



**General Certificate of Education  
January 2011**

**Classical Civilisation 1021**

**Women in Athens and Rome**

**AS Unit CIV1D**

**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.

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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 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

<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• accurate and relevant knowledge covering central aspects of the question</li><li>• clear understanding of central aspects of the question</li><li>• 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</li><li>• ability generally to use specialist vocabulary when appropriate.</li></ul>	<b>9-10</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>6-8</b>
<b>Level 2</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• some relevant opinions with inadequate accurate knowledge to support them.</li></ul>	<b>3-5</b>
<b>Level 1</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy, accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li></ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen, accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>27-30</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>20-26</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>13-19</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>7-12</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy, accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-6</b>

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**Mark Scheme**  
**Unit 1D Women in Athens and Rome**

**Section One**

**Option A**

**01 Give one reason why Mnesilochus has come to the Thesmophoria.**

women going to punish Euripides / to defend Euripides / playwright (Agathon) refused to go / only Mnesilochus willing to dress up as woman etc. [1]

(1 mark)

**02 Why should neither Mnesilochus nor Cleisthenes be at the Thesmophoria?**

only women eligible to attend festival [1]

(1 mark)

**03 What news does Cleisthenes bring?**

Euripides has dressed up relative as woman / a man has infiltrated festival etc. [1]

(1 mark)

**04 Give one way in which Mnesilochus tries to avoid being revealed.**

goes off to urinate / makes up bogus name of husband / says previous year's rites involved drinking / resists removing girdle / claims to be mother of 9 / then barren / bends over to conceal phallus / pushes phallus back and forth etc. [1]

(1 mark)

**05 What action does Mnesilochus later take against Mica?**

snatches / stabs wineskin / 'baby' [1]

(1 mark)

**06 How successfully do you think Aristophanes entertains his audience in the passage? Give the reasons for your views and support them with details from the passage.**

Judgements may be supported by discussion of a range (but **not** necessarily all) of **e.g.**

- Mica's aggressive bad language ('bitch'), repeated outrage, admission that everything Mnesilochus has said is true, threats to pull out Mnesilochus' hair which audience knows is wig (head) and singed (pubic) etc.
- Mnesilochus' ludicrous revelation about use of loofah to tap wine; sudden switch from 2 possible mythological examples Euripides has not used in tragedies (Clytemnestra and Deianeira) to banal possible contemporary scandal; sudden personal attack on Mica alleging very serious crime in Athenian society, remembering to swear by goddess (Artemis) in outburst of mock violence, accusation that Mica ate ('seedcake') when should have been fasting with toilet abuse ('shit') etc.
- Chorus-Leader's attempt at refereeing, confusion over gender of Cleisthenes ('a woman has just turned up') etc.
- Cleisthenes' arrival parodying Odysseus in Euripides' *Telephus* and camp address (and gestures?) to women etc.



Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 07** *'In Women at the Thesmophoria Aristophanes' mockery of effeminate men and of foreigners is as harsh as his mockery of women.'* To what extent do you agree with this statement? Give the reasons for your views and support them with details from the play.

You might include discussion of

- **Cleisthenes**
- **Agathon**
- **the Scythian**
- **the behaviour of the women**
- **what Mnesilochus says about women**
- **the portrayal of women in the parodies of Euripides' plays.**

Judgements may be supported by discussion of a range (but **not** necessarily all) of **e.g.**

- Cleisthenes caricatured as effeminate, rather dim-witted, taking a rather unhealthy interest in the toings and froings of Mnesilochus' phallus etc.
- Agathon's entry as much a parody of his tragic lyrics / tragic lyrics in general and *reductio ad absurdum* of getting into part as caricature of Agathon's sexuality but Mnesilochus picks up at length, with further tragic parody, on the sexual ambiguities, and then delivers outright abuse 'filthy catamite' with 'a slack passage ... through submissive acts'; Agathon's reasons for not infiltrating Thesmophoria etc.
- Scythian, defective in pronunciation, grammar, intelligence and control over his own desires, makes further jokes about Mnesilochus' transvestism and supposed passive homosexuality etc.
- Aristophanes generally portrays women according to conventions of chauvinistic stereotypes (duplicitous, addicted to extravagance, drink, sex etc.) which reflect men's fears of women's potential to destroy *oikos* etc.
- Mnesilochus delivers series of far-fetched examples of women's deceitful and subversive actions, comically causing outrage among women not because they are false but because Mnesilochus is disclosing them etc.
- women in parodies of Euripides' plays (Helen, Andromeda) victims rather than villains, ironically suggesting Euripides' sympathetic attitude towards women despite absurd premise on which play built etc.
- Aristophanes' mockery of both male and female 'outsiders' designed to create sense of homogeneity and feelings of well-being among 'insiders' who make up audience etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

- 08** *'None of this would have happened' (Passage A, line 2).* Give three details of what had happened.

**THREE** of **e.g.** Rome / Romulus invited neighbours (including Sabines) to festival (Consualia, of Neptune) [1] many came out of curiosity [1] and welcomed / given tour of city [1] at given signal [1] Romans seized Sabine women [1] against laws of hospitality [1] gave most beautiful to senators [1] one group repeatedly shouted they were taking girl to Thalassius [1] parents ran away [1]

(3 marks)

**09 In what circumstances had Sextus Tarquinius' 'passion' (Passage B, line 1) for Lucretia started? Give two details.**

**TWO** of e.g. men arguing who had most virtuous wife [1] went to check up on wives [1] other wives at dinner [1] Lucretia working wool [1] Lucretia's husband (Collatinus) invited Sextus Tarquinius (and others) in to dinner [1]

(2 marks)

**10 In these two legends, how consistent is Livy's attitude towards women? Give the reasons for your views and support them with details from the passages and the rest of the two stories.**

Judgements may be supported by discussion of a range (but **not** necessarily all) of e.g.

- Sabine women: in this foundation myth women seen as essential as child-bearers for the future glorious destiny of Rome and Sabine women provide exemplars of submission to this role; Romans' violence towards them, even if breaking laws of hospitality, justified by families' refusal to accede to Romans' requests for marriage; Romulus' speech, patronising in tone, sets this out uncompromisingly, and further seeks to justify the violence with the future benefits of citizenship etc.; implications that women weak-willed and easily won over etc.
- Lucretia: wives seen as possession whose behaviour reflects on the honour and status of the husband; a wife's nocturnal industriousness prized above her dining; Tarquinius' violence against Lucretia seen as evil in contrast to the Romans' treatment of the Sabines because it is based on lust rather than biological necessity for the glory of Rome and a desire for revenge on the husband who had won the contest by a member of the detested Tarquins; the story forms part of the foundation myth of the Republic; though physically weak in comparison with Tarquinius, Lucretia is portrayed as morally strong in her submission only after the threat of dishonour and her determination to commit suicide which surpasses the wishes of her husband and father; an *exemplum* to future generations of *matronae* of the chastity, courage and devotion required by Roman men to support their ambitions for the future glory of Rome etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**11 Judging from the sources you have read, how important do you think children were to a Roman marriage? Give the reasons for your views and support them with details from the sources.**

**You might include discussion of**

- **the Sabine women**
- **Cornelia, mother of the Gracchi**
- **Turia**
- **Murdia**
- **Arria**
- **Calpurnia.**

Judgements may be supported by discussion of a range (but **not** necessarily all) of e.g.

- Livy's version of foundation myth of Sabine women firmly declares procreation to be wives' major function etc.
- Cornelia's maternal qualities so highly regarded that statue erected with inscription 'Mother of the Gracchi'; sons' qualities said to have come particularly from way she brought them up (she is said to have described them as her 'jewels') and letter (whether spurious or not) shows how she was remembered positively for her transmission of

upper-class Roman values to sons; husband said to have sacrificed his life so that she could bring up children; but also admired for her fortitude, culture, refusal to marry Ptolemy, adherence to family values etc.

- eulogy of Turia includes lengthy section admiring her offer of self-sacrifice when her marriage proved infertile and emphasising husband's love of her despite childlessness, after even longer section praising other aspects of her devotion e.g. bravery, intelligence, initiative etc.
- Murdia's eulogy fragmentary but surviving part emphasises her good sense and fairness in her legacies to her children and stepson to ensure inheritance distributed appropriately etc.
- Pliny's main use of Arria is to illustrate general point that people's most famous deeds are not necessarily their most noble; emphasis on her devotion to husband and steadfast adherence to cause of Stoic dissidence rather than her maternal role etc.
- Calpurnia much praised for her devotion to Pliny's career and literary efforts but in letter to her grandfather after miscarriage emphasises his hope of heir for both their families who will be able to rise to distinction in public life etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section Two

### Option C

- 12 ***'Athenian men were preoccupied with status – that is the main reason why they treated women as they did.'*** ***To what extent do you agree with this statement? Give the reasons for your views and support them with details from the sources you have studied.***

***You might include discussion of***

- ***the purposes of an Athenian marriage***
- ***any other reasons, as well as preoccupation with status, you think important for the way Athenian men treated women***
- ***the laws relating to women***
- ***what Apollodorus told the jury in the trial concerning Neaera***
- ***the speech about the marriage of Ciron's daughter***
- ***Euphiletus' defence speech***
- ***Ischomachus' conversation with Socrates.***

Judgements may be supported by discussion of a range (but **not** necessarily all) of **e.g.**

- purpose of marriage determined by male citizens for their own interests: to produce legitimate heirs to inherit and become citizens so that citizens limited to those men of appropriate status
- to ensure status strictly maintained, adultery restricted by severe penalties – death for adulterer, divorce for wife, or *atimia* for husband (seriousness of penalty for man reflecting importance of citizen status); Euphiletus portrayed adultery as crime against whole *polis* because destroyed boundaries on which status based and undermined foundations of society; increased exclusivity of citizenship because of Pericles' law, with greater fear of disgrace and loss of status etc.
- Apollodorus distinguishes women by status – *hetaerae* for pleasure, *pallakai* for daily attendance upon person, wives for procreation of legitimate children and to be faithful guardians of *oikos*; appeal to jury to convict in order to preserve clear-cut divisions between wives and prostitutes; whole case turns on Stephanus' alleged repeated attempts to subvert distinctions between legitimate and illegitimate on which Athenian

society depended; Apollodorus' rhetoric at end reflects male view that wives took pride in their guarded status etc.

- speech about Ciron's daughter shows some of measures Athenian males took to ensure status publicly maintained by involvement of phratries who could provide witnesses in court and importance of female status in some religious rites e.g. Thesmophoria etc.
- adultery by Euphiletus' wife a clear danger to his status, which he seeks to protect by emphasising son born before adultery started, by portraying himself as a considerate husband whose kindness was abused and Eratosthenes as a serial adulterer and public menace, and by putting himself forward as the defender of the whole polis by killing Eratosthenes etc.
- Ischomachus' status depends on his public leisure, made possible because of his training of his wife to manage *oikos*; prohibition on wearing make-up to avoid unwanted male gaze which would undermine status etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

### Option D

- 13 **Several of the sources you have read describe Roman women who opposed the men in power at the time. To what extent did men's attitudes towards these women vary and what reasons can you suggest for the differences in attitudes? Support your answer with details from the sources.**

**You might include discussion of**

- **the purposes for which the sources were written**
- **the speeches of Cato and Valerius in the debate on the repeal of the Oppian Law**
- **Turia**
- **Sallust's views on Sempronia**
- **Arria**
- **Fannia, Arria's granddaughter.**

Judgements may be supported by discussion of a range (but **not** necessarily all) of **e.g.**

- Livy represents debate on Oppian Law with just two opposing speeches, which may be worked up from actual speeches or may be dramatic inventions by Livy to present two views with as much relevance to issues alive in 1<sup>st</sup> cent. BC as to early 2<sup>nd</sup> cent. BC; Cato outraged by women's meddling in public affairs and advocates return of strict control of women which he believes pertained at start of Republic; Valerius, though not entirely putting an opposite view by our standards, does not see women as opposing those in power but acting in a matter which affects them, legitimately so too as they had in the past intervened in public for the benefit of the state; but overall women should still be under male control, treated reasonably and with respect and allowed sartorial luxuries which is their sphere of honour etc.
- praise for Turia comes from eulogy delivered by husband; Turia had appealed to triumvir Lepidus and been humiliated but lauded because acting in interests of husband in exceptional times and in fact showing acute political insight by highlighting brutality of Lepidus and clemency of Augustus, the eventual victor etc.
- Sempronia seen by Sallust as a symptom of Rome's moral decline, with her support for Catiline's revolution against the institutions of the Republic a particular sign of turpitude and decadence etc.
- Pliny uses Arria as an illustration of his general thesis that peoples most famous deeds are not necessarily their most noble; thus her unknown silence and self-control over their son's death was nobler than her famous encouragement to suicide, but in all cases Pliny focuses not so much on her dissidence as on her total unwavering loyalty to

husband, her determination to carry this through whatever the cost and her contempt for Scribonianus' wife who betrayed her husband etc.

- Pliny's letter about Fannia, a personal friend of his, is in form of a eulogy, expressing his grief at her fatal illness and admiration for her courage and selfless devotion to all family members, to Junia as much as to mother whom she did not implicate in court and to husband whom she accompanied into exile twice and on whose behalf she herself was subsequently exiled for illegally publishing his biography; again it is her extreme loyalty and devotion that are emphasised which happened, because of her family's Stoic traditions, to involve political dissent etc.

Apply Levels of Response at beginning of Mark Scheme.

*(30 marks)*

**Assessment Objectives Grid**  
**Unit 1D Women in Athens and Rome**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	1	-	1
<b>02</b>	1	-	1
<b>03</b>	1	-	1
<b>04</b>	1	-	1
<b>05</b>	1	-	1
<b>06</b>	5	5	10
<b>07</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>08</b>	3	-	3
<b>09</b>	2	-	2
<b>10</b>	5	5	10
<b>11</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Section Two**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>12</b>	12	18	30
<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**Or**  
**Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>13</b>	12	18	30
<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>30</b>	<b>35</b>	<b>65</b>
<b>%</b>	<b>46%</b>	<b>54%</b>	<b>100%</b>