

GCSE 2004
June Series



Mark Scheme

Classical Civilisation: Paper 2F/H *Greek and Roman Civilisation* *(Subject Code 3021)*

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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Quality of Written Communication

An overall judgement of quality written communication should be made out of a total of 3 marks against the following criteria:

- (0-1 mark) Candidates spell, punctuate and use the rules of grammar with little accuracy; they use a very limited range of specialist terms appropriately.
- (2 marks) Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility; they generally present information in a form suited to its purpose.
- (3 marks) Candidates spell, punctuate and use the rules of grammar with an excellent level of accuracy, displaying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision; they consistently present information in a form suited to its purpose.

The marks out of 3 for quality of written communication should be added to the mark out of 56 (Tier F)/66 (Tier H) to give a final total mark out of 59 (Tier F)/69 (Tier H) for each candidate.

Paper 2 Greek and Roman Civilisation

Topic 1 Mycenaean Civilisation

- 1 (a) *Name the room in which a fresco was likely to be found and give a reason for your answer.*

Megaron – most important room / king had throne there / where visitors entertained
(2 marks)

- (b) *Briefly explain how a fresco was made.*

Two from:- (mud) plaster – on brick wall – covered by finer plaster – painted when wet – cartoon used for guidance
(2 marks)

- (c) *State two features of everyday Mycenaean life we can learn from studying frescoes.*

Two from:- clothing – hairstyles – jewellery – hunting
(2 marks)

- (d) *Do you find Mycenaean frescos attractive? You should make three points in your answer.*

Mixed answers allowed. Give marks for reference to following:
Three from:- colours – lack of proportion – two dimensional – subject matter – border – stylised rocks / clouds / clothing – eyes depicted frontally – intricate / geometric patterning
(3 marks)

- 2 (a) *Where in Mycenae were the shaft graves in which this dagger was found? If you wish, you may draw a diagram.*

Two from:- in grave circle – inside walls – near Lion Gate
(2 marks)

- (b)(i) *What material was used to make the blade of this dagger?*

Bronze
(1 mark)

- (ii) *State one of the materials used in making the design on the dagger.*

One from:- gold – silver – niello
(1 mark)

- (c) *Why was Schliemann particularly interested in the shields shown on this dagger?*

Two from:- wanted to find Homeric objects – dagger shows tower shields – mentioned by Homer
(2 marks)

- (d) ***State three things this dagger tells you about the Mycenaeans. Do not refer to weapons or shields in your answer.***

Three from:- went hunting – skilled in metal work – wealthy – buried precious objects with dead – fond of decoration – had supply of precious metals – belief in after life

(3 marks)

- 3F (a)(i) ***State three features of the Palace at Mycenae which would have kept it safe from attack. Explain how each of these features protected the palace.***

One mark for feature and one for explanation. Three from:- on high ground / enemy attack easily seen – surrounded by strong walls / couldn't be knocked down or stormed – walls formed fighting platform / defenders protected and in elevated position – strong gate / difficult to break down – approached by ramp / attackers had to run uphill – had flanking walls / right side of enemy exposed – few entrances, exits, easily blocked postern gates / could concentrate defence – sally port / could attack enemy – secure water supply, food stores with citadel / could withstand siege

(6 marks)

- (ii) ***Other than frescoes, state four things which would have made the palace at Mycenae a pleasant place in which to live.***

Four from:- secluded – fine views – several rooms – attractive megaron – warming fire – painted floors – decorated furniture – pottery – bathrooms – airy courtyards – shady porches/colonnades – well-supplied with food – slaves

(4 marks)

- (b) ***Choose five pieces of evidence which tell us about Mycenaean civilisation. In each case say what we can learn about the Mycenaeans. Do not repeat any material used in Questions 1 and 2.***

Give one mark for each piece of evidence cited (specific or general) and one mark for explaining what it shows about Mycenaean civilisation. Five pieces of evidence needed for full marks.

Most likely evidence will be:- pottery/cultural contacts and influences – Linear B tablets/bureaucracy and farming – jewellery/skill of craftsmen – tombs/hierarchical society – grave goods/belief in afterlife/respect for dead – palaces/wealth of kings/skill of craftsmen – signet rings/interest in fighting/and hunting etc.

(10 marks)

- 3H (a) Do you think the Palace at Mycenae was designed for comfort, pleasure and safety? Support your answer by reference to the archaeological evidence.**

At least two marks in each section for maximum.

Safe – on high ground – surrounded by walls – high – thick – huge blocks / Cyclopean masonry – formed fighting platform – strong gate – approached by ramp – bronze covered – closed with bars – had flanking walls – few entrances/exits – easily blocked postern gates – sally port – secure water supply – reached by underground passages – food stores within citadel

Pleasure and comfort – secluded – fine views – several rooms – attractive megaron – warming fire – painted floors – frescoes – decorated furniture – pottery – bathrooms – airy courtyards – shady porches/colonnades – well-supplied with food – slaves

(15 marks)

- (b) What evidence can archaeologists use to build up a picture of Mycenaean civilisation and how useful is the evidence? Do not repeat any material you have used in your answers to Questions 1 and 2.**

Give marks for evidence in general and for specific examples. Also for assessment of evidence. An exhaustive list is not possible, most likely references will be: – pottery – shows cultural contacts / influences – Warrior Vase – shows armour – also Battle Krater – and Siege Rhyton – signet rings – interest in fighting – and hunting – details of religious practice – jewellery – skill of craftsmen – fondness for personal adornment – Linear B tablets – show bureaucracy – give information about farming – give information about perishable commodities – e.g. perfume – and about military equipment – and slaves – and taxes – tombs – different types suggest hierarchical society – engineering skill – grave goods – show belief in afterlife – respect for dead – possible Egyptian influence – but many tombs have been robbed – skeletons are badly preserved – but evidence of operation to trepan brain – ivory inlays/carving – trade – palaces – wealth – building skill – warlike communities – but evidence tells of material side of life – decay of leather – clothing – wood – little evidence of poor etc.

(15 marks)

Topic 2 Greek Religious Festivals

- 4 (a) **What do you think was the purpose of the grooves?**

Two from:- for athletes' toes – to get a better grip - to help get a fast start

(2 marks)

- (b) **State two differences between the track at Olympia and a modern outdoor running track.**

Two from:- straight – sand – 12 lanes – length

(2 marks)

- (c) **Name two events which show that the Games were originally used to prepare men for war.**

Two from:- race in armour – javelin – chariot – pankration – dolichos

(2 marks)

- (d) **Other than the stadium, which three buildings at Olympia would you most like to have seen? Give a reason for each of your choices.**

Three from:- Temple of Zeus (statue / pediment / metopes) – Pheidias' workshop (where statues etc. designed) – Pelopion (antiquity / famous shrine) – Temple of Hera (antiquity / diverse column types) – Prytaneion (sacred fire) – Bouleuterion (altar of Zeus Horkios) – hippodrome – Leonadium – gymnasium / baths etc.

(3 marks)

- 5 (a)(i) **Briefly explain how this type of *ekkuklema* worked.**

Two from:- section of wall – of stage building – which revolved

(2 marks)

- (ii) **Why was an *ekkuklema* used?**

To reveal a different scene / to show dead bodies

(1 mark)

- (b) **State one sound effect used in the Greek theatre and say what it represented.**

One mark for device and one mark for representation.

One from:- boulder under seats / thunder – wooden cups / horses' hooves – dried peas or pebbles / rain – wooden slats crumpled / fire – chorus / frogs etc.

(2 marks)

- (c) **Give the name for the large circular area in the middle of a Greek theatre.**

Orchestra

(1 mark)

- (d) *What skills and abilities do you think were needed by an actor in a Greek play? You should make three points in your answer and give a reason for each point.***

Three from:- good memory (multiple roles / long speeches) – strong voice (large theatre) – expressive voice (to overcome restrictions of costume / mask) – versatility (multiple parts) – fitness (weight of costume / length of performance / quick change of costume / climate) – strong nerve (important occasion / critical audience / use of crane) – good movement (expression) etc.

(3 marks)

- 6F (a)(i) *State five rewards given to a man who won at the ancient Olympic Games.***

Five from:- sacred wreath – ribbons around head – public banquet – private feasts – statue erected – civic reception at home – awarded money – maintained at public expense – odes composed – Games named after you if stade winner

(5 marks)

- (ii) *Mention five aspects of the ancient Olympic games which you would have disliked.***

Five from:- had to train for 10 months – spend final month at Elis – at own expense – submit to strict discipline – special diet – prove fitness to take part / undergo trial matches – compete naked – and oiled – could die in Pankration – male only – no team events – shape of running track – no run up for long jump – no boxing gloves – no time limit in boxing – no weight divisions etc.

Allow 5 marks for personal response to individual events.

(5 marks)

- (b)(i) *State five things which needed to be done before the City Dionysia started.***

Five from:- plays written – chosen – protagonist chosen – choregos chosen – chorus selected – and trained – musicians trained – masks made – and costumes – scenery – props – judges selected – publicity

(5 marks)

- (ii) *In addition to its careful preparation, give five other reasons why the City Dionysia would have been such a special occasion.***

Five from:- standard of plays – skill of actors – and chorus – excitement of torchlight procession – and daytime procession – religious element – sacrifice – which also provided meat – fact it was a holiday – element of competition – cast party etc.

(5 marks)

- 6H (a)** *What would you have enjoyed and what would you have disliked about being a competitor in the ancient Olympic Games? Give reasons for your answer.*

At least one point in each section for maximum 15.

Enjoy:- honouring Zeus – opening procession from Elis – winning sacred wreath – ribbons around head – public banquet – private feasts – statue erected – civic reception at home – awarded money – maintained at public expense – odes composed – Games named after you if stade winner – excellent facilities – gymnasium for practice – contained running track – palaestra – bath house – swimming pool – value of truce – personal honour – competing at famous event etc.

Dislike:- had to train for 10 months – spend final month at Elis – at own expense – submit to strict discipline - special diet – prove fitness to take part / undergo trial matches – compete naked – and oiled – could die in Pankration – male only – no team events – shape of running track – no run up for long jump – no boxing gloves – no time limit in boxing – no weight divisions – shame of failure – no recognition of 2nd and 3rd – recognition of owner not charioteer etc.

Allow up to 5 marks for personal response to individual events.

(15 marks)

- (b)** *How much did the success of the City Dionysia depend upon the work which was done before the festival started and how much was it due to other factors? Give reasons for your answer.*

At least one point from each section for maximum 15.

Before the festival:- plays written – chosen – by Chief Archon – protagonist chosen – chorus selected – and trained – musicians trained – masks made – and costumes – scenery – props – judges selected – publicity – funding

But also depended on:- standard of comedy – often depended on political situation – and tragedy – skill of actors – and chorus – excitement of torchlight procession – and daytime procession – religious element – sacrifice – which also provided meat – fact it was holiday – element of competition – cast party – response of audience – conditions in open air theatre etc.

(15 marks)

Topic 3 The Athenian Constitution

7 (a)(i) *How many tribes were established by Kleisthenes?*

10

(1 mark)

(ii) *How did Kleisthenes ensure that there were different kinds of citizen in these tribes?*

Two from:- each tribe to have citizens – from three different areas – coastal – inland – city

(2 marks)

(b) *Give two ways in which Kleisthenes used the demes to make Athens more democratic.*

Two from:- demes had their own council – able to make bye-laws – controlled citizenship – appointed proportion of council etc.

(2 marks)

(c) *How many members were there in the Council in the time of Pericles?*

500

(1 mark)

(d) *Would you have enjoyed being a member of the Council? You should give three reasons for your answer.*

Mixed answers allowed. Three from:-

Yes – chance to play influential part in city's life – could decide what was discussed at assembly – earn state pay – do favours for friends – live at public expense – meet foreign embassies

No – time-consuming – pay insufficient compensation – tedious – away from home during prytany – responsibility – no direct power – unwelcome prominence etc.

(3 marks)

8 (a)(i) *State two aspects of government, other than attending the assembly, from which women were banned.*

Two from:- serve on boule – be a magistrate – or serve on a jury

(2 marks)

(ii) *Name two other groups of people who were also banned from taking part in government.*

Two from:- metics – slaves – under 18s – citizens deprived of rights

(2 marks)

- (b)** *Explain why so many Athenian citizens could play a part in the government of Athens.*

Two from:- payment for office – drawing lots – no professional qualifications needed – most lived in or near Athens – no-one could serve on Boule more than twice

(2 marks)

- (c)** *Do you think rich citizens benefited more from the Athenian Constitution in Pericles' time than did the poor ones? You should make three points in your answer.*

Three from:- rich liable for liturgies – eisphora / tax – military service in cavalry / hoplites – discrimination in jury courts – but more likely to win political support – and election as general – rich more in danger from ostracism – poor benefited from pay (if not in 8(b))

(3 marks)

- 9F (a)(i)** *State four sorts of thing which the Assembly discussed.*

Four from:- laws – war and peace – foreign policy – corn supply – ostracism – building temples – conduct of magistrates – tax and finance

(4 marks)

- (ii)** *Mention four things you know about the way in which the Assembly was controlled and matters were discussed.*

Four from:- controlled by chairman of Boule – proposals from Boule – could be amended in discussion – recorded by Secretary – speakers called by herald – spoke from bema / platform – had to wear wreath – use of Scythian archers / police

(4 marks)

- (iii)** *Suggest two things which you think were weaknesses in the way the Assembly worked.*

Two from:- attendance often poor – difficult for rural voters to attend – power without responsibility – easily swayed by demagogues – inconsistent in decisions – ostracism could be for wrong reasons – women couldn't attend – or metics

- (b)(i)** *State four pieces of equipment used by a hoplite.*

Four from: - sword – spear – helmet – shield – greaves

(4 marks)

- (ii)** *Give two reasons why poorer citizens served in the navy.*

Two from:- couldn't afford to provide armour – wanted pay – large numbers needed

(2 marks)

- (iii) **Give four reasons why you think Athens' army and navy were so efficient. Do not repeat any material you have used in your answer to Question 9(b)(i).**

Four from:-

strategoi elected – best men available
 could be re-elected – continuity possible
 citizens available for military service 18-59 – large supply of manpower supplied
 own equipment – presumably brought best possible armour
 each tribe provided division of army – “team spirit”
 fought in phalanx – effective fighting unit
 used mercenaries – could buy good rowers
 ship equipped as liturgy – more attractive to some citizens than paying tax etc.

(4 marks)

- 9H (a) What powers did the Assembly have? What were its weaknesses?**

Powers:- only body which could pass laws – declare war – make peace – make alliances – build temples – oversight of security – conduct of magistrates – sacred affairs – foreign affairs – tax and finance – could amend laws before voting – individuals could propose laws – decided cases involving national interests – elected generals – ostracism – judged some trials etc.

Weaknesses:- attendance often poor – difficult for rural voters to attend – power without responsibility (Old Oligarch) – easily swayed – e.g. by demagogues – unpredictable – inconsistent in decisions – badly portrayed by Aristophanes – but does he reflect reality? – ostracism could be for wrong reasons - e.g. Aristides – Athens lost Peloponnesian War, so poor choice of generals – only male citizens represented

(15 marks)

- (b) Explain how Athens' army and navy were equipped and organised and say how efficient you think these methods were. Give reasons for your answer.**

Give marks for following facts and for any evaluative comments.

– men received military training at 18 – when became citizens – 18-19 years old – and veterans manned frontier posts – liable for military service until 59 – each man supplied own equipment
 – hoplites were heavily armed – with sword – spear – helmet – shield – greaves – sons of men who died in war equipped by state – each tribe provided one division of army – trained to fight in phalanx
 – strategoi elected – best men were therefore available – continuity possible – but individuals could become too powerful – light armed units formed from poorer classes – lesser liturgy – service in cavalry – had to provide horse and servant
 – liturgy – had to equip trireme – state provided hull, mast and sails – train crew – trierarch commanded in person – but not a professional sailor – service in navy not compulsory – rowers came from poorer classes – 3 obols pay – mercenaries also used – but dependent on supply of money etc.

(15 marks)

Topic 4 Athenian Social life

- 10** (a) *Where in the house would this drinking party have taken place?*
Andron / male part of house
(1 mark)
- (b) *Who do you think the women in the picture were most likely to have been?*
Hetairai / courtesans
(1 mark)
- (c) *Other than shopping, give two preparations needed for a drinking party.*
Two from:- invitations sent – cook hired – entertainment organised – garlands made
– andron decorated with flowers
(2 marks)
- (d) *In which ways were the gods remembered and shown respect at a drinking party?*
Two from:- libation – prayer – hymn – between dinner and drinking
(2 marks)
- (e) *State three ways in which the food and the drinking habits of the Athenians differed from those in Britain today.*
Three from:- less meat – more cold / reheated meals – little fresh food/more preserved food in winter – specific types of food, if plausible – times of meals – wine watered down – eating implements – reclining on couches – women of house didn't attend symposia – only wine served – food and drink enjoyed at home not elsewhere etc.
(3 marks)
- 11** (a) *Give two ways in which people became slaves.*
Two from:- born into slavery – prisoner of war – captured by pirates – unwanted babies – debt
(2 marks)
- (b) *State one right which a slave did not have.*
One from:- own property – marry – give evidence unless under torture – vote
(1 mark)
- (c) *Give two reasons why working in the silver mines at Laurion was considered the worst job a slave could have.*
Two from:- hard work – in darkness – in cramped conditions – danger (of tunnels collapsing) – and from toxic fumes / unhealthy – badly cared for
(2 marks)

- (d)(i)** *At the Panathenaic festival Athene was given a new peplos. What was a peplos?*

Robe

(1 mark)

- (ii)** *Would you have liked to attend this festival? Give three reasons for your answer.*

Give marks for evaluative comments which refer to the following items. Three from:-

Yes – to honour the goddess – excitement of pannychis – choral singing – could compete in athletic competitions – could win prizes – music competitions – “contest of manliness” – torch race – boat race – spectacle of procession to Acropolis – pride in city – a holiday – to see craftsmanship of peplos

No – dawn procession meant getting up early – sacrifice etc.

(3 marks)

- 12F (a)(i)** *State four duties expected of an Athenian wife.*

Four from:- to produce children – supervise slaves – and meals – bring up children – educate daughters – organise store room – keep household accounts – spin and weave etc.

(4 marks)

- (ii)** *What do you dislike about the way Athenian women were treated? You should make six points in your answer. Do not repeat any material you have used in your answer to Question 12(a)(i).*

Six from:- sometimes exposed at birth – regarded as financial burden – arranged marriages – at early age – no legal status – no formal education – no personal property – no career – did not go out unescorted – seclusion in house – rarely left house – double standards – always under control of male relative – expected to produce children etc.

(6 marks)

- (b)(i)** *Name two kinds of teacher who taught Athenian boys and state what subjects each taught.*

Give one mark for teacher and one mark for subject taught.

Two from:- grammatistes (reading / writing / arithmetic / literature) – kitharistes (music / lyre-playing) – paidotribes (athletics etc.) – rhetor / sophist (public speaking / argument / philosophy)

(4 marks)

- (ii) ***State six features of Athenian schools, or the way in which boys and girls were educated, which are different from the education offered today.***

Six from:- started at later age – not compulsory – all fee-paying – all boys only – accompanied by paidagogos – early morning start – finishing at midday – small size – no purpose-built schools – or furniture – only one teacher – who was male – usually a slave or metic – low status – taught several levels together – not specialist subject teacher – limited curriculum – no national curriculum – no exam system – much rote learning – Homer / poetry very important – music considered important – and public speaking – and physical education – taught trade by father – girls educated at home – by mother – trained for household duties etc.

(6 marks)

- 12H (a) ***What do you approve of and what do you dislike about the way women were treated in Athenian society? Give reasons for your answer.***

At least one point to be made in each section for maximum 15.

– sometimes exposed at birth – male babies more valued – regarded as burden to family – hence dowries – no political rights – or personal property – no legal rights – always subordinate to a male (kyrios) – formal education rare – no career – mostly confined to home – married young – to older men – often distant relative – arranged marriage – expected to produce children – supervise slaves – organise storeroom – look after children – no social life with husband – or other male company – seclusion inside house – expected to tolerate husband's adultery – divorce difficult for her – easy for husband – woman's adultery severely punished – as slave could be forced into prostitution – Aristophanes portrayed them as drunkards – and sex mad – not allowed to attend Olympics

But – always protected – a dutiful wife was valued – looked after children – educated daughters – trusted with household accounts – had satisfying duties – which were clearly defined – could visit friends if chaperoned – and festivals – some “women only” festivals – played important part in others – more freedom among metic women – especially hetairai – among lower classes – and slaves (give marks for reasons/examples of last 4 items) etc.

(15 marks)

- (b) ***In what ways did the schools and education in ancient Athens differ from schools and education today? Give reasons for your answer.***

– started at later age – not compulsory – all fee-paying – all boys only – accompanied by paidagogos – early morning start – finishing midday – small size – no purpose-built schools – or furniture – only one teacher – who was male – usually a slave or metic – low status – taught several levels together – not specialist subject teacher – limited curriculum – no national curriculum – no exam system – much rote learning – and recitation aloud – Homer/poetry very important – music considered important – and physical education – and public speaking – Sophists – corporal punishment – taught trade by father – girls educated at home – by mother – trained for household duties etc.

(15 marks)

Topic 5 The Early Empire

- 13 (a) *To which of Claudius' wives does "she" (line 1) refer?*

Messalina

(1 mark)

- (b) *Why was Claudius so concerned to justify his actions to the Praetorian Guard?*

They had made him emperor – they could easily depose him / emperors relied on support of Praetorian Guard.

(2 marks)

- (c) *Claudius did not keep his word. Whom did he marry next?*

Agrippina

(1 mark)

- (d) *How did Claudius die?*

Two from:- poisoned – by wife – with mushrooms – poisoned feather – used by doctor

(2 marks)

- (e) *How far do you think Claudius acted independently, without being influenced by his wives? You should make three points in your answer.*

Three from:- he set up "civil service" – he decided to invade Britain – he drained Fucine Lake – he looked after city buildings – and the corn supply – he pardoned Caratacus – although Caratacus also thanked Agrippina – Agrippina persuaded him to marry Octavia to Nero – and to adopt Nero – Claudius also influenced by imperial freedmen

(3 marks)

- 14 (a) *Give three reasons why this fire was so destructive.*

Three from:- started in shop selling flammable goods – wind – wooden buildings – built closely together – it was restarted – gangs stopped it being put out – poor fighting equipment – destroyed art treasures – destroyed most of city

(3 marks)

- (b) *Whom did Nero blame for starting the fire?*

Christians

(1 mark)

- (c) ***Do you think Nero himself was responsible for starting the fire? You should make three points in your answer.***

Mixed answers allowed.

Three from:-

Yes – fire was being deliberately spread – restarted on Tigellinus’ estate – said to want to found Neronia – used burning city for song about Troy

No – absent from Rome – own palace burnt – many art treasures lost

(3 marks)

- (d) ***State one evil deed committed by Nero and say why he performed it. Do not repeat any material you have used in your answers to Questions 14(b) and 14(c).***

One mark for deed and one for reason. One from:-

– murder of Britannicus (jealous of voice / wanted no rival) – murder of Agrippina (resented her dominance / wanted to marry Poppaea) – murder of Octavia (wanted to marry Poppaea) – kicked Poppaea to death (she complained he was late) – executed Christians (to divert suspicion away from himself) etc.

(2 marks)

- 15F (a)(i) ***State six actions of the emperor Tiberius for which he deserves praise.***

Six from:- closely followed Augustan policy - allowed free speech in Senate – tried to make senate accept independent role in government – grants to Propertius Celer – and Pius Aurelius – maintained existing frontiers of empire – promoted on merit – handling of mutinies – control of corn prices – action to prevent Tiber flooding – relief to Asia – compensation after fires in Rome – refusal of honours – and worship – rejected early treason cases – investigated Apronia case – rid himself of Sejanus

(6 marks)

- (ii) ***Give four examples of Tiberius’ behaviour which explain why he was generally disliked.***

Four from:- initial refusal of principate – didn’t attend games – retired to Capri – treason trials – persecution of Agrippina and family – taken in by Sejanus – persecution of Sejanus’ family and friends – unfeeling over Drusus’ death – treatment of Agrippa Postumus (?) – and Nero and Drusus Caesar – behaviour on Capri etc.

(4 marks)

- (b)(i) ***State two things you know about the role of the Senate in the government of Rome in the Early Empire.***

Two from:- advised emperor – passed laws – provided officials – provincial governors – generals – gave powers to emperor – acted as a court

(2 marks)

- (ii) ***State two things Tiberius did to help senators.***

Two from:- allowed free speech in Senate – tried to make Senate accept independent role in government – promoted on merit – grants to Propertius Celer – and Pius Aurelius

(2 marks)

- (iii) ***Briefly describe three ways in which the Senate was badly treated during the reigns of Tiberius, Claudius and Nero***

Give marks for up to 2 details of
 Three from:- Tiberius' suspicion and treason trials e.g. Libo / Clutorius Priscus / Cremutius Cordus / Sabinus (name not necessary) – persecution for being friend of Agrippina e.g. Sabinus – Tiberius retired to Capri and access controlled by Sejanus – senators killed for being Sejanus' friend when they had only followed the lead of Tiberius himself – Claudius put power into hands of imperial freedmen and reduced influence of Senate – listened to advice from wives and freedmen rather than consulting senate – Nero made senate condone the murder of his mother and wife – Nero made senate attend his theatrical performances and award him prizes – Nero involved senate in debauched behaviour e.g. wedding to Sporus, banquet with prostitutes etc.

(6 marks)

- 15H (a) ***“Tiberius was a gloomy and suspicious man but a good emperor.”***

How far do you agree with this statement? Give reasons, supported by examples, for your answer.

Candidates must make at least one positive and one negative point about Tiberius to achieve maximum.

Negative – suspicion of senators – treason trials – use of informers – may have ordered killing of Germanicus – Sejanus played on his suspicion of Agrippina – persecution of her – and her family/friends – incident with fisherman on Capri – taken in by Sejanus – persecution of Sejanus' supporters – didn't like attending games – retired to Capri

Positive – closely followed Augustan policy – allowed free speech in Senate – tried to make senate accept independent role in govt. – grants to Propertius Celer – and Pius Aurelius – maintained existing frontiers of empire – promoted on merit – handling of mutinies – good provincial govt. – control of corn prices – action to prevent Tiber flooding – relief to Asia – compensation after fires in Rome – refusal of honours – and worship – rejected early treason cases – interested in seeing justice done – good plan to rid himself of Sejanus – clever handling of Germanicus etc.

(15 marks)

- (b) ***How did Tiberius, Claudius and Nero treat the Senate and individual senators? Give examples to support your answer.***

Answers must include at least one point relevant to each reign to achieve maximum.

Tiberius:- initially tried to share responsibility with Senate – allowed freedom of speech – helped men like Pius Aurelius – and Propertius Celer – promotion on merit – disliked flattery – but could fall under his suspicion – and be informed upon (up to 3 examples) – had to grovel to Sejanus – but could gain advancement from him – but could later be in danger from being his friend – and Agrippina's

Claudius:- show of respect for Senate – gave it broader base by adding men from provinces – but more power put in hands of freedmen – and own courts – influenced by wives and freedmen etc.

Nero:- respect for Senate in first 5 years – then little pretence of senatorial power – had to condone murder of Agrippina – and Octavia – subject to deliberate humiliation – attending his performances – involvement in debauchery – and bizarre behaviour – temptation to join conspiracy – or being falsely accused – wealth a target for emperor who needed money etc.

(15 marks)

Topic 6 Roman Social life in the First Century AD.

16 (a)(i) **Name one of the colours of the chariot teams in Rome in the first century AD.**

One from:- red – blue – white – green – purple – gold

(1 mark)

(ii) **What was the signal for the start of a chariot race?**

White cloth dropped

(1 mark)

(b) **Give three reasons why chariot racing was so popular in Rome in the first century AD.**

Three from:- dangerous – exciting – supporting team – gambling – meeting opposite sex – skill of drivers – free – atmosphere – socialising

(3 marks)

(c)(i) **State one other kind of public entertainment available in Rome at that time.**

One from:- amphitheatre / gladiators – animal fights – theatre – naval battles – recitations – games in Colosseum

(1 mark)

(ii) **Would you have liked to have attended the type of entertainment you have chosen in Question 16(c)(i)? You should make three points in your answer.**

Mixed answers allowed. Give credit for any good reasons, most likely ones are listed below.

Gladiators:- excitement – exhibition of skill – hot – noisy – smelly – cruel – power of life and death – atmosphere of crowd – different types of gladiators

Animal fights:- cruel – exciting – chance to see unusual animals – unpredictability of outcomes – savagery of animals

Theatre:- entertaining comedy – rude – costumes – skill of actors – masks – free – crowded – smelly – sprinkled with perfume – hard to hear

Naval battles:- spectacle – chance to see ships – exciting

Recitations:- boring – chance to hear new books – and comment on them – stimulating

(3 marks)

17 (a) **Explain why the skeleton has a coin in its mouth.**

Two from:- fare – for ferryman / Charon – to cross into Underworld / Styx

(2 marks)

- (b) State two things which were done to the body of a dead person before burial other than a coin being placed in its mouth.**

Two from:- washed – anointed – dressed in best / official clothes – placed on funeral couch – rich were carried to Forum – final kiss given by relatives – eyes closed – cremated

(2 marks)

- (c)(i) Name one god or goddess worshipped by the Romans.**

Too many to list.
E.g. Jupiter, Venus etc.
Do not allow Greek names.

(1 mark)

- (ii) Why was this god or goddess worshipped?**

Make sure reason matches divinity given in 17(c)(i). Do not allow Greek names.
E.g. Mercury (travelling, business) – Neptune (sea travel) – Venus (love) etc.

(1 mark)

- (d) How religious do you think Roman weddings were? You should make three points in your answer.**

Mixed answers allowed.
Yes – date chosen using religious omens – bride sacrificed toys before wedding – sacrifice at wedding – augury at wedding
No – arranged for business – political – financial purpose – legal contract signed

(3 marks)

- 18F (a)(i) State six ways in which a person could become wealthy in Rome in the first century AD.**

Six from:- land rents – and produce – foreign trade – shops – manufacturing – building contractors – house rents – banking – investment – entertainment industry (charioteers – actors – gladiators)

(6 marks)

- (ii) Give four ways in which a person could become important in Rome at that time.**

Four from:- politics – army – patronage – hanger-on of powerful – writing – birth – wealth

(4 marks)

- (b)(i) State five disadvantages of being a slave in Rome in the first century AD.**

Five from:- subject to severe punishments – unpleasant / dangerous work in mines – galleys – arena – no family life – totally under master's control – only gave evidence under torture – automatic execution if master killed at home – worked long hours etc.

(5 marks)

- (ii) **Give five reasons why some slaves could have had a better life than poorer Roman citizens.**

Five from:- good food – pleasant house to live in – clothed – medicine available – could earn money – laws to protect old / sick slaves – could possibly make a will – could achieve fame as a gladiator – could have interesting job as secretary / teacher / craftsman etc.

(5 marks)

- 18H (a) **Did Romans in the first century AD gain wealth and importance in the same way as people do today? Give reasons to support your answer.**

Wealth as today through:- land rents – and produce – foreign trade – shops – manufacturing – building contractors – house rents – banking – investment – entertainment industry: charioteers – actors – gladiators

But:- tax farming not found today – politicians are paid – as are lawyers – writing far more profitable now

Importance as today through:- wealth – patronage – hangers-on of powerful – politics – writing – birth

But:- top army post carried more power

(15 marks)

- (b) **“Some slaves were more fortunate than freedmen and the poorer Roman citizens.” How far do you agree with this statement? Give reasons to support your answer.**

Advantages for slaves:- good food – pleasant house to live in – clothed – medicine available – could earn money – laws to protect old / sick slaves – could possibly make a will – could achieve fame as a gladiator – could have interesting job as secretary / teacher / craftsman etc.

But:- subject to severe punishments – unpleasant / dangerous work in mines – galleys – arena – no family life – totally under master’s control – only gave evidence under torture – automatic execution if master killed at home – worked long hours

Freedmen / citizens:- could own business – vote – join army – legally marry – and have legitimate children – patron could give financial / political support

But:- housing poor – Subura was dangerous – patron’s help was indiscriminate – salutatio could be humiliating – clients often treated badly at dinner etc.

(15 marks)

Topic 7 Pompeii and Herculaneum

- 19 (a) *Name the mountain visible in the background.*

Vesuvius

(1 mark)

- (b) *Give two reasons why people might have suspected an eruption was very likely in August AD 79.*

Two from:- wells dried up – cracks in walls – behaviour of animals – earth tremors

(2 marks)

- (c) *State three things we know about the eruption from Pliny's letters which the archaeological evidence does not tell us.*

Three from:- time of day – shape of cloud – darkness – effect on sea – violent earth tremors – duration of eruption – behaviour of refugees – how his uncle died – fires on Vesuvius – could be seen / felt at Misenum – rescue attempts etc.

(3 marks)

- (d) *How easy was escape from the eruption for the inhabitants of Pompeii and Herculaneum? You should make three points in your answer and refer to both towns.*

Must have one point on each place to achieve maximum marks.

Three from:-

Herculaneum – longer warning – slow movement of volcanic mud – but group in seafront caves died in pyroclastic surge – no escape by sea – ground shaking – crowded streets

Pompeii – pyroclastic flow – upper parts of building collapsed – people crushed to death – poisonous gas – darkness made escape difficult – no escape by sea – fall of ash, pumice, stones – ground shaking – crowded streets etc.

(3 marks)

- 20 (a)(i) *What product was made by the business pictured here?*

Bread

(1 mark)

- (ii) *Give two reasons how you can tell this from the picture.*

Oven – corn mills

(2 marks)

- (b)(i) *State one other trade carried on in Pompeii.*

One from:- fullers – wine-shops / production – butchers – metalworkers – potters – garum manufacturer – prostitutes – fishmonger – banker – bar keeper – locksmith etc.

(1 mark)

(ii) Give two pieces of archaeological evidence for the trade you have chosen.

Give marks for any two items found which illustrate the chosen trade.

E.g. fullers – vats / cloth presses / wall paintings / Eumachia

wineshops – amphorae / vineyards

butchers – implements / bones

metalworkers – forge / tools / goods awaiting repair

potter – kiln / pots

garum manufacturer – inscription on jars / on statue

prostitutes – graffiti / phallic signpost / suites of small rooms

fishmonger – pool in macellum / fish scales

banker – foreign coins in office in macellum / paintings

barkeeper – L-shaped bar / inset jars / amphorae / graffiti / inn-signs / price lists

locksmith – locks / keys etc.

(2 marks)

(c) Do you think the houses show that the people who lived in Pompeii and Herculaneum were wealthy? You should make three points in your answer.

Three from:- size – mosaics – frescoes – summer dining rooms – large colonnaded gardens – marble furnishings – statues – bronzes – candelabra – piped water – braziers – elaborate locking systems – money chests etc.

(3 marks)

21F (a) Choose five pieces of archaeological evidence which show us how people in Pompeii and Herculaneum lived their daily lives and say what each piece tells us. Do not repeat any material you have used in your answer to Question 20.

Give one mark for piece of evidence of daily life and one mark for saying what it shows us. Five items plus their explanations needed for full marks.

E.g. – strigil – used to scrape skin clean.

(10 marks)

(b)(i) Name four buildings found in the Forum in Pompeii.

Four from:- Temple of Jupiter – of Apollo – of Lares – of Vespasian – of Venus – of Fortuna Augusta – curia – basilica – macellum – Eumachia – duovirs' office – Aediles' office – comitia

(4 marks)

(ii) State three activities which took place in the Forum at Pompeii.

Three from:- sacrifices to gods – shopping – local government – canvassing for elections – elections – discussions on trade – banking / money lending – legal business – socialising etc.

(3 marks)

(iii) Give three reasons why the Forum in Pompeii was an attractive place.

Three from:- traffic free – double colonnade for shade – marble paving – imposing site with Vesuvius in background – statues - entertainment events and results – baths nearby

(3 marks)

- 21H (a)** *How does the archaeological evidence help us to build up a picture of daily life in Pompeii and Herculaneum? Do not repeat any material you have used in your answer to Question 20.*

It is impossible to supply a list of all archaeological evidence. Give marks for any evidence (not used in question 20) which relates to daily life which will probably fall into the following categories:

Houses – gardens – dining rooms – kitchens – water supply – toilets – heating
– lighting – bedrooms – furniture

Streets – stepping stones – tethering holes – design of shops – products – graffiti

Religion – temples – lararia – Judaism – Christianity – mystery religions

Entertainment – baths – jars of oils and strigils – board games – brothels – inns –
palaestras

Forum – market – elections

Working life – trades – prices

Food and drink – bread – wine – fish – garum

People – clothes – jewellery – perfume

(15 marks)

- (b)** *What did the Forum of Pompeii and the Forum Baths have to offer the people of the town?*

Forum was large – with paving stones – many temples – up to 3 marks for named examples (Jupiter – Apollo – Lares – Vespasian – Venus – Fortuna Augusta) – chance to please gods – basilica – legal solution to problems – macellum / covered market – stalls set up in an open space in Forum – opportunities for shopping – and moneychanging – and attending auction – entertainment events and results – forum traffic free – double colonnade for shade – pleasant for socialising – statues – civic pride – comitia – curia – duovirs' office – aediles' office – local government – opportunity to canvass – voting – Eumachia – trade supported – entertainment – allow marks for different activities on offer at baths (up to max 5)

(15 marks)

Topic 8 The Romans in Britain

- 22 (a)(i) Were the soldiers in the picture legionaries or auxiliaries?**
Legionaries
(1 mark)
- (ii) How can you tell this?**
By shape of rectangular shields
(1 mark)
- (b)(i) What name was given to the army formation shown in the picture?**
Testudo / tortoise
(1 mark)
- (ii) In what situation did Roman soldiers use this formation?**
When attacking walls / ramparts
(1 mark)
- (c) Which legion operated in the south west of Britain after the invasion in AD 43?**
II (Augusta)
(1 mark)
- (d) Name the road which ran from London to Wroxeter.**
Watling Street / A5
(1 mark)
- (e) Why do you think the Romans were successful in their invasion of Britain in AD 43? You should make three points in your answer.**
Three from:- arrived late and Britons weren't expecting them – Britons disunited – army well trained – well equipped – use of specialist troops
(3 marks)
- 23 (a) Give two reasons why the Britons disliked the temple so much.**
Two from:- dedicated to Emperor Claudius – symbolised Rome's domination – it was on their land – they had been forced to help build it – they had to pay for its upkeep
(2 marks)
- (b) Where was the headquarters of the ninth legion in AD 61?**
Lincoln
(1 mark)

(c) **Give the number of one other legion which fought against Boudicca.**

XIV (Gemina) or XX (Valeria)

(1 mark)

(d)(i) **What post did Julius Classicianus hold?**

Procurator / Emperor's financial agent

(1 mark)

(ii) **Give one reason why he disagreed with the governor Suetonius Paulinus.**

Thought Suetonius' policy was too harsh / would cause further rebellion

(1 mark)

(e) **Do you think Boudicca was a successful leader of her people? You should make three points in your answer.**

Mixed answers allowed. Three from:

Yes – chose wise time to rebel when Suetonius Paulinus was far away – burnt down Colchester – London – St. Albans – inspiring

No – allowed dispersal for loot – lost final battle – wagons trapped Britons – she committed suicide – didn't regain client kingdom status.

(3 marks)

24F (a)(i) **Give four advantages the Roman conquest brought for the Britons.**

Four from:- protection from external attack – and internal fighting stopped – improved agricultural tools – production increased – army provided a market – goods could be exported – and imported – travel easier – water supply – sanitation – medicine – improved housing – education – leisure facilities – human sacrifice by Druids stopped etc.

(4 marks)

(ii) **State three disadvantages for the Britons of the Roman conquest.**

Three from:- land taken – tax – upkeep of troops – corrupt officials – Druidism suppressed – Britons mistreated by veterans – made to work on roads etc. – imperial cult – loss of traditional way of life etc.

(3 marks)

(iii) **Do you think the Romans benefited from conquering Britain? You should make three points in your answer.**

Mixed answers allowed. Three from:-

Yes – useful exports of lead – copper – iron – tin – gold – woollen goods – corn – wiped out Druidism – cut off escape route for Gallic trouble makers – gained prestige for Claudius – increased market for trade

No – drain on military resources – weakened Rhine frontier – not profitable – continuing trouble from Wales – and North – power base for possible usurpers etc.

(3 marks)

(b)(i) Name two of the officers of a Roman legion.

Two from:- legionary commander (legatus legionis) – praefectus castrorum (camp commander) – (military) tribune – standard bearer – eagle bearer – centurion – optiones

(2 marks)**(ii) State two pieces of equipment or armour used by a Roman legionary other than a shield and say why they were well designed.**

One mark for armour and one for reason.

Two from:- lorica segmentata (linked metal strips) – light / flexible / deflected down-strokes

helmet – able to deflect blows / protected neck / cheeks

sandals – hobnailed for durability

javelin – re-usable / temporarily disabled

sword – short for handiness / sharp point for stabbing

(4 marks)**(iii) How well do you think the Roman soldiers were trained? You should make four points in your answer. Do not repeat any material you have used in your answer to Question 22.**

Four from:- forced marches – at fast pace – with heavy weights – running – jumping – swimming – practised with wooden swords – against a stake – and each other – pilum throwing – practice weapons double weight – real weapons tipped with leather buttons – modelled on gladiator training – lasted four months – could march a long way – carrying equipment – could fortify camp at end of day's march – excellent battle results etc.

(4 marks)**24H (a) “The Britons profited more from the Roman conquest than the Romans did.” How far do you agree with this statement? Give reasons, supported by examples, for your answer.**

Britons gained – protection from external attack – and internal fighting stopped – improved agricultural tools – production increased – army provided a market – goods could be exported – and imported – travel easier – water supply – sanitation – medicine – improved housing – education – leisure facilities (up to four examples)
But - land taken – tax – upkeep of troops – corrupt officials – Druidism suppressed – Britons mistreated by veterans – made to work on roads etc – imperial cult – loss of traditional way of life

Romans gained – useful exports of lead – copper – iron – tin – gold – woollen goods – corn – wiped out Druidism – cut off escape route for Gallic trouble makers – gained prestige for Claudius – increased market for trade

But – drain on military resources – weakened Rhine frontier – not profitable – continuing trouble from Wales – and North – power base for possible usurpers etc.

(15 marks)

- (b) *Why was the Roman army so successful at fighting? Do not repeat any material you have used in your answer to Question 22.*

- camaraderie fostered in contubernia – centuries – loyalty to standard – and emperor – well trained – forced marches – at fast pace – with heavy weights – running – jumping - swimming – practised with wooden swords – against a stake – and each other – pilum throwing – practice weapons double weight – real weapons tipped with leather buttons – modelled on gladiator training – lasted four months – auxiliaries provided specialist troops – cavalry – slingers – swimmers – legion backed up by armourers – medics – engineers – roads meant troops could move rapidly – artillery (up to 2 marks for examples) – clear chain of command – centurions backbone of army – well designed armour (up to 2 marks for examples) – and weapons (up to 2 marks for examples) – confident – well-disciplined etc.

(15 marks)