



**General Certificate of Secondary Education
June 2012**

Classical Civilisation 40202H

Greece and Rome: Drama and Life

Unit 2H

Final

Mark Scheme

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

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

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INTRODUCTION

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

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

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 students 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) *'I do not wonder that you take such wrongs to heart' (line 5). What has Medea suffered up to this point in the play?*

Two from:

Jason has left Medea – and his family – married Glauce / Princess of Corinth – she had betrayed her country and family for him.

AO1 (2 marks)

- (b) *What is Creon's 'new decision' (line 7)?*

Two from:

He is going to exile Medea – and her children – immediately / the same day.

AO1 (2 marks)

- (c) *How does Medea persuade Creon to do what she wants?*

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

Tries to win sympathy for being too clever – being a helpless woman – claims she has no cause for complaint against Creon / he can marry his daughter to whomever he wishes – tries to convince him she will stay in Corinth in silence – identifies with him as a parent who loves his child – wants to make arrangements for her children – persuades him to allow her one day's grace.

AO2 (3 marks)

- (d) *'To punish Jason will be just' (line 4). Do you agree with the Chorus that it will be fair to punish Jason? 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

Yes: He has left Medea for another woman – she had helped him in his quest for the Golden Fleece – she had betrayed her father for him – she had killed her brother for him – she has had children by him – she loves him – she is so distraught he has left her – she has helped him in Iolcos – he has sworn oaths of loyalty to her which he has now broken – she wants to die she is so upset – he has left her alone a foreign woman in a foreign country – she has always been loyal to him – the chorus identify with Medea and feel her pain.

No: He may have had children with Medea but they weren't married – he was free to marry whom he liked – it was Medea's fault they were exiled from Iolcos – after she is exiled he comes out to offer help – his reasons for marrying into the royal family were genuine – she has proved she is a barbaric woman in the way she has already killed her brother and Pelias – when she is offering the golden crown and dress as gifts he advises her to keep such precious items – after the deaths of Creon and Glauce his first thought is to protect his children.

Accept mixed responses

AO3 (3 marks)

2 (a) What is the name of the feature labelled A?

Orchestra

AO1 (1 mark)

(b) State two uses of the skene.

Two from:

Provided the backdrop for house / palace / building where action took place – central doorway provided access to inside the building – top of *skene* acted as roof for 'deus ex machina' – inside was where actors changed costumes – storage space for props.

AO1 (2 marks)

(c) Explain why it was easy for a Greek audience to hear and to see a performance of a Greek play.

One mark for hearing and one for seeing.

Hearing: Raised / tiered seating / semi-circular shape of theatre / good acoustics / mouthpiece in mask.

Seeing: Raised stage / tiered seating / bright costumes / exaggerated features on masks.

AO2 (2 marks)

(d) Explain why the seating area in the Theatre of Dionysus was in segments.

Two from:

To make for easy access to seats – to separate tribes of Athens – to provide space for the newly trained soldiers – to separate dignitaries from main citizen body.

AO2 (2 marks)

(e) **Would you like to have been a member of the Chorus? 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

Yes: Team effort – enjoying singing / dancing / performing – honour of being part of the City Dionysia – performing in great productions – working with/ for great playwrights – being part of a team that won the first prize – honour of representing tribe – banquet if won.

No: Natural fear of performing – pressure of learning lines and music – heavy costumes – length of performances – time commitment for rehearsal – pressure of representing the city in the festival – increased pressure of competition – uncomfortable costumes and masks.

Accept mixed responses

AO3 (3 marks)

3 (a)(i) **What role did the Chief Archon have in the production of a Greek play at the City Dionysia?**

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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Select plays and playwrights for production – choosing which protagonists were to perform – selecting *Choregoi* and allotting them to a play – charring meetings – taking responsibility for selection of judges – organising *Proagon* – crowning winning poet and *Choregos* – presiding at the festival as the city's representative – participating in ceremonies – attending a gathering after the festival to give the state an official account of the festival.

AO1 (8 marks)

- (ii) **Explain what skills and qualities the Choregos needed to make the production a success.**

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Wealthy: needed to meet heavy costs of the performance – organisational ability: to work to deadlines and supervise range of groups – free time: to supervise production and attend meetings – sense of responsibility: much, including the city’s reputation, depended on him and his ability to finance a good performance – business sense: to ensure money was spent wisely – influential: to exert pressure on other rich and important people for benefit of the play – tactful: dealing with poets and actors on one side and Archons on the other – fond of publicity: involved in procession, *Proagon*, and prominent seat in the theatre – ability to host good after show party.

AO2 (8 marks)

- (iii) **Would you prefer to have been the Chief Archon or the Choregos? 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>	1-2 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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Factors for Archon:

Importance of holding top office in the state – kudos for overseeing successful production – fame in dealing with top playwrights and actors – opportunity to preside over the biggest festival in Athens – fame having the year named after your year of office – reputation enhanced by delivering speeches honouring the dead of Athens – glory in receiving the annual tribute from Athens' allies – powerful position presenting crowns to winning playwrights and choregoi – position of dignity in participating in ceremonies and presiding over the whole proceedings – opportunity to be the focal point of the festival before the whole citizen body in selecting judges, leading procession and organising the *Proagon*.

Factors against Archon:

Having to give an account of the festival before the whole people – having to take part in the actual sacrifices in the Theatre of Dionysus – pressure on him for the overall success of the festival.

Factors for Choregos:

Providing a service to the state that could increase your popularity – opportunity to show your wealth off to the people – chance to mix with popular playwrights and actors – glory of winning the prize for the best play – opportunities to exert power and influence over other wealthy Athenians by producing lavish and extravagant productions – chance for prominent seats at the Dionysia – increasing fame by commemorative plaques after successful show.

Factors against Choregos:

Immense expense – long-time commitment – apparent underfunding could be ridiculed by comic playwrights – not for those who don't want to be in the limelight.

Accept mixed responses

AO3 (10 marks)

(b)(i) What did Medea do that showed she was a cruel woman?

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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

She had killed her brother while escaping from Colchis – she had earned the enmity of the people of Iolcus by tricking Pelias’s daughters into killing him – she poisoned Glauce and Creon in a particularly cruel way – she gloated to the messenger over the horrific nature of their deaths – she killed her own children – she refused Jason access to their dead bodies – she refused to allow him to bury them – she delighted in telling Jason of his unheroic death – manipulation of Aegeus

AO1 (8 marks)

(ii) Explain how Medea tricked Aegeus and escaped from Corinth.

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Showed interest in his problems – offered to interpret the oracle for him – offered to ensure that he was able to produce children by providing drugs – highlighted her plight – gained his sympathy – even against old friends – emphasised her exile – painted Jason in poor light for abandoning her – for a royal princess – persuaded him to give her sanctuary in Athens – but she had to make her own way there – made

him swear an oath – protected him against her enemies and made him promise to give her complete security
 Escaped from top of her house – in chariot pulled by dragons – with bodies of her dead children – after final argument with Jason – after she has killed Creon and Glauce.

AO2 (8 marks)

(iii) **'Part woman, part witch.'** To what extent do you agree with this description of Medea? 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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Woman: Had loved Jason – had abandoned everything to be with him – had borne his children – was completely distraught when he had left her – for another woman – hated him with the passion of a betrayed wife – was completely aware of the role of women in Greek society, dowry, position in the household and divorce – felt the pain of childbirth – aware of society's concerns over a clever woman - used making provisions for children as pretext for staying in Corinth one day more – as a mother wanted to protect her children from her enemies – imagined attending her sons' weddings – imagined her sons seeing to her funeral – having decided to kill her children she vacillated over her decision – used feminine wiles to trick Jason into taking poisoned items to Glauce – manipulative in the way she tricks the male figures in the play

Witch: Treatment of the daughters of Pelias – worshipped Hecate, goddess of witchcraft – saved Jason's life when he faced the fire-breathing bulls – killed the never-sleeping serpent that guarded the Golden Fleece – offered to provide drugs to cure Aegeus's sterility – able to interpret Aegeus's oracle – the Sun was her father's father – the poison on the dress and coronet she sent to Glauce made her flesh melt and set her head on fire – the chariot she escaped on was pulled by dragons sent by the Sun god.

AO3 (10 marks)

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

4 (a) What object are Euclio and the slave talking about?

The pot of gold

AO1 (1 mark)

(b) Name the slave's master.

Lyconides

AO1 (1 mark)

(c) (i) Where did Euclio first meet the slave?

At the shrine of Good Faith

AO1 (1 mark)

(ii) What was Euclio doing there?

One from:-

Hiding the pot of gold – putting it under the protection of Good Faith – making sure no one might steal it

AO1 (1 mark)

(d) Explain how the slave had obtained the object.

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

Slave was sent by Lyconides to find out about the marriage between Megadorus and Phaedria – sees Euclio hiding gold in shrine of Good Faith – decides to steal it as soon as Euclio leaves – is assaulted by Euclio before he can succeed – decides to get his own back on Euclio by stealing the gold for certain – overhears Euclio deciding to hide gold in the Grove of Silvanus – runs ahead and hides up a tree – sees Euclio hiding it – once Euclio is gone he climbs down and absconds with the gold.

AO2 (3 marks)

(e) Do you think the slave is likeable? 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

No: He stole Euclio's gold – he was cheeky to his master – boasted about the gold – lied to Lyconides about the gold – lied to Euclio about how he found the gold – was cheeky to Euclio – only seemed to return gold after promise of freedom – had already decided to steal gold before Euclio manhandled him.

Yes: He had good relationship with master – had best interests of Lyconides at heart – cheeky chap persona – handed gold back – only actually stole gold after Euclio had set upon him – comes across as resourceful character

Accept mixed responses

AO3 (3 marks)

- 5 (a) ***'I'll knock at the door' (line 1). Whose house is Messenio about to knock at?***

Erotium

AO1 (1 mark)

- (b) (i) ***Why had this person let Messenio's master in?***

Two from:

Menaechmus was Erotium's lover – Erotium was expecting Menaechmus for lunch – her slave had already encountered Sosicles and mistaken him for Menaechmus – Erotium also mistakes Sosicles for Menaechmus

AO1 (2 marks)

- (ii) ***Name 'that man' (lines 5-6).***

Menaechmus

AO1 (1 mark)

- (c) ***Explain why the father wanted to take him to the doctor's house.***

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

His daughter is married to Menaechmus – she has been informed by Menaechmus's parasite Peniculus about Menaechmus's behaviour with Erotium – she has come across Menaechmus and takes him to task for giving her gown to Erotium – when she meets Sosicles and he declares no knowledge of her she summons her father to come and help her – Sosicles pretends to be mad in front of her father – father decides he needs to take him to be cured.

AO2 (3 marks)

- (d) **Do you think the slave, Messenio, is important to the plot of the 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

No: He gives Sosicles advice which Sosicles ignores – his presence isn't required when Sosicles meets Peniculus - Erotium's maid – Menaechmus's wife – her father – he isn't with Sosicles inside Erotium's house.

Yes: He saves Menaechmus from the slaves of the father – he recognizes the twins – he puts them both to the test to prove their identities – he acts as an auctioneer for Menaechmus's property – he is a slave of importance given the responsibility of billeting Sosicles' men – he acts as a companion to Sosicles – gives advice to Sosicles about the danger of Epidamnus

Accept mixed responses

A03 (3 marks)

- 6 (a)(i) **Other than Euclio, what examples of bad behaviour are there 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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Lyconides getting drunk, having sex with Phaedria and making her pregnant - Lyconides's slave stealing Euclio's gold – the slave boasting about stealing it to Lyconides – the slave lying to Lyconides about the gold – the slave lying to Euclio about how he obtained the gold – the slave being rude to Euclio – Megadorus' attitude to women – Megadorus offering to marry on condition his wife is carried out of the house dead the next day – Megadorus's suggestion that Lyconides should beat his slave to get the gold off him – Staphyla concealing Phaedria's pregnancy from Euclio – the cooks suggesting they should use the rafters from Euclio's house for firewood – Eunomia nagging Megadorus into getting married – cooks and Strobilus laughing at

Euclio's expense – Megadorus wanting to marry a girl much younger than him – Megadorus going back on his agreement to marry Phaedria – Euclio's father and grandfather's treatment of the household spirit, Lar Familiaris – slave wanted to keep gold to buy his freedom rather than return it – conflict between the cooks

AO1 (8 marks)

- (ii) **Explain how the male characters, apart from Euclio, deserve what happens to them by the end of the play.**

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Lyconides: Wanted to marry Phaedria – confessed his crime to his mother – admitted his actions to Euclio – was prepared to return gold to Euclio – gave his slave freedom – was not prepared to use violence to get gold from slave – had good relationship with slave.

Slave: Carried out master's instructions – action of stealing gold helped to bring about happy ending – Euclio's use of violence on him at Shrine of Good Faith warranted some revenge – had good relationship with master – returned gold.

Megadorus: Generous enough to pay for wedding feast – prepared to waive his claim on Phaedria – tolerant of Euclio's strange behaviour and rudeness – went along with Eunomia's request to get married.

Congrio: Is beaten up by Euclio for asking for a larger pot – chased and threatened with his own knife – keeps receiving mixed messages about cooking the wedding feast.

AO2 (8 marks)

(iii) **'Euclio does not deserve a happy ending.'** Do you agree? 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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

No: Violent towards Staphyla, Slave and Congrio – abusive towards Staphyla and Lyconides – threatening towards Staphyla, Congrio and Slave – dishonest in claiming a dole he didn't need – deceitful in claiming he couldn't afford a dowry for his daughter – inhospitable in telling Staphyla to turn away any strangers asking for acts of hospitality – mean in only buying a few flowers and packet of incense for his daughter's wedding – paranoid about losing gold and checking up on it – rude towards Megadorus – blamed Megadorus and his family for the loss of his gold – claimed he has knocked off the head of Staphyla's pet rooster.

Yes: he was so pitiful at loss of gold and earned audience sympathy – final realisation of seeing the error of his ways – admitted the possession of gold was causing him extreme misery – he finally gives the pot of gold to Lyconides and Phaedria.

Accept mixed responses

AO3 (10 marks)

(b)(i) Describe the roles of the female characters 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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Phaedria: Daughter of Euclio made pregnant by Lyconides and whose hand is sought in marriage by Megadorus and Lyconides. Her generosity to the Lar Familiaris caused him to let Euclio find the gold – Megadorus’s marriage proposal to her triggered events that led to Euclio’s losing his gold.

Eunomia: Sister of Megadorus who nags Megadorus into getting married but on finding out her son Lyconides has made Phaedria pregnant encourages Lyconides to marry her.

Staphyla: Female servant of Euclio who is badly treated by him; often left in charge of the house; but defends the property against the cooks; looks after Phaedria and conceals the pregnancy from Euclio.

AO1 (8 marks)

(ii) **Explain the importance of the female characters to the plot of *The Brothers Menaechmus*.**

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Erotium: Her first meeting with Sosicles believing him to be Menaechmus set the whole tone of confusion throughout the play – her accepting another man’s wife’s clothes and jewellery and giving them to him to get them altered confirmed the degree of mistaken identity with Peniculus – this caused problems between Menaechmus and his wife.

Menaechmus’ wife: Revelation of her husband’s poor treatment of her caused difficulties and arguments with Menaechmus – she calls her father to deal with the problem – she and her father encountered Sosicles – to avoid their attention Sosicles pretended to be mad – the father was compelled to summon slaves to take him to the doctor’s – while they are apprehending Menaechmus, Sosicles’ slave Messenio intervenes to save his ‘master’.

Erotium’s maid: A minor role acting as a go between with Sosicles, she also offered herself for gold and his acceptance of her proposal indicated Sosicles’ lack of morality, especially if she had to provide the gold.

AO2 (8 marks)

- (iii) **'Plautus only presents female characters as victims.'** Do you agree? Give your reasons, and refer to both plays.

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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Pot of Gold:

Phaedria: Seduced by Lyconides – married off by her father to Megadorus – no say in arranged marriage.

But: whole plot is designed so that she is married off with the dowry of the pot of gold.

Eunomia: Tolerated and humoured by Megadorus

But: gets her own way in persuading Megadorus to get married – gives Lyconides good advice about Megadorus.

Staphyla: Bullied, threatened and insulted throughout the play by Euclio

But: holds her own against Congrio, Anthrax and Strobilus.

Brothers Menaechmus:

Erotium: As mistress of Menaechmus is clearly used 'as the other woman' by him – expected to host Peniculus as well – her hospitality is taken advantage of by Sosicles – gifts such as gown and jewellery are stolen by Sosicles

But: she does receive gifts from Menaechmus.

Erotium's maid: Badly treated by Sosicles when she tries to persuade him to give her gifts as well as her mistress.

Menaechmus's wife: Menaechmus disloyal to her by having a mistress – Menaechmus steals jewellery and clothes from her – is abused by Sosicles – when brothers are re-united is divorced by Menaechmus – humoured by her father

But: she is still capable of taking Menaechmus to task for stealing her clothes and getting him into trouble with her father.

AO3 (10 marks)

Topic C Mycenaean Civilisation

7 (a) (i) What is unusual about the position of Grave Circle A?

It is inside the walls.

AO1 (1 mark)

(ii) What type of tomb is in this grave circle?

Shaft.

AO1 (1 mark)

(b) What is the feature labelled B?

Lion Gate

AO1 (1 mark)

(c) Which room of the palace is labelled C?

Hall / megaron

AO1 (1 mark)

(d) How can you tell that the palace at Mycenae was built for rich and powerful rulers?

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

Size of storerooms indicating economic importance – number of workshops – imposing buildings reflecting centre of government – royal apartments highlighted by fine decoration – importance and décor of megaron – evidence of fine furniture – heavily fortified – king’s room in centre of palace – separate suite of rooms – walls made of stone – number of different types of rooms – bathrooms.

AO2 (3 marks)

(e) Apart from the palace, what do you find impressive about the site at Mycenae? 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

Cyclopean walls – well-fortified position – size of buildings – Lion Gate – Beehive tombs – tomb of Atreus – granary by Lion gate – house of the Warrior Vase – House of Columns – network of wide roads outside the city – drainage system – shape following contours of hill – position on rocky outcrop – protected water supply

AO3 (3 marks)

- 8 (a) Name two materials the type of helmet in the picture was made of.**

Two from:

Bronze (cheek guards) – boars' tusks – leather

AO1 (2 marks)

- (b) State two types of shield the Mycenaeans used.**

Two from:

Tower – figure of eight – small round shields

AO1 (2 marks)

- (c) Explain how well the warrior in the picture is defended by his armour.**

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

Cuirass covering whole body – face well protected – lower legs kept safe by greaves / shin guards – head has strong protection with boars' tusk helmet – cheeks have cheek guards – neck covered by high collar – breast and back plates hinged and tailored to fit the wearer – shoulder pieces also fitted to the body – shoulder pieces would have prevented spear-throwing and archery but a sword or thrusting spear could have been wielded easily – separate plates aided flexibility – helmet and high collar provided almost complete protection for the face – wrist guard would protect the lower arm.

AO2 (3 marks)

- (d) **Do you think the archaeological evidence shows that the Mycenaeans were warlike? 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

Yes:

Wide range of different types of armour – helmets – shields – thickness of citadel walls - warrior vase – sally ports – depiction of war in frescoes – chariot wheels – pottery depicting war – depiction of war on seals – arrow heads in graves – evidence from Linear B tablets such as lists of weapons.

No:

Evidence for trade – evidence for hunting – evidence from Linear B tablets about day to day living – jewellery – evidence for religion

Accept mixed responses.

AO3 (3 marks)

- 9 (a)(i) **What were Schliemann's most important archaeological achievements?**

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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Discovered remains of Troy – found treasury of Priam – excavated Mycenae – excavated Tiryns – worked at Orchomenos – discovery of earlier settlements of Troy – excavated tombs at Mycenae – proved that Homer was historical fact – discovered royal tombs with large amounts of gold – funeral mask of Agamemnon – discovery of bodies in tombs

AO1 (8 marks)

- (ii) **Explain why Schliemann believed he had found the Mycenaean civilisation described by Homer. You may refer to Troy and 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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Kingly appearance of the face mask of Agamemnon – immense amount of gold found at Mycenae linked to ‘Mycenae rich in gold’ – Pausanias’s claim for the tomb of Agamemnon – objects matching those mentioned by Homer – number of corpses found in tombs – tombs of Clytemnestra and Aegisthus – geographical position of Troy – excavation of level destroyed by fire – treasury of Priam thought to be jewels of Helen – weapons and armour match those in Homer – e.g. tower shield and figure of eight shields on lion hunt dagger – cup of Nestor – ramp at Scaean Gate thought to be where Hector drove his chariot.

AO2 (8 marks)

(iii) **Do you think Schliemann was a hero or a villain? 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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Hero: Genuinely enthusiastic – used his own money – showed perseverance despite being criticized – found many valuable items – kept careful records – used ancient sources – worked as effectively as contemporary technology allowed him – did actually discover Troy – made effective use of Dorpfeld to help him – proved some truth in Homer – showed determination to prove the truth of Homer – built museum for finds

Villain: Destroyed classical evidence – exceeded permitted number of workers – too dependent on ancient sources – obsessed with factual accuracy of Homer – made mistakes – errors in interpretation (e.g. finding tombs of Agamemnon, Clytemnestra and Aegisthus) – stole precious objects for himself and his wife – told lies.

Accept mixed responses.

AO3 (10 marks)

(b)(i) What types of object did the Mycenaeans place in their tombs at the time of burial.

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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Objects for use in the underworld, mirrored what people would need

Everyday objects – pottery vessels / jars / jugs – stone vases.

Weaponry for warriors – bronze weapons / swords / spears.

Grooming objects and jewellery for women – ivory boxes – combs – ivory handled mirrors – necklaces – pendants – earrings.

Precious objects to show person's wealth and status – precious metal drinking vessels – pair of horses – clay figurines – funeral masks – beads of lapis lazuli.

AO1 (8 marks)

(ii) Explain the problems archaeologists have trying to interpret the objects from Mycenaean tombs.

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Problems caused by grave robbers – natural decay of clothing, wood or leather – tombs were re-used so it is not always easy to decide which items belonged to which skeleton – earlier remains were treated with little respect – bones and offerings often pushed to one side to accommodate new corpse – more valuable objects removed – tombs contain heaps of bones – few skeletons well enough preserved to permit even their gender to be identified – presence of jewellery or weapons often the only way to distinguish between male and female skeletons

AO2 (8 marks)

(iii) From the evidence of their tombs, what sort of people do you think the Mycenaeans were?

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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Funeral masks suggest wealthy / with artistic skill / displaying respect for the dead / respect for their kings.

Items of gold and other materials bear witness to the trading race and travelling around Mediterranean.

Items left with bodies were such things as they might need in the after life showing some element of religion / belief in after life.

Different types of tombs suggest hierarchic society.

Objects show wealth and craftsmanship.

Armour and weapons left with bodies suggest they were warlike.

Size and scale of tombs show evidence of large labour force and engineering skills

Evidence of animal sacrifice shows respect for dead but scant regard for animals.

Attempts to conceal entrances indicate fear of grave robbers.

AO3 (10 marks)

Topic D Social Life in Rome in the First Century AD

10 (a) Other than food, state two things a client received from his patron.

Two from:

Dole / *sportula* / financial handout – assistance in law courts – advice – contacts – jobs – clothes – set up in business – dinner invitation

AO1 (2 marks)

(b) State one thing a client might have to do for his patron.

One from:

Attend the *salutatio* – early morning greeting – attend him in public life – help to enhance his prestige by accompanying him around the forum – give him or a member of his family political support – vote – canvass for him – applaud speeches – present himself to his patron in his toga – work for him for a given number of days a year – pay him instead of working.

AO1 (1 mark)

(c) How many people could recline around a table at a Roman dinner?

Nine

AO1 (1 mark)

(d) Explain the differences between a Roman dinner party and a modern one.

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

Reclining to eat – no cutlery – food cut up by slaves – wine diluted – different types of food (+ examples, e.g. dormice) – more courses – live entertainment – *vomitorium* – length of time – different types of elaborate sauces / *garum* / *defructum* – dining started late afternoon – layout of room – appearance of table / low table – no plates for diners.

AO2 (3 marks)

- (e) **Who do you think gained more from the client-patron system, the client or the patron? 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

Patron:

Number of clients enhanced his status in society – could bank on clients’ support in court or political canvassing – when accompanied to forum his prestige was increased – large numbers of clients attending *salutatio* increased his status – clients preserved patron’s superiority – meant he had a large pool of supporters – clients provided patrons with opportunities to display generosity – opportunities to display power – provided with advice or specialist knowledge – flattery.

Clients:

Obvious benefits from food, money and dinner invitations – help from business contacts – advice from patron – sometimes basis for real friendship – source of support for the poor when little public provision
 But: time-consuming – could be humiliating – might or might not receive aid – badly treated at dinner parties – got different food

Accept mixed responses

AO3 (3 marks)

- 11 (a) **The man in the photograph is wearing a toga. Who was allowed to wear a toga?**

A (Roman) citizen
 Allow: senators, equestrians, Roman men

AO1 (1 mark)

- (b) (i) **What did a boy wear round his neck?**

A *bulla* / good luck charm / amulet

AO1 (1 mark)

- (ii) **When did a boy stop wearing this?**

Coming of age ceremony / when he took up the *toga virilis* / about the age of sixteen / when he reached manhood

AO1 (1 mark)

- (iii) **How did a boy’s toga look different from a man’s?**

It had a broad purple stripe (man’s was plain white)

AO1 (1 mark)

- (c) **Explain why the role of the head of family (*paterfamilias*) was so important within the household.**

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

Accepting new born babies – having the right to expose new-born children – absolute control over all members of family – possible right to execute wives and sons – had responsibility to provide for children’s education – character training – religious upbringing – demanded respect and obedience – sacrifice to Lares and Penates and Vesta – libations (to Vesta) – arranged marriages – in charge of finance / breadwinner – responsible for family funerals

AO2 (3 marks)

- (d) **What public entertainment would you have enjoyed as a rich Roman? 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

Amphitheatre: gladiatorial fights – brutality – skill - spectacle – variety of types of fighting – displays of exotic wild animals – animal fights – naval battles.

Theatre: range of types of performance – comedy – farce - slapstick – mime – tragedy – pageantry – displays of singing and dancing – skills of actors and artists.

Circus and Chariot-racing: large crowds – wide range of races 24 a day – supporting different factions – skills of the charioteers – tension of the race – excitement – risks of collision – bloodthirstiness.

Do not allow references to dinner parties and baths.

AO3 (3 marks)

12 (a)(i) Describe the preparations made for a Roman wedding.

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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Marriage arranged by father after consultation with mother – father chose husband for daughter for social, business or political purposes – after both families agree, engagement party / *sponsalia* takes place to celebrate and list the advantages of the union – informal contract drawn up before witnesses to confirm engagement – gifts exchanged especially ring for bride-to-be to wear on third finger of left hand because of superstition – sacrifice at contract and on day of wedding – wedding day chosen with care to avoid days of ill omen – day before bride-to-be dedicated childhood toys to household god for divine blessing – girl's clothes changed for the bridal gown to symbolise her new status – bride's hair plaited – bride given items of womanhood / hairclips, jewellery, perfume – bride puts on veil

AO1 (8 marks)

- (ii) **What are the similarities and what are the differences between Roman weddings and modern ones?**

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Differences:

Arranged marriage more common – girl could get married from age of 12 – dowry from bride's father – ceremony started with a sacrifice – bridesmaid / *pronuba* joined the right hands of the couple together – after wedding feast groom led bride to his house – she pretends to resist – procession of torch bearers and flute players accompanied them – bride carried spindle and distaff as symbols of married life – three boys escorted them one carrying a hawthorn torch - guests followed singing the marriage hymn and rude songs – spectators gave greetings of good luck – children scrambled for small coins and nuts thrown by the groom – door posts were smeared with fat

Similarities:

May have been arranged – engagement party – giving gifts – bridal veil – signing wedding contract before witnesses – wedding feast – joining the hands of couple – wedding ring on third finger of left hand – carrying the bride over the threshold.

AO2 (8 marks)

(iii) **What do you think were the advantages and disadvantages of the lives of Roman women?**

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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Advantages – had control of household – slaves to do work – often influential behind the scenes – wealthy women didn't work – plenty of time for socialising – brought up children – women didn't serve in the army – weren't in danger from Emperor – could go to the games – and chariot racing – and baths – could be honoured as Vestal Virgins – lots of make-up – jewellery – perfume – women of family / wealth might be effectively independent – likewise elderly heiresses – etc.

Disadvantages – arranged marriages – at early age – had to obey husband – dangers of childbirth – pressure to produce sons – husband may expose girl child – denied political career – or right to vote – spinning traditional duty – sat at back of amphitheatre – inferior education – dangerous cosmetics – more likely to be punished for adultery etc.

Allow comments specific to poor women

AO3 (10 marks)

- (b)(i) ***In what ways could a person become a slave in Rome in the first century AD and in what ways could a slave be set free?***

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>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Becoming a slave

Captured in war – born into slavery – victims of kidnapping by pirates / robbers – children left to die at birth – debtors – criminals – sell self or children.

Setting free

Buy your freedom from savings from small sums given for work – rewards for loyalty – as terms of the master's will – as a reward for good service – in front of judge / praetor – in front of friends and family – simple invitation to recline at dinner table – slave could be sent a letter – master could put his name on citizens list – winning the wooden sword as a gladiator – cap of freedom

AO1 (8 marks)

- (ii) ***Explain why slaves were important in Roman society.***

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>	1-2 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
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Some industries based entirely on slave labour – teams of slaves staffed large farms – many craftsmen were ex-slaves – household slaves vital to running the house – slaves to cook meals – slaves to act as stewards to oversee the household – slaves to act as hairdressers - slaves as gladiators to provide entertainment – slaves to row the galley ships – slaves to act as tutors / slaves to escort children to school / *paidagogus* – slaves to work as quarrymen – slaves working on farms threatened livelihood of small tenant farmers – risk of slave revolts – influence of ex-slaves on households of emperors such as Claudius – cheap labour – Greek slaves important for education and the arts.

AO2 (8 marks)

(iii) How well do you think the Romans treated their slaves? Explain your answer.

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>	1-2 marks
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>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Well

Some legal protection – some pleasant jobs in family household – better care in family household – relationship with family – allowed to have children – able to buy freedom – received some pay – could be set free by master – looked after slave’s health – could obtain citizenship after being set free – could become ex-master’s client – popularity as a gladiator – given wooden sword of freedom as gladiator – provided with food and shelter – reference to Pliny: allowed slaves to ‘marry’ / leave possessions in wills – often set them free to marry them

Badly

Always under control of their masters – masters had power of life or death – subject to harsh punishment – sometimes short life expectancy such as gladiators – unpleasant jobs / quarries / *latifundia* / galleys / factories – gave evidence in court under torture – death sentence if master killed at home – sexual abuse.

AO3 (10 marks)

UMS conversion calculator www.aqa.org.uk/umsconversion