



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## General Certificate of Secondary Education

# Classical Civilisation 3021

*3021/2F/2H Greek and Roman Civilisation*

## Mark Scheme

*2005 examination – 2005 June series*

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

### **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:

- (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.

If no accuracy can be found, 0 marks can be awarded for the quality of written communication.

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.

**Topic 1 Mycenaean Civilisation**

1 (a)(i) *Of what material is this mask made?*

Gold

(1 mark)

(ii) *Name and briefly describe the kind of tomb in which it was found.*

Shaft grave – deep pit – directly into rock – two sections

(2 marks)

(iii) *State one thing Schliemann found in the tomb other than face masks, bodies and weapons.*

**One from:-** jewellery – gold cups – Cup of Nestor – cylindrical box – rhyton – Battle Krater – Siege Rhyton – amber beads etc.

(1 mark)

(b) *Give two reasons why Schliemann believed the person wearing this mask was Agamemnon.*

**Two from:-** his kingly/warlike appearance – Mycenae appeared “rich in gold” as Homer said – found where Pausanias said A. was buried – graves contained appropriate number of bodies

(2 marks)

(c) *Do you think Schliemann was a good archaeologist? You should make three points in your answer. Do not repeat any material you have used in your answers to parts (a) and (b).*

Mixed answers allowed

**Three from:-**

**yes** – enthusiastic – willing to use own money – persevered after criticism – found many valuable items – co-operated with authorities – accepted Stamatakis’ supervision – kept careful records – used Dorpfeld’s expertise – used ancient sources (Pausanias)

**no** – destroyed Classical evidence – exceeded permitted number of workers – too reliant on ancient sources – kept some objects for himself

(3 marks)

2 (a)(i) *Name the man who deciphered the language on this tablet.*

Michael Ventris

(1 mark)

(ii) *What name was given to this language?*

Linear B

(1 mark)

- (iii) *Explain how the writing on this kind of tablet has survived.*

**Two from:**- written on clay – often preserved by being burned – and buried – protected from elements

(2 marks)

- (iv) *How useful to our knowledge of Mycenaean civilisation is the information given on tablets like this one? You should give two reasons for your answer.*

**Two from:**- only information about names – population – industry – landholding – names of gods – lists of weapons etc – but meaning sometimes uncertain – incomplete – daily life – taxes - farming

(2 marks)

- (b) *State three features of a megaron which you think would have made it a pleasant room.*

**Three from:**- painted floor – murals (frescos) – shields / weapons on wall – bright colours – hearth / fire – high ceiling / chimney – gallery (possibly) – splendid throne room

(3 marks)

- 3F (a)(i) *State four things you know about the walls and gates of Mycenaean citadels. You should mention what they looked like and how they were built. You may use sketches in your answer if you wish.*

Sketches should only be given credit if they show clearly any of the points listed below. If the sketch has accompanying text, award the mark only once.

**Four from:**- walls of very large boulders – roughly shaped – filled in with smaller stones, clay – outer leaves filled in with rubble – gates had monolithic doorposts – and lintel – with relieving triangle – filled by sculpture / decoration – double gates – strengthened with bronze – locked with bar – parapets / fighting platforms – sally ports etc.

(4 marks)

- (ii) *State six items of archaeological evidence which you think show that the Mycenaeans were warlike. Do not include the citadels.*

**Six from:**- frescoes depicting war - pottery (e.g. Warrior vase) depicting war – swords – daggers – bows depicted on siege rhyton – arrow heads - helmets – shields – chariot wheels mentioned on Linear B tablets

(6 marks)

- (b)(i) *Name and briefly describe two types of tombs used in Mycenaean times. Do not repeat any material you have used in your answer to Question 1(a)(ii).*

Give one mark for name and one mark for detail / description. **Two from:**- tholos / beehive tomb (stone built, circular beehive-shaped chamber) – chamber tomb (chamber hollowed out of hillside with stone-built entrance) – cist grave (pit lined with stone slabs)

(4 marks)

- (ii) **Describe three customs which the Mycenaeans followed when burying their dead and explain what is thought to be the reason for each custom.**

Give one mark for custom and one mark for interpretation which may differ from suggestions below.

**Three from:-** last toast / funeral meal / respect for dead - buried with goods / needed in afterlife – earlier bodies moved over / little respect for dead or journey to next life completed – sacrifice of animals / to appease dead or gods - face masks / important to preserve appearance of dead - wall of Mycenae curves around grave circle / burial ground regarded as sacred – tombs well sealed and entrance concealed / tried to stop graves being disturbed

**(6 marks)**

- 3H (a) **How far does the archaeological evidence support the view that the Mycenaeans were a very warlike people? Give examples to support your answer.**

Give marks for reference to the following and reference to specific sites / objects (not possible to list all of these):-

– thickness of citadel walls – size of stones – formed fighting platform – sally-ports – elevated position – narrow approach – up slope – gates protected on three sides – depiction of war in frescoes – on seals – ivory plaques – pottery depicting war – Warrior vase – swords among grave goods – and daggers – bows depicted on siege rhyton – arrow heads in graves – helmets – shields – chariot wheels mentioned on Linear B tablets – water supply during siege etc.

**(15 marks)**

- (b) **What do tombs and their contents tell us about Mycenaean society? Give reasons, supported by examples, for your answer. Do not repeat any material you have used in your answer to Question 1.**

Give marks for reference to the following and reference to specific objects (not listed):-

– different styles of tombs suggest hierarchical society – open to foreign influences – kings could draw on large labour force – and considerable engineering – and artistic skills – burial preferred to cremation – attempt to conceal entrances shows fear of grave robbers  
– grave goods show belief in after life – respect for dead – for a limited time – possible Egyptian influence – also attempts at embalming – evidence of funeral meals – sacrifice of animals  
– objects show wealth – craftsmanship – trade contacts reflected in materials – and artistic influences – Mycenaean art style – specific information about warfare costume – religion – furniture – occupations – everyday objects etc.

**(15 marks)**

## **Topic 2 Greek Religious Festivals**

- 4 (a)(i) **What two actions were banned in the pankration?**

biting – gouging (eyes)

**(2 marks)**

- (ii) *How did the umpire keep control of the pankration event?*

with a (forked) stick

(1 mark)

- (b) *Explain how the winner of the pentathlon was decided.*

**Three from:-** three field events held first – if one man won them all he was the winner – and no other events were held – if not winners of first 3 events – took part in stade race – if no man still had three wins – wrestling was held – man with 3 wins then declared overall winner

(3 marks)

- (c) *If you could only attend one day of the Olympic festival, which day would you choose? Give three reasons for your choice.*

Any three points relating to **one** day providing some attempt at giving reasons is made.

**Day 1** – solemn moment of taking the oath – sound of trumpeters’ contest – enjoyment of seeing boys’ events – religious awe of prayers / sacrifices / oracles – oratory and poetry recitals – sightseeing tours of Altis

**Day 2** – splendour of procession to hippodrome – excitement of chariot and horse racing – athletics – funeral rites to honour hero Pelops – parade of victors – communal singing – feasting

**Day 3** – vast procession to Great Altar – sacrifice of 100 oxen – foot races – public banquet

**Day 4** – wrestling – boxing – pankration – race in armour – pentathlon

**Day 5** – procession of victors – crowning of victors – phyllobolia – feasting

(3 marks)

- 5 (a) *State two parts of the festival which took place on the first day of the Great Dionysia.*

**Two from:-** procession – sacrifices – choral recitations – dancing – revellery / komos / singing in honour of Dionysus – heralds contest

(2 marks)

- (b) *How many plays were performed in a day at this festival?*

five (allow 4)

(1 mark)

- (c) *On which day of the festival did the judging of the plays take place?*

fifth (allow 4<sup>th</sup>)

(1 mark)

**(d)(i)** *Explain how the winning playwright was chosen.*

**Three from:**- before festival each tribe chose 10 citizens – and put their names into an urn which was sealed – before first play one name picked from each urn – after plays these 10 judges wrote their order of merit on tablet – and put it in an urn – five tablets were drawn out – playwright with most votes was winner

**(3 marks)**

**(ii)** *Do you think this system of judging was a good one? You should make two points in your answer.*

**Two from:**- judges chosen equally from all tribes – names couldn't be tampered with – last minute selection of actual judges – bribery therefore difficult – judges swore oath to be impartial – only five verdicts used – judges were ordinary citizens – representative view / unlikely to be drama connoisseur

**(2 marks)**

**6F (a)(i)** *State three jobs the Hellanodikai had to do before the Olympic Games began and say why each job was necessary.*

One mark for job and one mark for reason.

**Three from:**- send out heralds / to summon competitors – inspect Olympia / to ensure buildings in good repair – supervise final month's training of competitors / ensure fitness – organise practice matches / weak competitors would withdraw, others would be "match fit" – check Greek birth / to avoid breaking rules – and age category / to separate men and boys – organising programme of events, ceremonies / to ensure smooth running of Games etc.

**(6 marks)**

**(ii)** *State four tasks the Hellanodikai performed when the Games were taking place.*

**Four from:**- administer oath to competitors – take own oath – judge winner of events – present wreaths – deal with rule breakers – and attempted bribery – take part in processions – banquets – and sacrifices – exclude women etc.

**(4 marks)**

**(b)(i)** *Describe two features of the seating area (theatron) of a Greek theatre which made it particularly suitable for large audiences. Say why you have chosen each of these features.*

Give one mark for feature and one mark for reason.

**Two from:**- plan two thirds of a circle (gets largest number closest, acoustics) – steep tiers (aid to visibility, acoustics) – many aisles, diazoma (assists access to seating) – no individual seats (more can be accommodated) – open air (air kept fresh) etc.

**(4 marks)**

- (ii) **Choose three of the following features: orchestra, skene, parados, mechane, proskenion. For each feature you have chosen say what it was and how it was used.**

**Three from:-**

- orchestra** – large circular area of flattened earth in middle of theatre (parades, sacrifice, acting area, dancing area)  
**skene** – stage building (backdrop, storeroom, changing room, actors could appear on roof, roof supports mechane)  
**parados** – passageway onto orchestra (chorus could process onto orchestra, audience could enter theatre)  
**mechane** – crane (used for flying scenes)  
**proskenion** – acting area (actors appeared on raised (?) stage)

**(6 marks)**

- 6H (a) **Why was the role of the Hellanodikai so important to the successful running of the Olympic Games? Give examples to support your answer.**

- probably provided much of finance:- for sacrifices – heralds – oil – slaves – feasts etc.
- responsible for preparation of festival – condition of Olympic buildings – sending out heralds
- responsible for preparing competitors:- supervision of final month’s training – practice matches – diet
- checking Greek birth – age category
- organising programme – complex programme of events, ceremonies etc.
- conducting ceremonies – administering oaths – sacrifices – need to honour Zeus – processions – presenting wreaths
- judging events – in groups of three for equestrian – stadium events – combat events
- punishing wrongdoers – for breaking rules – attempted bribery
- excluding women etc.

**(15 marks)**

- (b) **Do you think ancient Greek theatres were well designed for their purpose? You should consider both the plan of the theatre and the special effects it could offer.**

- auditorium could hold large audience – shape allowed maximum numbers – and visibility – and excellent acoustics – seating tiered for visibility – but wooden seating uncomfortable – no toilet facilities – open to elements – distance of some of audience from performers limited visibility – and acoustics – aisles and diazoma gave good access to seats – and permitted ‘zoning’ for tribes – special seating for officials etc. – special effects tunnel – orchestra provided space for processions – altar for sacrifice – open space for dancing – chorus easily seen – acting area – proskenion probably raised for visibility – separated main actors from chorus – skene provided backdrop – but scene could not be changed – housed ekkuklema – changing rooms – props – supported mechane – opportunity for actors to fly – roof gave extra acting area – useful for appearance of gods – ekkuklema allowed a slight scene change etc.

**(15 marks)**



**Topic 3 The Athenian Constitution**

- 7 (a) *State two things a person needed to be to qualify as a magistrate.*

**Two from:**- male – Athenian citizen – over 30

*(2 marks)*

- (b) *Name two posts which were not chosen by lot.*

**Two from:**- generals (strategoi) – important financial posts – cavalry commanders – some boards in charge of religious matters – demarchs

*(2 marks)*

- (c) *What checks were there on the way magistrates carried out their duties?*

**Two from:**- test (dokimasia) before taking up appointment – conduct examined by boule (euthynai) – at end of year of office

*(2 marks)*

- (d) *Do you agree with Solon that drawing lots for the magistracies was not a good way to govern Athens? You should make three points in your answer.*

Mixed answers allowed

**Three from:**-

**yes** – it gave all men a chance to hold office – reduced likelihood of corruption – citizens could gain a wide experience

**no** – officials often inexperienced – or unsuitable – lack of balance in candidates selected (e.g. class) etc.

*(3 marks)*

- 8 (a)(i) *From what did the system of ostracism get its name?*

from piece of pot (ostrakon)

*(1 mark)*

- (ii) *What happened to a person who was ostracised?*

banished from Athens – for 10 years

*(2 marks)*

- (b) *What were the disadvantages and advantages of ostracism? You should make three points in your answer and include at least one disadvantage and one advantage.*

**Three from:**-

**Advantages** – prevented tyranny – and political strife – not regarded as a disgrace – retained property – and status

**Disadvantages** – could be unfairly contrived – not all citizens could write – a long exile.

*(3 marks)*

- (c) ***How fair do you think the jury courts in Athens were? You should make three points in your answer.***

**Three from:**- size of jury eliminated bribery – as did picking jury on day of trial – by lot – both sides given equal time – but rich could employ a speech writer – evidence was known in advance – but couldn't introduce last minute evidence – no cross-questioning of witnesses – evidence of previous conduct allowed – attacks on character allowed – time-limit on cases – no direction by a judge – no discussion by jury – slaves had to give evidence under torture – jury could be influenced by relatives of accused appearing in mourning clothes – no right of appeal etc.

**(3 marks)**

- 9F (a)(i) ***Name three of the classes introduced by Solon.***

**Three from:**- pentakosiomedimnoi / 500 measure men – hippeis / horsemen / knights – zeugitai / yokemen – thetes

**(3 marks)**

- (ii) ***State three things you know about the tribes introduced by Kleisthenes.***

**Three from:**- there were 10 – made up of three areas – coastal – inland – city – mixed people with different ways of life – people now identified with deme – broke nobles' areas of influence – increased sense of unity – through military service in tribal units

**(3 marks)**

- (iii) ***Mention two things Pericles introduced to make Athens more democratic and say how each of them helped to do this.***

**Two from:**- payment for office – all citizens could afford to serve city – removal of class system – all citizens could hold office – election by lot – gave every citizen an equal chance

**(4 marks)**

- (b)(i) ***State six ways in which an Athenian citizen could serve Athens in the time of Pericles.***

Give credit to valid points which are given in either part of the question.

**Six from:**- member of Assembly – member of Boule – chairman of prytany – and boule – and assembly – service in army – navy – general – liturgies – could equip a warship – pay for religious procession – back a play – archon – juryman – heralds – ambassadors

**(6 marks)**

- (ii) ***Give four reasons why each citizen had the chance to take part in the running of Athens.***

**Four from:**- officials chosen by lot – every year – no qualifications needed – payment for office – could not hold a magistracy twice – all citizens eligible to attend Assembly.

**(4 marks)**

- 9H (a) *Solon, Kleisthenes and Pericles all helped to make Athens a democracy. What were the strengths and weaknesses of each man's reforms? Give reasons, supported by examples, for your answer.*

**Solon** – divided people into classes – only Pentacosiomedimni eligible for archonships – power depended on wealth – not birth – lowest class (Thetes) could only attend assembly – and lawcourts

**Kleisthenes** – created ten new tribes – each consisting of three areas – and so each contained people of different ways of life – people now identified with deme – broke nobles' areas of influence – increased sense of unity – through military service in tribal units – created / enlarged council of 500 – but Thetes not eligible – possibly introduced ostracism

**Pericles** – still had to introduce payment for office – so that all could afford to serve state – remove the class system – so all citizens could hold office – extend election by lot – to give all citizens an equal chance – but women excluded – and metics etc.

Max 12 for each person

(15 marks)

- (b) *To what extent do you think all Athenian citizens could serve Athens in the time of Pericles? Give reasons, supported by examples, for your answer.*

– member of Assembly – voting for laws – speaking on important matters – member of Boule – prepared agenda – supervised officials – scrutinised candidates for elections – checked accounts of officials – met foreign embassies – could be chairman of prytany – and boule – and assembly – service in army – navy – liturgies – could equip a warship – pay for religious procession – back a play – archon – juryman – officials chosen by lot – every year – no qualifications needed – payment for office – could not hold a magistracy twice – generals – but they were elected – and not paid – tended to be for the rich – but could hold post for longer than a year if re-elected – financial posts also elected – but no political opportunities for women – but they could be priestesses – and take part in processions (Panathenaea) – heralds – ambassadors – difficult for those living in the country to travel to the city – expense of time off for poor

(15 marks)

#### Topic 4 Athenian Social life

- 10 (a) *Explain how a cart was used in an Athenian wedding.*

**Two from:-** bridegroom took bride – to his house on the cart – axle then burnt – to symbolise she couldn't return to her old life

(2 marks)

- (b) *State two things done by a bride immediately before her wedding.*

dedicated toys (to Artemis) – bathed in holy spring

(2 marks)

- (c) *Give two duties expected of an Athenian wife.*

**Two from:**- produce and bring up children – weave / spin cloth – supervise slaves – organise storeroom – keep household accounts

*(2 marks)*

- (d) *What aspects of an Athenian wedding may be regarded as unusual or illegal in Britain today? You should make three points in your answer. Do not repeat any material you have used in your answers to Questions 10(a), (b) or (c).*

**Three from:**- age of bride – gap in age between couple – often relatives married – arranged marriage – dowry – often saw bridegroom for first time on wedding day – sacrifice

*(3 marks)*

- 11 (a)(i) *In what religious festival would this amphora have been awarded as a prize?*

Panathenaia

*(1 mark)*

- (ii) *What did it contain?*

olive oil

*(1 mark)*

- (iii) *Name one type of competition, other than athletics, held in festivals in Athens.*

**One from:**- drama – music

*(1 marks)*

- (b) *Why did the Spartans hold an annual whipping competition for boys?*

to teach boys to endure pain – as preparation for battle

*(2 marks)*

- (c) *State one other aspect of Spartan upbringing which was different from that in Athens.*

**One from:**- removed from mother at age of seven – tough ball games – wearing hot woollen clothing in summer and vice versa – being beaten if caught stealing food – not wearing shoes – sleeping on reeds – physical training for girls – less emphasis on literacy etc.

*(1 mark)*

- (d) *Why do you think the Eleusinian Mysteries attracted so many Greeks? You should make three points in your answer.*

**Three from:**- festival important for crop fertility – enjoyment of procession – purification – promise of afterlife – considered themselves special knowing secret rite – sense of community open to women etc.

*(3 marks)*

**12F (a)(i) State six ways in which slaves in Athens were well treated.**

**Six from:-** most were allowed freedom of movement – earned money – fed and clothed – could eventually buy freedom – or receive it in master’s will – trusted to run master’s business – set up in own business – usually light duties for female slaves – and for domestic male slaves etc.

**(6 marks)**

**(ii) Give four disadvantages of being a slave in Athens.**

– all were subject to master’s will – could be sold – separated from relationships – liable to physical punishment – made to give evidence under torture – some unpleasant / degrading tasks – mining dangerous etc.

**(4 marks)**

**(b)(i) Name six trades or occupations which were important in Athens.**

– growing crops – keeping animals – keeping bees – quarrying marble / stone-architects – mining – making weapons – potters – leather-workers – cobblers – teachers – heralds – speechwriters etc.

**(6 marks)**

**(ii) State four ways in which these trades and occupations were carried out differently from the way in which they are performed today. You must not list the modern technology which was unavailable in ancient Athens.**

– few factories – shops attached to homes – frequent use of market stalls – specialist areas of the city – slave labour used – few female employees – no distinction between manufacturer and retailer – no safety regulations – trade passed on through generations / little mobility

**(4 marks)**

**12H (a) The Athenians prided themselves on the kind way they treated their slaves. Do you think an Athenian slave would have agreed with them? Give reasons, supported by examples, for your answer.**

– most were allowed freedom of movement – earned money – fed and clothed – could eventually buy freedom – or receive it in master’s will – many employed in business were well treated – worked in master’s shop – ran business – set up in own business e.g. teachers – hired out for special skills to other citizens – or state – usually light duties for female slaves – e.g. weaving – nurse – household duties – but some degrading work – e.g. flute-girls – dancers – prostitutes – domestic male slaves also had light duties – e.g. doorkeeper – waiting on visitors / master-païdagogus – secretary – accountant – but all were subject to master’s will – could be sold – separated from relationships – liable to physical punishment – made to give evidence under torture – some unpleasant tasks – e.g. mining – farming etc.

**(15 marks)**

**(b)(i) What trades and occupations were important in Athens and why?**

Reasons must be stated – **maximum 3** for a list of trades

– growing crops for food + 2 for examples – growing olives + 2 for uses of olive oil  
– keeping bees – honey used as a sweetener – rearing animals for food – for sacrifices – wool for clothing – quarrying marble / stone for building – architects – mining for currency – making weapons for war – crafts to supply domestic needs – potters – leather-workers – cobblers – trades to help with public life – teachers – heralds – speechwriters – import / export trade – to supply necessary goods – generate currency

**(10 marks)**

**(ii) State five ways in which these trades and occupations were carried out differently from the way in which they are performed today. You must not list the modern technology which was unavailable in ancient Athens.**

– few factories – shops attached to homes – frequent use of market stalls – specialist areas of the city – slave labour used – few female employees – no distinction between manufacturer and retailer – no safety regulations – trade passed on through generations / little mobility

**(5 marks)**

**Topic 5 The Early Empire**

**13 (a)(i) Name Agrippina's husband.**

Germanicus

**(1 mark)**

**(ii) How did she claim her husband had died?**

**Two from:-** poisoned – by Piso / Placina (Piso's wife) – on Tiberius' orders

**(2 marks)**

**(b) Was Agrippina correct in thinking Tiberius was a danger to herself and her family? You should make three points in your answer.**

**Three from:-** Sejanus was encouraging Tiberius' suspicions – she was falsely accused of planning rebellion – exiled – flogged – lost eye – one son (Nero) exiled – forced to commit suicide – another (Drusus) locked in cellar – starved to death – her friends were persecuted – but Tiberius celebrated coming of age of her sons – and kept Caligula safe on Capri

**(3 marks)**

- (c) *Other than for his treatment of Agrippina, do you think Tiberius was a good emperor? Give three reasons for your answer.*

Mixed answer allowed

**Three from:-**

**yes** – promoted men on merit – had regard for the law – kept corn prices low – paid compensation after fire – dealt with Tiber flooding – helped individual senators – tried to share government with senate – refused honours

**no** – senators too scared to speak openly – treason trials – informers – too trusting of Sejanus etc.

(3 marks)

- 14 (a)(i) *Why was Narcissus powerful?*

Claudius' private secretary – emperor easily influenced – important Imperial freedman

(2 marks)

- (ii) *What was his status in society?*

freedman

(1 mark)

- (b)(i) *Who was Britannicus?*

Claudius' son

(1 mark)

- (ii) *Apart from the reasons given in the passage, why was Narcissus so anxious that Britannicus should grow up?*

**Two from:-** to succeed Claudius – and be influenced by him - rather than Nero – who was influenced by Agrippina – who hated Narcissus – rivalry with Pallas

(2 marks)

- (c) *Do you think the Romans benefited from the reign of Claudius? You should make three points in your answer.*

**Three from:-** ensured corn was imported – rebuilt Ostia – renewed water supply – added Britain to the empire – set up civil service – improved efficiency of courts – introduced legislation to improve treatment of slaves – showed respect to senate – dropped treason trials – frequent shows

(3 marks)

- 15F (a)(i) For each of the Emperors Tiberius, Claudius and Nero, state two facts about how or why they became emperor.**

**Tiberius** adopted by Augustus – possibly with Livia’s help – who wanted to rule with him – had tribunician power – and *maius imperium* – Augustus had no other male relatives – Agrippa Postumus killed – at first refused supreme power  
**Claudius** found by praetorian guard – after assassination of Caligula – they needed an emperor – or lost jobs – thought Claudius would be a puppet ruler  
**Nero** adopted by Claudius – at Agrippina’s instigation – Claudius poisoned by Agrippina – Britannicus kept from public view – too young to be emperor – had support of Burrus / praetorian guard

**(6 marks)**

- (ii) Give four words to describe Claudius’ personality. Give a reason for each of the words you have chosen.**

List is intended only as a guide; candidates may choose other words and examples.  
Claudius – hesitant (over accession) – scholarly (introduced letters to alphabet etc.) – compassionate (legislation about slaves) – gullible (Messalina and Agrippina’s behaviour) – easily influenced (wives and freedmen) – practical (aqueducts, draining Fucine Lake) – just (interest in courts) – shrewd (pretended to be stupid to avoid Gaius’ suspicion)

**(4 marks)**

- (b)(i) Give six reasons why you think Nero was an evil man.**

**Six from:-** murder of Britannicus – Octavia – Agrippina – Poppaea – Seneca – attacked citizens on night raids in city – conduct with Sporus – possible incest – possibly set fire to Rome – made Christians scapegoats – cruelty of their executions etc.

**(6 marks)**

- (ii) State two ways in which Nero was a good emperor.**

**Two from:-** first five years showed respect for senate – listened to advice – opened gardens after the fire – incentives for rebuilding – good fire regulations – provided many games – and chariot races – largesse to Roman people etc.

**(2 marks)**

- (iii) Give two reasons why you think Nero was a bad emperor. Do not repeat any material you have used in your answer to Question 15(b)(i).**

**Two from:-** unbecoming behaviour as charioteer – absence in Greece – taking part in singing competitions – debauchery – humiliated senate – reinstated treason trials – harsh measures against suspected conspirators – army commanders rebelled – suicide leaving Rome open to civil war etc.

**(2 marks)**



- 15H (a) ***How and why did Tiberius, Claudius and Nero become emperor? How far do you think each of them had the right character to become emperor?***

**Tiberius** - adopted by Augustus – possibly with Livia’s help – who wanted to rule with him – had tribunician power – and *maius imperium* – Augustus had no other male relatives – Agrippa Postumus killed – experienced general – at first refused supreme power – but gloomy personality – didn’t attend Games – suspicious – gullible – vindictive – retired to Capri

**Claudius** - found by praetorian guard – after assassination of Caligula – they needed an emperor – or lost jobs – thought Claudius would be a puppet ruler – scholarly – but easily influenced – by wives – and freedmen – shrewd – survived Gaius

**Nero** - adopted by Claudius – at Agrippina’s instigation – Claudius poisoned by Agrippina – Britannicus kept from public view – too young to be emperor – had support of Burrus / praetorian guard – extravagant – vain – psychopathic tendencies etc.

At least one point on each emperor required for 15

(15 marks)

- (b) ***“Nero was an evil man but a good emperor.” How far do you agree with this statement? Give reasons, supported by examples, for your answer.***

**evil man** – murder of Britannicus – Octavia – Agrippina – Poppaea – Seneca – attacked citizens on night raids in city – conduct with Sporus – possible incest – possibly set fire to Rome – made Christians scapegoats – cruelty of their executions etc.

**good emperor** – first five years showed respect for senate – listened to advice – opened gardens after the fire – incentives for rebuilding – good fire regulations (+ 2 for examples) – provided many games – and chariot races – largesse to Roman people etc.

**bad emperor** – unbecoming behaviour as charioteer – absence in Greece – taking part in singing competitions – debauchery – humiliated senate – reinstated treason trials – harsh measures against suspected conspirators – army commanders rebelled – suicide leaving Rome open to civil war etc.

(15 marks)

***Topic 6 Roman Social life in the First Century AD.***

- 16 (a)(i) ***What is the name of the garment labelled A in the picture?***

toga

(1 mark)

- (ii) ***Would you have liked to have worn such a garment? You should give two reasons for your answer.***

Mixed answers allowed

**Two from:-**

**yes** – pride in being Roman – looked dignified – warm on cold day

**no** – very warm in summer – heavy – difficult to use left hand – help needed /

time-consuming to put it on – difficult to keep clean

(2 marks)

(b)(i) *When would he have been given this bulla?*

**One from:-** on 9<sup>th</sup> day / on day given name

*(1 mark)*

(ii) *Why were children given a bulla?*

as a lucky charm

*(1 mark)*

(c) *In what two ways could a member of the equestrian order be recognised from his appearance?*

**Two from:-** gold ring – thin purple stripe on toga – and on tunic – dark red shoes (with strap)

*(2 marks)*

(d) *State two ways in which a Roman bride would have looked different from a modern bride.*

**Two from:-** much younger – veil was saffron coloured – as were shoes – hair divided into six locks – tunic fastened with belt tied in special knot

*(2 marks)*

17 (a) *Which gods were worshipped at this shrine?*

Lares – household gods

*(1 mark)*

(b) *What was the importance of the job which the Vestal Virgins had?*

**Two from:-** responsible for keeping lit sacred fire – of Vesta – believed Rome would fall – if fire went out

*(2 marks)*

(c)(i) *Name two goddesses other than Vesta whom Roman women would have particularly worshipped.*

**Two from:-** Juno – Venus – Lucina – Diana

*(2 marks)*

(ii) *Give a reason for one of your choices.*

**One from:-**

**Juno** – marriage or childbirth

**Venus** – love or beauty

**Diana / Lucina** – childbirth

*(1 mark)*

- (d) ***What do you consider to be the worst features of women's lives in Rome in the first century AD? You should make three points in your answer.***

Accept any reasonable suggestions. Most common are likely to be:-  
 arranged marriage – at early age – often to a much older man – under husband's control – had to accept husband's adultery – divorce quite difficult for women – expected to bear many children – childbirth dangerous – poor education - no career – couldn't vote etc.

***(3 marks)***

- 18F (a)(i) ***State five aspects of Roman schooling which you would not find nowadays.***

Difference must be clearly stated.

**Five from:-** size – age range – use of paedagogi – cost – discipline – curriculum – equipment – furniture – teaching methods etc.

***(5 marks)***

- (ii) ***Would you have liked to have been born and brought up in first century Rome? You should make five points in your answer and give a reason for each point. Do not repeat any material you have used in your answer to Question 18(a)(i).***

Mixed answers allowed.

**Five from:-**

**no** – many children didn't survive birth – or childhood – father could reject child – girl babies could be exposed – school started before dawn – limited curriculum – harsh discipline – corporal punishment common – mixed age classes – rote learning – limited or no education for girls – or poor children – arranged marriages – at early age – no chance of career for girls – food – small dark bedroom

**yes** – cherished as son – toys – paedagogus to help with homework – fine house to live in – slaves to do work – baths etc.

***(5 marks)***

- (b)(i) ***Give four reasons why the Romans enjoyed going to the baths.***

**Four from:-** chance to be clean – socialise – have massage – exercise – read – walk in gardens

***(4 marks)***

- (ii) **State three other forms of entertainment in Rome in the first century AD and for each one give one reason to explain why you would have liked or disliked it.**

One mark for entertainment and one for reason. Allow any reasonable reason; these are intended only as a guide.

**Three from:-**

**chariot racing** to support their team – for the excitement of the race – to bet – meet opposite sex – tremendous atmosphere

**gladiator fighting** – kill of gladiators – power over life and death – noise – heat – cruelty – waste of life

**beast fighting** – chance to see unusual animals – exciting – cruel – waste of life

**meridiani / execution of criminals** – unpleasant to watch men die – fitting punishment

**naval battles** – skill of marines – unusual

**recitations** – chance to hear new works – see famous people – boring

**theatre** skill of actors – funny or inane comedies – costumes and masks - realism

**(6 marks)**

- 18H (a) **What do you consider were the advantages and disadvantages for freeborn boys and girls of being born and brought up in Rome in the first century AD? Give reasons to support your answer. You must not write about the daily life of an adult.**

– many children didn't survive birth – or childhood – father could reject child – girl babies could be exposed – school started before dawn – limited curriculum – harsh discipline – corporal punishment common – mixed age classes – rote learning – limited or no education for girls – or poor children – arranged marriages – at early age – no chance of career for girls – food – small dark bedroom but – cherished as son – toys – paedagogus to help with homework – fine house to live in – slaves to do work – afternoon spent exercising – at baths etc.

**(15 marks)**

- (b) **How enjoyable would you have found public entertainment in Rome in the first century AD? Give reasons to support your answer.**

– chariot racing – chance to support team – the excitement of the race – which was dangerous – betting – meet opposite sex – tremendous atmosphere

– gladiator fighting – skill of gladiators – power over life and death – noise – heat – cruelty – waste of life

– beast fighting – chance to see unusual animals – exciting – cruel

– meridiani / execution of criminals – unpleasant to watch men die – fitting punishment

– naval battles – skill of marines – unusual spectacle

– recitations – chance to hear new works – see famous people – boring

– theatre – skill of actors – funny or inane comedies – costumes and masks – realism

**(15 marks)**

**Topic 7 Pompeii and Herculaneum**

19 (a) *Of what do you think this person died?*

suffocation / killed by poisonous gas

(1 mark)

(b)(i) *Name the archaeologist who invented the method for making casts like the one in the picture.*

Fiorelli

(1 mark)

(ii) *Explain how these casts were made.*

**Three from:**- lava had cooled around bodies – body decayed – leaving hollow in lava – liquid plaster poured in – lava chipped away – when plaster has set

(3 marks)

(c) *Other than using archaeological evidence, how can we find out about what happened at the time of the eruption of AD79?*

Pliny's letters

(1 mark)

(d) *Why do you think so many people died during the eruption? You should make three points in your answer.*

**Three from:**- ferocity of eruption – speed of pyroclastic flow – people buried by mud / lava – people didn't realise poisonous fumes were given off – old and infirm couldn't escape – some people complacent having survived earthquake of 62 – no escape by sea – people panicked and blocked roads and gates – some were trapped in their houses – thought it was best to stay at home – didn't realise what was happening

(3 marks)

20 (a) *State two ways in which the windows labelled A in the picture differ from those in a modern house and give a reason for each of these differences.*

**Two from:**- small (to keep house cool / keep out thieves) – high up (keep out thieves) – no glass (panes of glass couldn't be made / glass expensive)

(4 marks)

(b)(i) *Name the feature labelled B.*

Compluvium

(1 mark)

(ii) *Give one reason for this feature.*

**One from:**- to let in light – to let in rain water

(1 mark)

- (c) ***Would you have liked to have lived in a villa like this one? You should give three reasons for your answer. Do not repeat any material you have used in your answer to Questions 20(a) and (b).***

Mixed answers allowed

**Three from:-**

**yes** – privacy / private garden – with statues – and fountains – shady colonnade – cool bedrooms – and atrium – mosaics – wall paintings – elegant furniture – intimate triclinium – summer triclinium

**no** – bedrooms small – and dark – often had a shop attached (noisy) – toilet near kitchen

**(3 marks)**

- 21F (a) ***Give five ways in which the people of Pompeii and Herculaneum could enjoy themselves and for each one state a piece of archaeological evidence which shows this activity was possible.***

**Five from:-**

eating out – food counters

watching gladiator fights – amphitheatre / gladiator barracks / weapons / mosaics / graffiti

watching plays – theatre / graffiti / Odeum / mosaics

baths – bath building / strigils / oilflasks

bowling – bowling alley found in baths

wrestling etc. – palaestra / discus

drinking – bars / amphorae / painted signs

visiting brothels – small cubicles / wall paintings / graffiti

dinner parties – couches / paintings / mosaics

shopping – shop buildings – remains of goods – shop signs

religious observance – lots of temples etc.

**(10 marks)**

- (b)(i) ***State four features of a typical Pompeian shop.***

**Four from:-** front of house – open front – closed by shutter at night – counter – upstairs living quarters – shop sign built into / painted on front – awning

**(4 marks)**

- (ii) *Name three kinds of shops or industries to be found in Pompeii or Herculaneum and state a piece of archaeological evidence for each of them.*

One mark for shop / industry and one mark for evidence

**Three from:-**

baking – ovens / mills / preserved loaves  
 fulling – vats / presses / frescoes / Building of Eumachia  
 wine making / selling – press / vineyard / amphorae  
 olive oil production – olive-crushers  
 greengrocer – remains of vegetables  
 fishmongers – pool in macellum / fish scales found there  
 garum-makers – inscriptions on jars / on statue  
 metalwork – forge / tools / raw material  
 butchers – animal bones / tools  
 bars – counters / inset jars / amphorae / frescoes / graffiti / price lists / inn signs  
 brothels – small cubicles / wall paintings / graffiti  
 shipping – warehouses – Pompeii a port  
 banking – paintings / business records  
 potters – kiln / pots  
 graffiti also record fruit-sellers, carpenters, plumbers and wheelwrights

**(6 marks)**

- 21H (a) *The towns of Pompeii and Herculaneum offered many ways for the inhabitants to enjoy themselves. Show how the archaeological evidence supports this statement.*

– visiting the forum – forum buildings – statues / colonnade – watching gladiator fights – amphitheatre – gladiator barracks – weapons – mosaics – graffiti – watching plays – theatre – graffiti – Odeum – mosaics – baths – bath building – strigils – oilflasks – bowling alley in baths – wrestling etc. – palaestra – discus – drinking – bars – amphorae – painted signs – visiting brothels – small cubicles – wall paintings – graffiti – dinner parties – paintings – mosaics – couches – shopping – shop buildings – remains of goods – shop signs – eating out – food counters – religious observance – temples etc.

**(15 marks)**

- (b) *How does the archaeological evidence help us to build a picture of the shops and industries to be found in and around Pompeii and Herculaneum?*

– many small shops – same types grouped together – often used front of house – open front – closed by shutter at night – counter – upstairs living quarters – shop sign built into / painted on front – awning – baking – ovens – mills – preserved loaves – fulling – vats – presses – frescoes – Building of Eumachia – wine making / selling – press – vineyard – amphorae – olive oil production – olive-crushers – greengrocer – remains of vegetables – fishmongers – pool in macellum – fish scales found there – garum-makers – inscriptions on jars / on statue – metalwork – forge – tools – raw material – butchers – animal bones – tools – bars – counters – inset jars – amphorae – frescoes – graffiti – price lists – inn signs – brothels – small cubicle – wall paintings – graffiti – shipping – warehouses – Pompeii a port – banking – paintings – business records – potters – kiln-pots – graffiti also record fruit-sellers – carpenters – plumbers – wheelwrights etc.

**(15 marks)**

**Topic 8 The Romans in Britain**

- 22 (a) **Where in Britain was the territory of the Ordovices?**

(North) Wales

**(1 mark)**

- (b) **Suggest two reasons why many Britons were alarmed by the prospect of a Roman peace.**

**Two from:-** would have to pay tax – supply grain – be subject to Roman control – be forced to build roads, temples etc – loss of native religion – lose traditional lifestyles  
**(2 marks)**

- (c)(i) **Give two reasons why Caratacus lost the battle against Ostorius Scapula.**

**Two from:-** Romans used testudo to approach fortifications – Romans better equipped – and trained – outnumbered Caratacus' army – attacked from several directions simultaneously  
**(2 marks)**

- (ii) **What happened to Caratacus after he lost this battle?**

**Two from:-** fled to Brigantes – handed over to Romans – by Cartimandua – pardoned by Claudius  
**(2 marks)**

- (d) **Give two reasons why you think the Britons benefited from being conquered by the Romans.**

**Two from:-** end of internal fighting – security – improved housing – and roads – sanitation – medicine – baths – rule of law – new products – expanded trade etc.  
**(2 marks)**

- 23 (a)(i) **Name the road marked A.**

Fosse Way

**(1 mark)**

- (ii) **Give two reasons why this road was built.**

**Two from:-** to mark frontier of conquered area – to link forts – to move troops – to move supplies  
**(2 marks)**

- (iii) **State two ways in which the Romans prevented the roads from flooding.**

**Two from:-** camber – drainage ditches – road surface resisted rain – layers of large stones allowed drainage of surface water – gravel layer helped drainage  
**(2 marks)**



(b) *Which legion was stationed at Exeter?*

II (Augusta)

(1 mark)

(c) *Would you rather have been a Roman legionary or an auxiliary soldier? Give three reasons for your answer.*

**Three from:**- Legionary – better pay – better armour – and training – shorter service – less dangerous battle positions

Auxiliary – specialist units used talents like swimming – provided cavalry – no marching if cavalry

(3 marks)

24F (a)(i) *State four things the Emperor Claudius hoped to achieve by invading Britain in AD 43.*

**Four from:**- gain military reputation – extend empire – cut off escape route for trouble makers in Gaul – wipe out Druids – give troops on Rhine / Danube something to do – to respond to request for help from Adminius – and Verica – gain corn – slaves – hunting dogs – metals – wipe out memory of Gaius' fiasco

(4 marks)

(ii) *Give three reasons why the Romans would have been pleased with their achievements in Britain by the end of AD 61.*

**Three from:**- Verica restored – Claudius held a triumph – won battle of Medway – capture of Camulodunum – death of Togidumnus – surrender of British kings – capture of hill forts in south west – south east securely held – crushing of Silures – defeat and capture of Caratacus – suppression of Druids – Boudicca defeated – friendly relations with Cogidubnus – and Cartimandua – roads built – colonies established

(3 marks)

(iii) *Write down three things which you think would not have pleased the Romans in the conquest of Britain up to AD 61.*

– north still not conquered – nor was Wales – Britain needed large military presence – Britain not as rich as thought – Colchester destroyed – and London – and St. Albans – part of IX legion destroyed by Boudicca – Britons still holding out against Romanisation

(3 marks)

(b)(i) *If you had served in the Roman army under Aulus Plautius and Ostorius Scapula what five aspects of the campaigns would you have enjoyed?*

**Five from:**- easy landing – winning of Medway battle – using Batavians to swim across – death of enemy leader (Togidumnus) – capture of Camulodunum – Claudius' arrival – surrender of British kings – help from Cogidubnus – and Cartimandua – successful capture of hill forts – disarming Britons – defeat of Caratacus – his capture – lack of united opposition

(5 marks)

- (b)(ii) **Give five reasons why you would have disliked serving in the Roman army at that time.**

**Five from:-** fear of crossing channel – harsh army discipline – tough training – climate – danger in battle – hostile natives – few amenities – distance from home – hard work building bridges – and roads – length of service

**(5 marks)**

- 24H (a) **How far had the Romans fulfilled the Emperor Claudius' reasons for invading Britain by the end of AD 61? Give reasons for your answer.**

– Claudius wanted to gain military reputation – extend empire – cut off escape route for trouble makers in Gaul – wipe out Druids – give troops on Rhine / Danube something to do – to respond to request for help from Adminius – and Verica – gain corn – slaves – hunting dogs – metals- wipe out memory of Gaius' fiasco – had achieved restoration of Verica – Claudius held a triumph – won battle of Medway – capture of Camulodunum – death of Togidumnus – surrender of British kings – capture of hill forts in south west – south east securely held – crushing of Silures – defeat and capture of Caratacus – suppression of Druids – Boudicca defeated – friendly relations with Cogidubnus – and Cartimandua – roads built – colonies established

**but** – north still not conquered – nor was Wales – Britain needed large military presence – Britain not as rich as thought – Colchester destroyed – and London – and St. Albans – part of IX legion destroyed by Boudicca – Britons still holding out against Romanisation

**(15 marks)**

- (b) **If you had served in the Roman army under Aulus Plautius and Ostorius Scapula, what aspects of the campaigns would you have enjoyed and what would you have disliked?**

At least two points in each section for maximum 15

**Likes** – easy landing – winning of Medway battle – using Batavians to swim across – death of enemy leader (Togidumnus) – capture of Camulodunum – Claudius' arrival – surrender of British kings – help from Cogidubnus – and Cartimandua – successful capture of hill forts – disarming Britons – defeat of Caratacus – his capture – lack of united opposition

**Dislikes** – fear of crossing channel – harsh army discipline – tough training – climate – danger in battle – hostile natives – few amenities – distance from home – hard work building bridges – and roads – length of service

**(15 marks)**