

# A-LEVEL CLASSICAL CIVILISATION

CIV4C Roman Epic  
Mark scheme

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2020  
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Version/Stage: Final V1.0

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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**

<b>Level 4</b>	<p>Demonstrates</p> <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>8-10</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 use specialist vocabulary when appropriate.</li> </ul>	<b>5-7</b>
<b>Level 2</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• some relevant opinions with inadequate accurate knowledge to support them.</li> </ul>	<b>3-4</b>
<b>Level 1</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• some patchy accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <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>	<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>19-20</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 and</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>14-18</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>9-13</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> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>5-8</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>1-4</b>

## 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**

<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge from different sources</li><li>• some understanding of some aspects of the question, including some awareness of classical values</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>17-26</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>8-16</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>1-7</b>

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## Unit 4C Roman Epic

### Section 1

#### Option A

- 01 What had the Trojans seen which persuaded them to bring the horse into the city? Make five points.**

**Five from:**

two sea serpents came gliding across the waves [1], from Tenedos [1], seized Laocoon's two young sons [1] and ate them. [1] Laocoon attacked them (with his sword) [1] but was likewise entwined in their coils [1] and despite his struggles was strangled [1] before the snakes escaped [1] to the temple of Pallas / Minerva [1], on the Trojan citadel [1], where they sheltered at her feet under her shield [1] relevant reference to Sinan [1].

*(5 marks)*

- 02 In this passage how effectively does Virgil convey the drama of the situation? Explain your answer with detailed reference to the passage.**

**Points might include:**

everyone in Troy is taking part; calling it the "engine of Fate"; juxtaposition of armed men inside with unmarried girls and boys who are pulling it into the city, ie experience and innocence; emphasis on the happiness of the Trojans which we know will be short-lived; the horse glides smoothly (like a snake?); series of exclamations; four chances to change their minds; horse stopping on the threshold and sound of armour clanging to which they paid no heed; description of the Trojans as behaving blindly / madly; juxtaposition of "accursed monster" with "consecrated citadel"; Cassandra appearing at the last moment and not being believed; gods are against the Trojans; "last day" and "doomed people"; irony of them spending their last day rejoicing.

Apply Levels of Response at beginning of Mark Scheme.

*(10 marks)*



**03 ‘Aeneas’ eye-witness description of the Fall of Troy in Book 2 has greater impact on the reader than Virgil’s narrative of events surrounding the death of Pallas in Book 10.’**

**How far do you agree? Explain your views with reference to both Book 2 and Book 10.**

Points might include:

**Eyewitness account**

- emotional impact of narrator being personally involved, eg exclamations as horse catches on threshold of gate
- personal involvement as watches Priam’s death, debates whether to kill Helen, tries to persuade Anchises to leave, meets Creusa’s ghost, etc
- extra element of hindsight as Aeneas is telling the story *post eventum*
- wish to show that he had not failed to try to save Troy but had to accept Fate
- possibility of over-involvement.

**Narrator’s account**

- narrator can stand back but can also claim knowledge of inner thoughts and feelings of all protagonists
- bird’s eye view, ability to shift scenes..... ‘In another part of the battle,...’
- death scenes more “matter of fact”?
- narrator has omniscience and can shift between gods and mortals at will (although Aeneas is allowed to see the gods in Book 2)
- narrator allows direct speech for dramatic effect
- narrator can have greater background knowledge of characters / events.

Students need to weigh up the emotion conveyed and come to a reasonable conclusion.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

- 04 This passage describes the decoration on a shield given to Aeneas. In what circumstances has the shield been made? Make five points.**

Five from: Latinus has promised his daughter to Aeneas [1] and Turnus, who was the previous bridegroom [1], has objected [1]. Juno has stirred up the war [1] by sending the Fury, Allecto [1] to Queen Amata of the Latini [1] and to Turnus [1]. Fearful of the consequences to her son [1] Venus has used her charms [1] to persuade Vulcan to make the shield for Aeneas [1] reminding him that he did the same for Achilles [1] to make the shield (for Aeneas) [1] The Cyclopes have forged it [1].

(5 marks)

- 05 In this passage how vividly does Virgil portray events in Rome's early history? Support your answer with detailed reference to the passage.**

Points might include: he picks out prominent figures from Rome's history – Porsenna, Tarquin, Horatius and Cloelia; landmarks – Tarpeian Rock Capitol / Romulus' House – which would be known to contemporary Romans; drama of Gauls attacking and Rome saved by the (amusing?) honking of a goose; Gauls in the darkness contrasting with the glint of their barbarian gold; details of weaponry – spears and shields – contrasted with the Roman shield which had fallen from heaven – divine protection etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 06 How important to the *Aeneid* is Virgil's use of stories from Rome's history?**

**Explain your views and support them with details from the books of the *Aeneid* which you have read.**

Points might include:

- Important to know where you have come from in order to know how the city relates to other cities / civilisations – *Aeneid* 1 and 4 Carthage and its relationship with Rome / 8 when Evander shows Aeneas around the future site of Rome / later in 8, the reference to Cleopatra at Actium on the shield
- references to Hercules in site of future Rome, wearing myth into history
- Pride in Rome's past achievements and future glories, eg *Aeneid* 1 Jupiter's Prophecy / *Aeneid* 6 and list of future heroes
- Important to learn lessons from the past – where people distinguished themselves and where they went wrong – M Antony (*Aeneid* 8)
- Explanations of origin of cults / festivals / beliefs, eg Lupercalia *Aeneid* 1, no monstrous animal headed gods like Egyptians *Aeneid* 8 – which mark them out as Roman and therefore different from non Romans
- Support of the gods who have set a destiny for Aeneas and his men and confirmed it through signs and portents – *Aeneid* 1, and *Aeneid passim*
- Particularly important after a protracted period of civil strife to know that Romans were above all possessed of fortitude and would rebuild – the ongoing story of the Trojans founding a second "Troy" in Latium.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

#### 07 ‘The role of fate in the *Aeneid* reduces suspense and excitement.’

**To what extent would Virgil’s audience have agreed with this opinion? Explain your views and support them with details from the books of the *Aeneid* which you have read.**

There is no specifically right or wrong answer, but the student must argue with reference to both sides of the question and present evidence from across the prescription in order to satisfy the demands of synopticity.

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

- Aeneas is given the first prophecy in by Hector in Book 2, (but does not understand it until Venus and then Creusa reiterate it later in the same book) thus suspense is removed for him
- the Romans already know the outcome – parade of characters in Book 6
- the outcome is known but not how it will happen, eg Creusa’s disappearance and Aeneas’ search for her
- Juno is also aware of Aeneas’ destiny and wishes to delay its fulfillment
- the affair with Dido linked to the Punic Wars
- Aeneas’ delay in Carthage and apparent forgetting of his destiny
- Aeneas’ response to the parade of heroes in Book 6
- when the Trojans arrive in Latium we know that Aeneas will marry Lavinia
- destiny is very difficult to live up to, but the sacrifices that Aeneas must make for it are at the heart of the story.

Points **against** the proposition might include:

- Aeneas only knows the final outcome not how it will happen – is this a problem for him?
- he doesn’t believe / understand the information given him by Hector, etc in Book 2 until later
- divine actions taken against him are real and dangerous (eg the storm, Dido, the women burning the ships, Turnus’ declaring war, etc)
- the deaths of Dido, Palinurus, Pallas etc are still upsetting
- concern for Ascanius is still paramount – he doesn’t know Ascanius’ part in it until Book 8
- the battles are still exciting and the killing of Turnus at the end is unexpected.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

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**Option D**

**08 ‘Aeneas develops from being the leader of the defeated Trojans into a hero suitable for the age of Augustus.’**

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

In order to satisfy the demands of synopticity and to support their argument, students should draw on examples from the available books of the *Aeneid* which make reference to the values of the age of Augustus.

Points might include:

- fate drove Aeneas to leave Troy
- the gods were on his side but Troy had had its day, he is careful to make Jupiter grant Rome power without “limit of time or place” to differentiate them
- he didn’t run away from Troy, he tried to stay and fight but was ordered to leave by portents and signs
- he had to protect his father and son
- defeat and long wanderings give Aeneas plenty of opportunity to display Roman characteristics of fortitude, endurance and trust in the gods
- the parade of heroes in book 6 is designed to emphasise these qualities and that these virtues will extend beyond Virgil’s time under Augustus’ new Golden Age
- a people defeated but rising up again are a good role model
- Virgil is linking Rome with Greece which they admired but making it clear that Rome was the winner in the long run
- Aeneas’ behaviour when he arrives in Latium is typical of a Roman – he is pious Aeneas, respectful of the gods
- Aeneas is a brave warrior and a hero if displaying human flaws eg his susceptibility to *furor* as seen at the end of book 12 when he kills Turnus, not always pardoning the defeated
- Virgil has the tricky problem of dealing with Augustus’ political power after a bloody civil war when not all Romans behaved as they should.

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	5		5
02	4	6	10
03	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Or**  
**Option B**

	AO1	AO2	TOTAL
04	5		5
05	4	6	10
06	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2**

**Either**  
**Option C**

	AO1	AO2	TOTAL
07	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or**  
**Option D**

	AO1	AO2	TOTAL
08	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**OVERALL**

	AO1	AO2	TOTAL
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>