



**General Certificate of Education
June 2013**

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	<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	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 Where in Italy is the ‘rocky citadel’ (line 1)?

Cumae / Bay of Naples

(1 mark)

02 What request does Aeneas make to the Sibyl?

ONE from: Not to allow (mis)fortune of Troy to follow them further (1) Have mercy on the Trojans / people of Pergamum (1) Allow Trojans to settle in Latium (1).

(1 mark)

03 Give two details of the Sibyl’s prophecy to Aeneas.

TWO from: wars / struggles to come (1) Thybris / Tiber flowing with blood (1) arrival of a second Achilles (1) Juno staying close (1) trouble to be caused by foreign bride (1) marriage with a stranger (1) safety will come from a Greek city (1).

(2 marks)

04 What does the Sibyl tell Aeneas to do? Make one point.

ONE from: Tells him to fetch the Golden Bough (1) must (first) bury comrade (Misenus) (1) sacrifice (black) cattle (1)

(1 mark)

05 In this passage how vividly does Virgil portray the meeting with Sibyl?

Points might include some, but not necessarily all, of the following: the sheer size of the place (‘vast cavern’, ‘a hundred broad shafts...a hundred mouths’), reinforced by repetition of ‘a hundred’; elemental forces having created this place (‘hollowed out to form...’); number and scale of voices at the Sibyl’s command (‘a hundred mouths...as many voices’, ‘great mouths of my house’); her decision whether or not to release her voices (‘until you have prayed...’); effective use of direct speech by the Sibyl after vivid description of the place she inhabits (‘the virgin priestess cried’); her opening brief utterance of great power, linking her to Apollo’s power, reinforced by repetition (‘It is the god...’); vivid description of (four) elements of her appearance, showing her power and ‘ecstasy’ (‘face’, ‘colour’, ‘hair’, ‘breast’); the mysterious power of her apparent growth in size; her more than mortal power (‘as no mortal had ever spoken’); her inspiration from the god (‘god... in his power...breathed upon her’); her contrasting sudden silence (‘and said no more’); the effect on the Trojans, emphasizing the power she has unleashed (‘A cold shiver’, ‘their king poured out the prayers’) etc.

Apply Levels of Response at beginning of Mark Scheme

(10 marks)

06 'Book 6 is the most important turning-point of the Aeneid.' How far do you agree?

Points might include the following:

- input of the Sibyl – giving prophecies and setting Aeneas on his way to the Underworld
- what Aeneas sees and experiences in the Underworld, e.g. shades including Dido
- Aeneas' meeting with the shade of his father Anchises, especially in terms of what Anchises shows and tells
- especially pageant of future Roman heroes, culminating in appearance of Augustus, showing the great tradition Aeneas will found – effect on Aeneas
- Aeneas' growing awareness of his destiny
- psychological effect on Aeneas
- concentration of action on Italy from now on
- position of Book 6 at half-way point of the epic
- joining Odyssean Books 1 – 5 to Iliadic Books 7 – 12 (Homeric influence)
- other possible turning-points: Aeneas and a few survivors escaping sack of Troy; Aeneas' desertion of Dido to resume his mission (Jupiter's will – Jupiter's grand scheme also told by Jupiter himself in Book 1); Aeneas' alliance with Evander; death of Pallas
- extent to which the experiences which Aeneas encounters in the Underworld bring closure to events so far, Palinurus representing travelling by sea, Greeks and Trojans the battle for Troy, Dido the love affair of Books 1 and 4
- how far any qualify as turning-points given the unavoidability of fate etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

07 Who is Camilla?

ONE from: (virgin) warrior / Amazon (1) leader of Volscians (cavalry) (1) daughter of Metabus (1).

(1 mark)

08 What events have led to Camilla's death? Give four details.

FOUR from: Turnus has joined the battle (1) Turnus planning ambush with Camilla (1) Camilla has come to help Turnus (1) now that Aeneas has deployed his cavalry (1) and is approaching the city (1) Camilla follows Turnus' orders (1) to engage Aeneas' cavalry (1) Camilla has some successes (1) against Orsilochus / Butes /etc. (1) Tarchon rallies Etruscans (1) impelled by Jupiter (1) Tarchon kills Venulus (1) Arruns fells Camilla (with a spear) (1) Arruns' / Enemy's prayer (to kill Camilla) (1) Camilla distracted by Chloereus' armour (1).

(4 marks)

09 In this passage, how effectively does Virgil show the sadness of Camilla's death?

Points might include some, but not necessarily all, of the following: harshness of the weapon ('steel point'); graphic description of wound ('stood deep', 'bones') build-up of description of physical effect on Camilla as a dying human ('swooning', 'eyes dimming', 'flush had faded'); poignant portrayal of Acca alone as really close to her ('most faithful companion', 'sister'); Camilla's awareness, expressed through direct speech, of lethal effect of wound ('cruel wound', 'everything...going dark'); finality of her situation ('last commands', 'farewell'); vivid description of her death throes ('losing hold on her reins', 'slid to the ground', 'growing cold', 'neck drooped', 'life left her'); despite her valiant efforts ('in spite of her efforts'); leading to climax of her death ('life...fled in anger down to the shades'); personification of 'life' and 'death' with stark contrast between them ('life left her', 'yielding to 'death'); sadness accentuated by sudden loud noise ('measureless clamour'); eternal beauty of 'golden stars'; continuation of warfare and death from all quarters ('Trojans', Etruscan nobles', 'Arcadian squadrons of Evander') etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

10 To what extent is Camilla different from other mortal women in the Aeneid?

Points might include the following:

Atypical

- Camilla's warrior leanings and role not like other women apart from her companions
- the description of her dress and appearance as warrior (bow and arrows etc.)
- engagement in military practices, e.g. obeying Turnus' orders and commanding Volscians
- heroic death like deaths of male warriors (e.g. Pallas)
- not performing traditional womanly tasks in household
- not seeing herself as marriageable for purposes of procreation, unlike Lavinia
- set apart as Diana's favourite, dedicated to Diana by Metabus, her father
- brought up by a man (her father)
- biography of her early years given like male warriors'
- miraculous features of her upbringing in a natural setting

Typical

- still seen in relation to men, notably her father Metabus, in patriarchal system
- portrayed as attractive young woman (e.g. golden hair, soft hands) even when dressed as a warrior
- portrayed as a victim, unlike Dido in specific respects but like her in the sense of being a casualty of events leading to fulfilment of Aeneas' mission – other women also victims (e.g. Creusa) etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 11 ***How suitable in your opinion was Aeneas as a role model for the men of Augustan Rome? Support your answer by reference to the books of the Aeneid you have read.***

In this synoptic essay students should attempt to give a balanced view, seeing both sides of the question before drawing any conclusion. For full synopticity the Roman context needs to be explicitly addressed.

suitable role model:

- Aeneas showing sense of duty (*pietas*) to state (e.g. in Book 6 his growing awareness of mission – pageant of heroes looking forward to later Roman history, culminating in Augustus), family (e.g. trying to protect them as Troy falls) and gods e.g. making sacrifices)
- epithet 'dutiful' (*pius*) applied to him
- upholding traditional patriarchal values (e.g. epithet 'father' (*pater* – like Augustus) Aeneas' escape from Troy with father Anchises and son Ascanius)
- following his mission to found city in Italy (Hesperia)
- leadership qualities and bravery (e.g. on wanderings after fall of Troy and in struggles at end of poem)
- diplomatic skills (e.g. alliance with Evander)
- sense of loyalty (e.g. to Evander and Pallas)
- putting up with considerable deprivation and struggle throughout the poem

not suitable role model:

- his frenzy (*furor*) in battle (e.g. in Book 2)
- forgetting mission when lingering with Dido (possible connotation of Antony and Cleopatra)
- revenge killing of Turnus, lack of clemency (*clementia*)
- slow to reach awareness of his destiny etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 12** ***'In the Aeneid, Virgil was more interested in conveying ideals and values than in portraying individual characters'.***
How far do you agree? Support your answer by reference to the books of the Aeneid you have read.

In order to meet synoptic requirements students should relate their answer to the historical and artistic context in which Virgil composed his poem. They should also endeavour to produce arguments on either side before coming to a conclusion.

Interest in conveying ideals and values

- ideals such as duty (*pietas*), ideology of the Roman state and Augustan Rome, patriarchy, family values, glory, honour etc.
- duty explored through Aeneas in particular but applying to others too
- Jupiter's words in Book 1 on the concept of Romanness
- pageant of heroes in Book 6 showing Augustan Rome as the ideal culmination of centuries of preceding great Romans
- patriarchy shown in symbolic escape from Troy of Aeneas with his father Anchises and son Ascanius
- family values as shown by Aeneas and others, e.g. Latinus and his wife and daughter
- military values apparent in later books, e.g. Pallas trying to gain glory
- Aeneas embodying the ideal of duty etc.

Interest in portraying individual characters

- Aeneas more than simply an ideal Roman, also showing human qualities like loyalty (e.g. towards Evander and Pallas), anger (e.g. in battle for Troy), sexual desire for Dido, lack of judgment in lingering with Dido
- hence complexity of Aeneas' character and the way it changes
- variety of other characters, ranging from vicious Mezentius to sage Anchises and including a range of women from Dido to Amata
- interest in portraying people / interest in ideals and values equal – possible tension between the two 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	1		1
03	2		2
04	1		1
05	4	6	10
06	8	12	20
TOTAL	17	18	35

Or
Option B

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

Section 2

Either
Option C

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

OVERALL

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