



**General Certificate of Education
June 2010**

Classical Civilisation

CIV4C

Roman Epic

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 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.

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 two years of study on the A Level 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-4
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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 that the Subject Criteria for Classics and Specification that candidates 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	<p>Demonstrates</p> <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 links between the central aspects of the question and the values of the classical world • ability to sustain an argument which <ul style="list-style-type: none"> 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	<p>Demonstrates</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> makes connections and comparisons 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. 	27-36
Level 3	<p>Demonstrates</p> <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 ONE

Option A

01 How has Juno caused damage to Aeneas' fleet? Give three details.

THREE from: Juno has sent Iris (1) in disguise as Beroe / wife of Doryclus / old woman / trusted woman (1) to stir up the (Trojan) women (1) telling them the way to stay / end wanderings (1) is to set fire to the ships (1) She started the fire herself (1) women followed her example (1).
 Juno has called on Aeolus (1) to provide winds (1).

(3 marks)

02 How has most of the fleet been saved? Give two details.

TWO from: Aeneas / Ascanius has seen flames (1) Aeneas has asked Jupiter for help (1) Jupiter / god has sent shower of rain (1). Neptune calms the sea (1).

(2 marks)

03 In this passage, how effectively does Virgil portray Venus and Juno? Support your answer by reference to the passage.

Points might include: picture of Juno mediated through Venus, therefore Venus' viewpoint and not necessarily Virgilian one; description of Venus ('never resting') showing vehemence of her feelings; strong language ('poured out' and 'words of complaint') used to show her anger; Venus' anger and skill with words shown in her speech; Juno's anger emphasised by pairing of 'deadly anger' and 'implacable fury' and how this drives Venus to prayer; Juno's intransigence shown by build up of those who cannot stop her, from 'no man' to the 'Fates', to 'passage of time' and climactically to 'Jupiter'; vivid description of Juno's 'hatred' as 'black'; strong images of having 'eaten' Phrygians and 'dragged' Trojans; Juno's insatiability ('still not satisfied') as climax of speech; amplification in 'still persecuting'; as unreachable ('she alone can understand'); Venus' cunning in trying to get Neptune onto her side ('you...a witness' and 'in your kingdom'); climactic 'And now this!' showing Venus' anger etc.

Apply Levels of Response at beginning of Mark Scheme

(10 marks)

04 How important to the Aeneid is the relationship between Juno and Venus? Explain your views and support them with details from the books of the Aeneid which you have read.

Points might include:

- relationship driven by different interests, principally (1) by their different positions towards Trojans after Paris awarded golden apple to Venus, (2) by Venus being Aeneas' mother
- relationship lasts throughout the poem to whose plot it contributes in several ways, principally (1) in their contributions together in temporary alliance, e.g. when they work together in Book 4 to bring about the union between Aeneas and Dido, albeit for different reasons, (2) when they are in direct conflict with each other as in Book 5 over Juno's attempts to persecute Trojans and in the debate in Book 10 over Trojan military action (3) separately as when in Book 8 Venus procures a new shield from Vulcan for Aeneas or when Juno rouses Amata (Book 7) and Juturna (Book 12)

- relationship brings out themes, including (1) divine level of existence and influence of gods on the human world, (2) Rome's greatness, e.g. Venus in Book 1 prompting Jupiter to foretell the greatness of Rome (3) Aeneas as hero etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 *What events have led up to Aeneas' killing of Lausus? Give three details.*

THREE from: in absence of Turnus (1) who is pursuing phantom of Aeneas (1) Mezentius has taken role as major protagonist / has killed several Trojans (1) Aeneas is angry at Pallas' death (1) challenges Aeneas (1) Aeneas wounds Mezentius (1) Lausus tries to help his father / Mezentius (1) Aeneas kills Lausus (1).

(3 marks)

06 *What happens to Lausus' father (Mezentius) after Lausus' death? Give two details.*

TWO from: Mezentius grieves over Lausus' dead body (1) rejoins the battle on his horse (Raebus) (1) his spear hits Aeneas' shield (1) Aeneas kills Raebus (with his spear) (1) Raebus pins Mezentius to ground (1) Aeneas taunts Mezentius (1) Mezentius asks for his body to be buried in Lausus' grave (1) Aeneas kills Mezentius (with his sword) (1).

(2 marks)

07 *In this passage, how effectively does Virgil portray the sadness of Lausus' death? Support your answer by reference to the passage.*

Points might include: strength and poignancy of father and son relationship through epithet 'son of Anchises' applied to Aeneas, reinforced by Aeneas' thoughts ('...own devoted love to his father') and looking forward to the wounded Mezentius, here referred to as 'Lausus' father' who was 'staunching his wounds'; graphic description of dying Lausus e.g. precise description of blood-drained face as 'strangely white', the antithesis of life; epithet 'devout' echoing earlier 'devoted' to show profoundness of father and son feelings; questions asked by Aeneas to a young man already dying and, therefore, soon unable to answer; equation of merit with material reward, specifically armour, showing how good a warrior is lost; link to 'ancestors' adding to solemnity; but some recognition that, as Lausus is dying, this is not necessarily of 'any comfort'; attempt to show Lausus' quality by Aeneas through reference to self 'great Aeneas' as having vanquished Lausus; vivid description of Lausus' blood 'soiling' his hair; helmet and armour having been taken off emphasising humanity of Mezentius, reinforced with contrasting vivid description of bathing his neck and beard; anxiety shown in repeated actions of asking about Lausus and sending men to look for him etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 How typical of father and son relationships in the Aeneid is the relationship between Mezentius and Lausus? Explain your views and support them with details from the books of the Aeneid which you have read.

Points might include:

- typically strong bond shown e.g. through use of patronymic epithets, e.g. Aeneas, son of Anchises and Mezentius, father of Lausus etc.
- typically expressed in terms of warrior values and acts in battle, e.g. Lausus trying to be a good son in fighting for Mezentius and Pallas trying to show warrior attributes for father figure Aeneas and his actual father Evander
- typical father's grief at death of son, especially in battle and with an effusive outpouring of grief, e.g. Mezentius at death of Lausus and Evander at death of Pallas
- typically reinforcing father and son theme in counterpoint to other fathers and sons, notably Anchises/Aeneas and Aeneas/Ascanius (Iulus)
- death of son and grief expressed typically shows Virgil's humanity even towards someone with as bad a record as Mezentius
- not typical in that Mezentius is presented in Book 8 as evil torturer as opposed to other father figures who behave well, e.g. Evander and Aeneas, even though Lausus is blameless like Pallas
- not typical in being less important to plot than other father and son relationships, especially Anchises/Aeneas and Evander/Pallas
- not typical in being shown only in combat and aftermath rather than wider involvement, including during peacetime and the future of Anchises/Aeneas (e.g. escape from Troy), Aeneas/Ascanius and Evander/Pallas and Aeneas/Pallas (although the combat and aftermath are important too in this last example) etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

09 *'The real hero of the Aeneid is Rome, not Aeneas.'*

To what extent do you agree with this opinion? Explain your views and support them with details from the books of the Aeneid which you have read.

No particular line is expected in answers to this synoptic question but good ideas are looked for combining sound knowledge and understanding of the text and an understanding of the Augustan context. For example, a strong candidate might argue in terms of the Augustan principle of Rome being the central issue, rather than in terms of the literal (human) basis of the hero.

Points **against** the proposition might include:

- Aeneas as a human protagonist is the hero, e.g. as signalled in the opening words of Book 1 ('I sing of arms and the man...')
- Aeneas as hero has some Homeric characteristics, e.g. *furor* displayed in Book 2 and Odyssean element of endurance on long journeying
- Aeneas also has Roman characteristics, notably *pietas*
- he has a hero's lineage (son of goddess Venus), family history and future as symbolised by father Anchises and son Ascanius, whose line leads through to Augustus (Book 6)
- the plot traces his long journeys round the Mediterranean to Italy where it is his mission and destiny to go
- heroic knowledge, behaviour and humanity apparent, e.g. in response to death in battle of young heroes like Pallas and Lausus
- Rome is a place (site shown to Aeneas by Evander in Book 8) not a human hero

Points **in favour** of the proposition might include:

- the founding of Rome (through Alba Longa) is Aeneas' objective and central to his vision, therefore metaphorically heroically central
- Jupiter's speech in Book 1 gives central importance to Rome
- centrality of Rome as part of the mission Aeneas is reminded of by Mercury in Book 4
- pageant of Roman heroes is important centrepiece of Book 6, Rome represented by these heroes and therefore becoming human through them
- Rome as a concept and centrepiece reinforced by Evander
- Aeneas' shield brings alive heroes and their actions, representing 'Romanness'
- Rome (the goddess Roma) and Augustus linked in temples erected in Augustan Age, personifying Rome – can be linked to Virgil's poem.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 10 ***What do you think Romans during the reign of Augustus would have praised and criticised in Aeneas' behaviour in the Aeneid? Explain your views and support them with details from the books of the Aeneid which you have read.***

It is important that candidates attempt to see Aeneas from possible viewpoints of Virgil's audience in terms of, for example, values.

Points of **praise** might include:

- *pietas* of Aeneas with religious and social connotations and fitting ideals of Augustus
- *mos maiorum* – adherence to this concept through actions, again fulfilling Augustan traditionalist agenda
- concern for members of immediate family, e.g. in Book 2; father, son and wife, again subscribing to Augustan values
- listening to advice, especially of older men, especially Anchises in Book 6 and Evander in Book 8
- humanity, e.g. towards dead young heroes like Pallas
- good leadership qualities
- obdurate in battle e.g. against Hector in Book 12
- chooses his mission over Dido in Book 4
- eliminates opposition by killing Turnus in Book 12

Points of **criticism** might include:

- desire to kill Helen after death of Priam
- dalliance with Dido wasting time
- need to be reminded by the gods to leave Dido
- consorting with Dido as eastern Cleopatra figure
- but some might be critical of his treatment of Dido, given the extreme effect: her suicide and curse
- allowing young Pallas to fight
- reaction on battlefield after death of Pallas
- extreme revenge taken on Turnus by not showing mercy at end of poem.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 4C Roman Epic

SECTION ONE

Either
Option A

	AO1	AO2	TOTAL
01	3		3
02	2		2
03	4	6	10
04	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
05	3		3
06	2		2
07	4	6	10
08	8	12	20
TOTAL	17	18	35

SECTION TWO

Either
Option C

	AO1	AO2	TOTAL
09	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	16	24	40

OVERALL

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