir etc.
- speech about Ciron's daughter shows how inheritance and status tied up with demonstrably legitimate birth etc.
- Ischomachus's conversation with Socrates focuses more on economic and managerial role of wife because of way Socrates is made to start conversation, but assumption that children will be born subject to gods' approval; Ischomachus' outrage at his wife wearing make-up and high boots a result of his anxieties about her attracting a male gaze and compromising legitimacy; analogy of leader bee includes wife's role bringing up young; children sufficiently important for Ischomachus to claim they will consult together on their upbringing etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Question 2

- (a) (i) **Describe the circumstances in which Tiberius chose to die on behalf of Cornelia. Make three points.**

THREE of **e.g.** caught pair of snakes on bed [1] soothsayers said could kill only one [1] if killed male, Tiberius would die [1] if killed female, Cornelia would die [1] so Tiberius killed male snake [1] because he loved Cornelia [1] and he was older [1] etc.

(3 marks)

(ii) **What political office did Cornelia's sons Tiberius and Gaius hold?**

tribunate [1]

(1 mark)

(iii) **What happened to both Tiberius and Gaius?**

murdered [1]

(1 mark)

(b) **'Cornelia was remembered for her qualities as a mother rather than for anything else.' How far do you agree with this statement? Give the reasons for your views.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- statue erected with inscription 'Mother of Gracchi'; although sons were descended from noble lineage, their qualities said to have come rather from the way Cornelia brought them up (she is said to have described them as her 'jewels'); letter survives which purports to be attempt by Cornelia to dissuade son Gaius Gracchus from seeking tribunate, appealing to the great Roman virtues of duty to family and the state and demonstrating her rhetorical skills; whether genuine or not, letter shows how Cornelia remembered or her memory manipulated for transmission of Roman values to sons
- also remembered for her father, Scipio Africanus, who had defeated Hannibal
- admired for her fortitude in enduring the death of her husband and murders of her sons whom she treated in a detached, patriotic way as if heroes of ancient Rome
- admired too for her education and culture and association with / patronage of Greek intellectuals
- praised for alleged refusal to accept Ptolemy's offer of marriage and share in his kingdom
- Juvenal satirically recalls Cornelia as a wife who had every virtue (beautiful, graceful, rich, fertile), but subverting the standard view says he would prefer an ordinary girl to her snobbery and family triumphs etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

(c) **In his History, to what extent does Livy portray women as individuals and to what extent does he treat them as examples of good or bad behaviour? Give the reasons for your views.**

You might include discussion of

- **the Sabine women**
- **Lucretia**
- **Cloelia**
- **the speeches of Cato and Valerius in the debate on the repeal of the Oppian Law.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- legend of Sabine women part of foundation myth of Rome, told to show the proper female response to male requirements, the importance of child-rearing and obedience in return for respect from husbands; Valerius' speech shows Romans' acceptance of female public intervention and initiative provided in interests of men and Rome and how legend could be used to justify behaviour in present etc.

- Lucretia not really characterised as an individual but regarded as the *exemplum* of the ideal *matrona* – a prize-winning wife who shows unparalleled diligence, courage, duty, honour, chastity etc. acting always in the interests of her family and Rome etc.
- Cloelia seen as unique but not really as an individual; honoured with an equestrian statue in prominent position on *Via Sacra* for her courage, intelligence and duty towards Rome despite her youth and sex etc.
- Debate over repeal of Oppian Law is set piece worked up by Livy to present conflicting views about proper behaviour of women in Rome, in his own time as much as in the 2nd century BC.; Cato outraged, Valerius more accommodating but, while he accepts women's public actions can be beneficial to the state in times of crisis, patronisingly views adornment as the proper sphere for female prestige rather than participation; in both speeches women regarded as a class rather than as individuals etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION B

Question 3

To what extent does the Roman poet Juvenal portray women in a similar way to the Athenian playwright Aristophanes and to what extent are there differences in their treatment of women? Give the reasons for your views.

You might include discussion of

- **the purposes of Aristophanes and Juvenal in writing**
- **how far each relies on stereotypes**
- **how far each reflects men's prejudices and anxieties**
- **the techniques Aristophanes and Juvenal use.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Aristophanes writing comedy for drama festival (probably Dionysia) with (predominantly) male audience at time of political / military crisis, so escapism with (unusually) no contemporary political reference; aim to win competition; Juvenal writing satire, purportedly addressed to man about to marry, but adopts poetic / dramatic *persona* etc.
- both make considerable use of stereotypes, especially women's alleged obsession with sex, reflecting male anxieties about legitimacy and their ability to control; Aristophanes also makes much use of women's alleged drinking, again reflecting men's fears about women's capacity to ruin the *oikos* through their lack of self-control; Juvenal, writing at a time when higher-class women had considerably more freedom than in 5th century Athens, uses a wider range of stereotypes (mother-in-law, the intellectual, the litigious, the athletic woman etc.) with humour based on notions of appropriateness and male fears of female supremacy if they are given too much freedom etc.
- Aristophanes' jokes at women's expense in context of play's fantasy scenario in which women implausibly going to kill Euripides for his alleged misogyny – how much knowledge of Euripides' tragedies would women have had?; they certainly did not in reality have the means to act on their resentment, and in any case Aristophanes' portrayal is a good deal more misogynistic than Euripides'; play in fact as much a parody of Euripides as a jibe at women; indeed the structure of the play as a whole alludes to some of Euripides' plays with their delayed averting of catastrophe etc.; in parabasis women given opportunity to speak for themselves, as written and performed by men; much of humour from cross-dressing etc.

- Juvenal's satire is a ranting monologue, based on the view that Rome is suffering the evils of a long peace and that everything has been totally corrupted (exaggerated version of view expressed with more nuance by Sallust); Juvenal's vivid images, exaggeration, extreme examples – either generalised or from the past – pile up to create a persona of a totally misogynistic man without relief or subtlety etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Question 4

Between the 1st century BC and the 2nd century AD, to what extent were Roman women praised, or criticised, for becoming involved in politics and the law courts? Give the reasons for your views.

You might include discussion of

- **the different kinds of evidence we have**
- **Turia**
- **Pliny's description of Arria, her granddaughter Fannia and his own wife Calpurnia**
- **Sallust's opinion of Sempronia**
- **Cicero's portrayal of Clodia**
- **Juvenal's views.**

Do not discuss the women Livy writes about.

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Turia: evidence from funeral eulogy spoken by husband intending not only to praise dead wife but also to flatter / appease emperor Augustus since he was on the opposing side in the Civil War etc.; Turia given exceptional praise for her prosecution of her parents' murderers and defence of her father's will, her protection of her husband when in political exile and appeals to Octavian and Lepidus, despite humiliating treatment at hands of latter, all of which she had to do in the absence of males and reflect her total duty to her family; her other virtues mentioned briefly, but emphasis on what makes Turia outstanding in exceptional circumstances, praiseworthy because wholly in interests of husband and family and, in outspokenness against Lepidus, the interests of Octavian etc.
- Pliny writing letters for publication to make a moral or political point, to flatter addressee and to enhance his own image etc.; letter about Arria to demonstrate that what is remembered about someone is not necessarily their greatest moment; although Pliny agrees with the consensus that Arria was noble in committing suicide to encourage her husband to do the same after his conviction for opposition to the emperor and praises her determination in build-up to this, he wants particularly to praise her less known Stoic endurance in the more personal concealing of her son's death from her husband which showed equal devotion to him etc.; Fannia praised for a range of qualities (devotion to family, vigorous spirit during fatal illness) in addition to her involvement in public affairs in accompanying husband into exile twice and subsequently being exiled herself for illegally commissioning biography of him etc.; Calpurnia praised for her domestic qualities, chastity and devotion to husband, which does not entail public involvement but shows interest by sending messengers to court and listening to *recitatio* from behind curtain etc.
- Sempronia regarded by historian Sallust as example of Rome's moral decline; she had too much freedom which she exercised irresponsibly – out of husband's control, in debt, debauched criminal record etc. which led to her manipulation by Catiline to overthrow state; despite her potential, Sempronia portrayed as antithesis of ideal *matrona* etc.
- Clodia, in speech supposedly defending Caelius, attacked by Cicero as another antithesis of the ideal *matrona* - out of control, abusing her freedom for self-gratification, litigious etc.; Cicero's motives for portraying Clodia in this way etc.

- Juvenal writing satire, purportedly addressed to man about to marry; presents audience with a ranting monologue from the persona of a misogynist in which all women come in for attack including those who are (over-)educated, litigious etc.; the basic premise is that everything has gone into decline with wealth and peace etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid**Unit 1****Option D Women in Athens and Rome****SECTION A****Either**

		AO1	AO2	TOTAL
1	(a)(i)	1	-	1
	(a)(ii)	1	-	1
	(a)(iii)	1	-	1
	(a)(iv)	2	-	2
	(b)	5	5	10
	(c)	8	12	20
	TOTAL	18	17	35

Or

		AO1	AO2	TOTAL
2	(a)(i)	3	-	3
	(a)(ii)	1	-	1
	(a)(iii)	1	-	1
	(b)	5	5	10
	(c)	8	12	20
	TOTAL	18	17	35

SECTION B**Either**

		AO1	AO2	TOTAL
3		12	18	30
	TOTAL	12	18	30

Or

		AO1	AO2	TOTAL
4		12	18	30
	TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	35	65
%	46%	54%	100%