



**General Certificate of Secondary Education
June 2011**

Classical Civilisation

40202F

Greece and Rome: Drama and Life

Unit 2F

Final

Mark Scheme

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

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.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

Mark Scheme

Topic A Greek Tragedy and Drama Festivals

1 (a) **What are the names of the King and the princess (line 6)?**

Creon and Glauce

AO1 (2 marks)

(b) **What had ‘those in power’ (line 3) had decided should happen?**

Two from:

Jason was to marry into the royal family / Glauce – Jason was to leave Medea – Medea to be banished – Medea’s children were also banished.

AO1 (2 marks)

(c) **Explain why Jason has come out to speak to Medea.**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may include some of the following:

Jason wants to help Medea in her banishment – provide her and her children with money – letters of introduction – tell her off for opposing the marriage – explain his reasons for the marriage – defend his actions – save his conscience.

AO2 (3 marks)

(d) **‘You talked like a fool’ (line 3). To what extent do you think Medea acted foolishly in this play? Give your reasons.**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may include some of the following:

Foolish: she took Jason’s departure so badly she wanted to die – her outbursts had caused her exile – she had left her family and homeland for Jason – she got herself into such a position that she felt she had no alternative but to kill her children.

But: she manipulated chorus onto her side – outwitted Jason into letting children take poisoned items into Glauce – persuaded Creon to let her stay one day more – convinced Aegeus into giving her sanctuary in Athens.

AO3 (3 marks)

2 (a) How many actors usually performed in a Greek tragedy?

Three.

AO1 (1 mark)

(b) Which features of the actor's costume shown are typical?

Highly decorative – long sleeves – covered the whole of his body

AO1 (3 marks)

(c) Explain why actors wore masks in Greek plays.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may include some of the following:

Allowed men to play female characters – allowed actors to play a range of roles – enabled quick changes – helped audience identify different characters – helped to amplify the voice.

AO2 (3 marks)

(d) What do you think are the most important qualities an actor needed to perform in the ancient Greek theatre? Give reasons for your answer.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may include some of the following:

Good memory: need to remember lines from 3 plays plus Satyr play

Agility and movement: need to use whole stage and create a presence for large audience.

Strong voice: large theatre and effects of mask.

Wide vocal range: need to play male and female characters,

Old and young alike.

Strong nerve: performing in a competition.

Ability to sing: need to perform with the Chorus.

Stamina: performing a Satyr and three plays.

Speed of movement: relatively quick costume change.

Awareness of importance of occasion: main religious and civic event in which the reputation of the city is on show.

AO3 (3 marks)

3 (a) Which groups of people had special seats in the theatre?**Levels of Response**

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may include some of the following:

Choregos – Archons – Priest of Dionysus – sons of those who have died fighting for Athens – Ephebes – newly trained soldiers – Judges – the Strategoi.

AO1 (4 marks)

(b) Explain how the Athenians tried to make sure that judges were not bribed.**Levels of Response**

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Candidates may include some of the following:

Representatives of the Ten tribes of Athens were selected with their names placed in sealed urns. Urns unsealed at beginning of the festival with one name drawn from each urn. Ten judges were then selected from each of the Ten tribes by lot. This meant that no one knew who would be a judge until the festival had started. At the end of the performance of plays the judges made their votes in order of merit onto a tablet, but only five of these votes counted as the Archon drew five of the ten by lot. The winner was decided by the order of merit from these five tablets. The use of selection by lot allowed the gods to influence chances, and reduced the chances of bribing the judges.

AO2 (4 marks)

- (c) **Would you have liked to have been a member of the audience in a Greek theatre? Give your reasons.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Yes: competitive aspect – dramatic performance – comic elements – religious aspects – learning lessons from poets – festive occasion – respect shown to those who have died – civic pride – social occasion; competition of Dithyrambs – holiday atmosphere.

No: Length of plays – discomfort of seats – outdoor performance – audience of 17,000 – distance from stage – timing of festival

Accept mixed responses

AO3 (5 marks)

- 4 (a) **Describe how the Nurse and the Tutor looked after the children of Medea.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may include some of the following:

Tutor took children out of house at beginning of the play when he heard about Medea's exile.

Nurse was concerned for the children / wasn't happy with the way Medea is looking at them.

Told her not to treat her friends as enemies

Told the tutor to keep a watchful eye on the children and keep them away from Medea.

Nurse brought children out to Jason and Medea when she believed there is a reconciliation.

Tutor took them into the palace with gifts
 Tutor was delighted that the children had been accepted by the princess and that they were reprieved from exile.

AO1 (4 marks)

(b) Explain how Medea used her children against her enemies.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1-2 marks
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks

Candidates may include some of the following:

Managed to persuade Creon to give her a day's grace to make provisions for their exile.

Made her exile seem all the more pitiful to Aegeus by telling him that they too were being exiled.

Used them to feign a reconciliation between herself and Jason

Used them to deliver poisoned gifts to Glauce.

Killed them to protect them against her enemies so they never had the last laugh on Medea.

Used their deaths to punish Jason.

AO2 (4 marks)

(c) Do you think Jason cared for his children? Give your reasons.

Levels of Response

0	Nothing worthy credit.	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

No: He abandoned them and their mother for a new bride – content for them to be exiled – prepared for them to be left begging beside the roadside – his claim to have come outside to provide help for them was merely to salve his conscience.

Yes: He came outside genuinely to help them in exile – He wanted to marry Glauce to provide royal brothers for them and to improve the family's plight in exile from

Iolcus – He was genuinely delighted at the prospect of their asking to be allowed to be reprieved from exile – When Glauce was upset at seeing his children, he told her she should love those that he loved – after the deaths of Glauce and Creon, he came in search of the children to save them from the relatives of Creon for their part in the murders – he wanted to take responsibility for the burials of his children – he was genuinely appalled at the murder of his children at the hands of Medea.

Accept mixed responses.

AO3 (5 marks)

Topic B Plautus, *The Pot of Gold* and *The Brothers Menaechmus*

5 (a)(i) Name Euclio's daughter.

Phaedria.

AO1 (1 mark)

(a)(ii) Name Eunomia's brother.

Megadorus.

AO1 (1 mark)

(a)(iii) What information has Lyconides given about Euclio's daughter?

One from:

She is pregnant – she is about to give birth – he has made love to her – is the father of her child.

AO1 (1 mark)

(b) How would speaking to his uncle help Lyconides?

Levels of Response

- | | | |
|----------------|--|---------|
| 0 | Nothing worthy of credit. | 0 marks |
| Level 1 | One simple, relevant reason | 1 mark |
| Level 2 | One relevant reason with development or two simple, relevant reasons | 2 marks |

He is a generous old man with lots of sound wisdom – He is about to marry Phaedria – He could waive his right to marry her in favour of Lyconides – He has already spoken to Euclio about marriage.

AO2 (2 marks)

(c) Explain why Eunomia is sure she 'can persuade her brother to help' (line 5).

- | | | |
|----------------|--|---------|
| 0 | Nothing worthy of credit. | 0 marks |
| Level 1 | One simple, relevant reason | 1 mark |
| Level 2 | One relevant reason with development or two simple, relevant reasons | 2 marks |

She has already persuaded him to get married – even though he is confirmed bachelor – against the idea – she is quite bossy

AO2 (2 marks)

(d) Do you find Lyconides a likeable character? Give your reasons.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may include some of the following:

No: Got Phaedria pregnant in fit of drunken passion – Colluded in theft of pot of gold after the event – Helped to trick Euclio when he returned the gold.

Yes: Wanted to marry Phaedria – Prepared to admit his ‘peccadillo’ to Euclio – Wanted to return Euclio’s gold – Had good relationship with slave – Wasn’t prepared to beat slave to get the gold off him – Offered slave freedom in return for gold.

Accept mixed responses.

AO3 (3 marks)

6 (a)(i) ‘I gave it to her’ (line 1). What is the item that Menaechmus had given?

A robe

AO1 (1 mark)

(a)(ii) To whom did Menaechmus give this item?

Erotium

AO1 (1 mark)

(a)(iii) Who has this item at this point of the play?

Sosicles

AO1 (1 mark)

(b) Explain who Peniculus is and how he is involved in this scene.

ONE mark for who he is

THREE marks (applying Levels of Response) for his role in the scene

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit.	1 mark
Level 2	A sound answer. Some clear understanding.	2 marks
Level 3	A good answer. Clear understanding with some development.	3 marks

Candidates may include some of the following:
 A sponge – parasite – someone who lives off Menaechmus.
 He had been hoping to have a meal / drinking competition with Menaechmus at the house of Erotium – found him separated from Menaechmus – met Sosicles coming out of Erotium’s house – Sosicles denied all knowledge of Peniculus – Peniculus vowed to get revenge by telling Menaechmus’s wife of Menaechmus’s theft of her gown.

AO2 (4 marks)

(c) Do you feel sorry for Menaechmus in this play? Give your reasons.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may include some of the following:

Yes: he had been considerate towards Peniculus – didn’t deserve his betrayal – hadn’t deliberately lost Peniculus – loses out on his meal through helping out a client – victim of mistaken identity – set upon by his father-in-law’s slaves.

No: He was cheating on his wife – he had stolen items from his wife – planned to dine with his mistress at the end of the play – he is happy to divorce his wife etc.

Accept mixed responses.

AO3 (3 marks)

7 (a) Describe two occasions where Plautus uses mistaken identity in *The Brothers Menaechmus*.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may mention some of the following:

Erotium invites Sosicles in to dinner – Peniculus sees Sosicles coming out of Erotium’s house – Erotium’s maid gives Sosicles a bracelet – Peniculus later accuses Menaechmus of stealing his wife’s gown because earlier he had been insulted by Sosicles – Erotium asks Menaechmus about the gown and bracelet she had given to Sosicles – Menaechmus’s wife accuses Sosicles – her father assumes he is coming to sort out an argument between Menaechmus and his daughter when it is really Sosicles – the father’s slave guard Menaechmus in the belief it was the man who insulted the father – the doctor examines Menaechmus thinking it is the same man – Messenio saves Menaechmus thinking he is Sosicles.

Maximum Level 2 – 3 marks for only one occasion.

AO1 (4 marks)

(b) Explain how Plautus uses insults to make *The Brothers Menaechmus* funny.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Candidates may include some of the following:

Erotium’s references to Peniculus, as camp follower – nickname for Peniculus, Sponge – Messenio references to the types of people who live in Epidamnus as rogues – Sosicles insulting Erotium’s slave Cylindrus – Sosicles insults to Peniculus when he catches him coming out of Erotium’s house – Wife’s insults to Menaechmus – Sosicles insults to wife after she has called upon her father – Sosicles insults to father when he pretends to be mad – father’s insults to Menaechmus – Menaechmus using insulting language when being examined by Doctor.

Candidates must explain why these examples are funny.

AO2 (4 marks)

- (c) **Do you think that the twins deserved to be reunited at the end of the play? Give your reasons.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Yes: Sosicles had come in search of his brother – he had travelled far and had been looking for a long time – Menaechmus suffered from a nagging wife, an interfering father-in-law and an annoying and selfish parasite, etc

No: Menaechmus was cheating on his wife with Erotium – had stolen a robe from her during the play and had previously taken a bracelet – Sosicles took advantage of the hospitality of a woman he didn't know, – Erotium – was prepared to go off and sell the robe she gave him and wanted to do the same with the bracelet Erotium's maid was trying to give him – was insulting towards the wife, father-in-law, Peniculus and the doctor, etc

Accept a mixed answer.

AO3 (5 marks)

- 8 (a) **Describe two examples of Euclio's meanness in *The Pot of Gold*.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may mention some of the following:

Won't give dowry – buys only packet of incense and few flowers for his daughter's wedding – stories of Strobilus to cooks about his meanness – prepared to allow Megadorus to pay for wedding feast – complains about the size of the sheep Megadorus sent – when he dismisses Congrio isn't prepared to pay him – when he is warned by the raven about somebody about to steal his gold he offers to reward him with his compliments – even when he sees the error of his ways he still only gives the slave one gold piece only for finding his gold – etc.

Maximum Level 2 – 3 marks for one occasion.

AO1 (4 marks)

(b) Megadorus always does what he is asked. How is this important to the story of *The Pot of Gold*?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Candidates may include some of the following:

Megadorus agrees to his sister's request for him to get married – this leads him to propose to marry Phaedria – the arrival of Congrio to cook in Euclio's house makes him think the marriage is just a trick to get his gold – the suggestion to get Euclio drunk confirms this and he takes the gold outside the house – it is stolen from the Grove of Silvanus.

When Megadorus is told about Lyconides' prior claim to Phaedria, he immediately does what he is asked and waives his claim – This paves the way for Lyconides to marry Phaedria – When Lyconides asks him for advice on how to persuade Euclio, he readily gives it and helps to persuade Euclio to change his mind and allow the couple to marry.

AO2 (4 marks)

- (c) **Apart from his meanness, what else do you dislike about Euclio? Give your reasons.**

Levels of response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Violent: he chases Congrio with his own knife – threatens to beat up Lyconides’ slave for being in the Shrine of Good Faith:

Insulting: he abuses his maid Staphyla:

Inhospitable: tells Staphyla to turn away anyone who comes to borrow anything

Deceitful: prepared to claim a dole he didn’t need.

Lying: told Megadorus that he couldn’t afford a dowry for his daughter.

Paranoid: Convinced everyone knew about his gold – always checking on his gold.

Rude: when Megadorus asked to marry his daughter, he kept going off inside his house.

Suspicious: didn’t believe Megadorus’s motives for wanting to marry Phaedria were honourable, but that he wanted to get his hands on the gold.

Self-piteous: state he was in when he lost the gold.

Self-centred: when Lyconides came to confess his ‘crime’, Euclio thought he was admitting to stealing the gold – sound of the word pot he automatically believed Congrio was stealing his gold.

Selfish: wasn’t going to share his gold.

Incredible: change of character when the gold was returned.

Accept any other sensible suggestions provided they are supported with evidence.

AO3 (5 marks)

Topic C Mycenaean Civilisation

9 (a) What type of tomb is shown in the diagram?

Tholos / Beehive

AO1 (1 mark)

(b) State two objects made of bronze that the Mycenaeans used as a grave offerings.

Two from:

Weapons – sword – spear – bronze vessels – drinking cups – mirrors.

AO1 (2 marks)

(c) How is it possible to distinguish between tombs of men and women?

One from:

Men's burials have weapons, women's burials jewellery – different sizes of tomb – different size of skeletons

AO1 (1 mark)

(d) Explain why grave goods can cause problems for archaeologists.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may include some of the following:

Stolen – rotted away – damaged – difficult to decide which goods belonged to which body – hard to date tomb – hard to tell anything about the deceased – insufficient evidence about civilisation.

AO2 (3 marks)

(e) Why do you think Schliemann would have been pleased when he discovered the graves at Mycenae? Refer to the archaeological evidence in your answer.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may include some of the following:

wealth of objects – range of craftsmanship – skill of craftsmanship – facemasks – jewellery – funeral shrouds – gold and silver items – silver relief vases Battle Krater and Siege Rhyton – weapons – especially ornate daggers – imported materials – shows proof of Homer and Pausanias as primary sources of evidence – measure of self-praise for Schliemann – return for the money he paid out – praise for the success of archaeology.

Accept yes, no and mixed answers, but evidence must be given.

AO3 (3 marks)

- 10 (a) What was the name of the man who proved that Linear B was an early form of Greek?**

Michael Ventris

AO1 (1 mark)

- (b) State three things that Linear B tablets give information about.**

Three from:

Receipts – inventories – records – accounts – naming animals – recording large quantities of wheat and barley assigned to individuals – agricultural produce – hierarchy of officials – weights and measures – references to industries eg flax workers – beekeeping lists – horses in terms of military equipment – slaves – titles of officials – temple inventory – names of Olympian gods – etc.

AO1 (3 marks)

- (c) What are the problems of using Linear B tablets as evidence for Mycenaean society?**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may include some of the following:

Early form of Greek – originally only temporary records – small number of writers or guild of writers and once palaces destroyed the script disappeared – short-lived script – lists of inventories – used for administrative records – records of contributions of gold – preservation is reasonably widespread but quite random in nature – impossible to tell how complete or representative they are – linear script not well suited to clay – records of transactions – most kinds of items seem to have been recorded.

AO2 (3 marks)

- (d) Would you like to have lived in the society that the Linear B tablets describe? Give your reasons.**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may include some of the following:

Hierarchic – organised – industrialised – militaristic / agricultural – practised hunting – used slavery – keeping animals – growing wide range of crops and herbs – reference to pots indicates trading – recording suggests highly well-administered society – religious

society.

Accept mixed responses. Points may be used on either side.

AO3 (3 marks)

11 (a) In what ways did the Mycenaeans make their city safe from attack?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may include some of the following:

Great fortress – Cyclopean walls very thick and high – hidden water supply accessible within walls – strong position at N. end of Argive Plain – situated on rocky outcrop – built on summit of hill following contours of the hill – only two principal entrances – with small sally port – strong defensive position – vast fortified circuit – no siege weapons – creation of tunnels to access water supply – Lion Gate to send out signal of strength of city – strength of gate – ramp – flanking walls.

AO1 (4 marks)

(b) How were the sites of Pylos and Tiryns different from Mycenae?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Candidates may include some of the following:

Tiryns: built near the sea – construction of massive earth dam a few kilometres to the east – thickness of walls used for storage space.

Pylos: built within site of sea – later building on same site seems to have no protection – palace surrounded by other buildings for storage.

AO2 (4 marks)

- (c) **If you were a Mycenaean soldier would you have liked the armour and weapons you used? Give your reasons.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Cuirass: great protection as it covered main part of torso, but heavy, cumbersome and difficult to fight, especially throwing weapons;

two types of shield, tower, which was more cumbersome, and figure of eight provided more manoeuvrability.

Short sword and daggers: less effective with in-built weakness

only effective from close range but continued development produced improvements with longer swords.

Helmet: boar's tusk plates with ivory and bronze cheek pieces were tough and provided wide protection for the face and skull; later replaced with more bronze helmets, still effective not as protective but lighter on head.

Spears: essential piece of equipment, thrusting weapon with bronze tip on long wooden Shaft: effective offensive weapon.

some evidence of javelin, lighter spear for throwing with smaller bronze head and thinner shaft.

Bow: arrow heads of bronze or obsidian, usually fired from chariots or at city walls; fairly safe from distance but haphazard effectiveness in siege warfare.

chariots: much evidence for two man chariots, one driver and one fighter driven by two Horses: dependent on manoeuvrability and good ground

Greaves: helped protect the lower legs like shin pads, against strike of sword. but bronze less effective against iron, not as strong.

Accept mixed responses

AO3 (5 marks)

12 (a) Which minerals, metals and materials did the Mycenaeans use to make things?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may include some of the following:

Gold: (funeral masks, jewellery, cups, decoration on weapons; seal rings)

Copper and tin: (making of bronze)

Bronze: (vessels, armour, weapons, domestic items e.g. jugs, pans, amphorae; agricultural items, mirrors, hunting items)

Silver: (decoration of vessels, inlays, pins)

Electrum: (funeral masks)

Lead: (vessels, fishing net weights, clamps)

Wood: (furniture, wooden columns)

Ivory: (furniture, decoration for furniture, parts of weapons, handles, carvings in the round)

Precious stones: (jewellery and decoration, seal stones, magic charms)

Glass: (inlays, beads, pendants)

Clay: (Pottery for storage, cooking, transport of small or large amounts of liquid decorative figurines and models, large vats, bathtubs, funeral casks, roof tiles, chimney pots)

Limestone: (blocks for building houses, palaces, walls and graves)

Conglomerate: (decorative stone)

Level 3 answers will give some indication of what materials were used for.

AO1 (4 marks)

- (b) Choose one Mycenaean object that you have studied. Explain what this object shows about the Mycenaeans.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1-2 marks
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks

Candidates may choose

e.g. Warrior vase – shows cultural influences – shows armour

Battle Kratos – shows cultural influences – shows armour

Seige Rhyton – shows weapons interest in hunting – skills of craftsmen

Lion Hunt Dagger – shows skill at metalwork – hunting was popular – respect for dead – afterlife – tower shields – link to Homer.

Accept other objects with appropriate explanation.

AO2 (4 marks)

- (c) What do you like and dislike about Mycenaean frescoes?

Levels of Response

0	Nothing worthy credit.	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Like: Variety of themes – variety of types of composition, individual panels, larger composition, narrative frieze – range of colours – decoration – insight into Mycenaean life from the content – attempt to provide depth into frescoes – naturalistic poses.

Dislike: stylised poses of figures – faded colours – difficulties in interpreting the composition – reconstruction subject to skill of the reconstructing artist – too much fragmentation.

AO3 5 marks)

Topic D Social Life in Rome in the First Century AD

13 (a) How many Vestal Virgins were there and what was their main duty?

Six – to keep the flame (of Vesta) alight

AO1 (2 marks)

(b) Explain what advantages there were in being a Vestal Virgin.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may include some of the following:

Great prestige for themselves – and their families – only women allowed to be carried in carriage around Rome – not required to swear an oath in court – had splendid banquets provided for them – were given State subsidies to maintain their lifestyles – close contact with important religious figures at Rome such as the Pontifex Maximus – attendance at Games – special seats – advantage of splendid house in centre of Rome – not forced to marry – no danger of childbirth – but could still marry at end of service

AO2 (3 marks)

(c) State two duties which priests performed.

Two from:

Responsibility for religious administration – state law – interpretation of signs – consultation of sacred books – supervision and regulation of state cults – conducting sacrifices – inspection of entrails – leading religious processions.

AO1 (2 marks)

(d) To what extent do you think that the Romans were religious in their private lives? Give your reasons.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may include some of the following:

Belief in family Genius – daily worship of Vesta – worship of Lares and Penates – poured libations at meals – had a shrine – Lararium at home/involved in personal worship in temples – made sacrifices before Lararium – took auspices on important occasions – invoked oaths – weddings – coming of age – funerals etc.

AO3 (3 marks)

14 (a)(i) What was the name of the under-floor heating system used in Roman baths?

Hypocaust

AO1 (1 mark)

(ii) Name one item a Roman would take with him to the baths.

One from:

Strigil – scraper – towel – oil flask

AO1 (1 mark)

(b) Apart from food and drink, state two other sorts of entertainment a Roman might enjoy at a dinner party.

Two from:

Poetry recitations – comic actors – conversation – dice – dancers – acrobats – clowns – jugglers – dwarves

AO1 (2 marks)

(c) Explain how a Roman would try to stay fit.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may include some of the following:

Went to the palaestra – they ran – threw discus – wrestling bouts – boxed – bowled hoops – trained with weights – ball games – trigon – played with larger ball stuffed with feathers – went to gymnasia – practised sword play – swimming – massages

AO2 (3 marks)

(d) Would you have enjoyed attending a Roman dinner party? Give your reasons.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may include some of the following:

Yes: Good food – entertainment – wide range of courses – main meal of day – earlier meals were lighter – opportunity to show off family silverware and admire it – chance to taste exotic foods – drinking watered down wine.

No: Uncomfortable to eat reclining on couch – eating with fingers instead of knife and fork – might not appreciate order of importance in seating arrangements – too many courses – drinking all night – possible humiliation if a client..

Accept mixed responses.

AO3 (3 marks)

- 15 (a) Describe a Roman theatre and state some of the types of entertainment that were staged there.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may include some of the following:

Tiered seating – semi-circular – stone seats – raised stage at front – space between auditorium and stage.

Comic plays – knockabout farce – mime – slapstick – acrobatic displays – juggling – recitations – readings – tragic plays

AO1 (4 marks)

- (b) Why did Romans like watching gladiators?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Candidates may include some of the following:

Skill of combatants – fitness of gladiators – watching different types of gladiator fighting against other types – fighting to the death – courage of gladiators – contrast in styles of fighting – crowd participation in deciding fate of defeated gladiator – wide range of events – enjoyment of the brutality – watching favourite gladiators – strength of Samnites and Murmillones – nimbleness of Retiarius – skill of a Thracian – sometimes fighting in teams of two – sex appeal of gladiators

AO2 (4 marks)

(c) In what ways were Roman sporting events similar to those of today?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Competitive elements – man versus man – competition of speed, strength and skill – huge popularity of events – huge crowds – fan base support of individuals or teams – popularity of individuals – excitement of competition – support of rich patrons for teams – rich rewards for successful competitors – fanatical support for different teams, e.g. the ‘colour’ factions in chariot racing – violence between different groups of fans – fitness of competitors – celebrity cult of successful competitors – extent of training required for top level – size of stadium, e.g. Circus Maximus and Colosseum – very large crowds

Also credit answers referring to individual events.

AO3 (5 marks)

16 (a) What might a Roman girl from a wealthy family have learnt?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. <i>Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Candidates may include some of the following:

Learnt to read and write: a good grounding in Greek and Roman Literature – needlework – dancing – singing – playing the lyre – gaining experience running the home – directing the household slaves – supervising the kitchens – etc.

AO1 (4 marks)

(b) Explain how it was a disadvantage being a woman in first century Rome.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1-2 marks
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks

Candidates may include some of the following:

Arranged marriage – had to obey husbands – married off with a dowry – expected to be married at an earlier age – dangers of childbirth – pressure to produce sons – no political career – no right to vote – tradition of living at home – sat at back of amphitheatre – sat at back of theatre – inferior education – dangerous cosmetics – expected to be modest and unassuming – etc.

AO2 (4 marks)

(c) What would you have liked and disliked about a Roman secondary education?

Levels of Response

0	Nothing worthy credit.	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Candidates may include some of the following:

Boys only – 12 to 16 – most boys were apprenticed for trade – only sons of rich carried on formal education – corporal punishment – mainly grammar and literature studied – restriction in range of subjects taught – physical education taught by father or member of family – accompanied to school by paidagogus – learning by rote – generally taught elementary skills of oratory – taught informal and basic instruction in history, geography and astronomy – but generally narrow education – great emphasis on poetry – classes were small – no long holidays only festival days – little moral education – strict discipline.

Points may be used on either side.

AO3 (5 marks)

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