



**General Certificate of Secondary Education  
June 2012**

**Classical Civilisation 40203F**

**Greece and Rome: Conflict and Carnage**

**Unit 3F**

**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 Herodotus, *The Persian Wars***

**1 (a) Name the god whose priestess spoke these words.**

Apollo

**AO1 (1 mark)**

**(b)(i) Where did the Athenian ambassadors go to receive this prophecy?**

Delphi

**AO1 (1 mark)**

**(b)(ii) Why had they gone to receive a second prophecy?**

Two from:

First prophecy spoke of disaster – they were advised to go to the oracle again – in the hope of a better response.

**AO1 (2 marks)**

**(c) The second prophecy talked of a ‘wooden wall’ and the ‘blessed island, Salamis’. Explain how these created confusion in Athens.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Details were interpreted differently:

Wooden wall = thorn fence on Acropolis OR navy

Salamis would be responsible for deaths of mothers’ sons: Greek / Athenian OR

Persian

Themistocles’ ‘blessed’, not ‘wretched island’

**AO2 (3 marks)**

- (d) ***The Athenians had decided to use the extra silver from their mines to build a fleet of warships. Would you have voted to do this? Give reasons for your answer.***

**Levels of Response**

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

Students may mention some but not necessarily all of:

No: citizens would have received 10 drachmas each; the fleet would not be ready to use against Aegina.

Yes: 200 ships would be built which turned the Athenians into sailors; use the fleet against Aegina; Athens would be the leading Greek sea power and the fleet would be ready to use against the Persians if they returned after their defeat at Marathon; the fleet would protect Athenian trade; it would make Athens powerful in a different way to Sparta. Themistocles was persuasive.

Allow mixed responses

**AO3 (3 marks)**

- 2 (a) **Name the battle in which this action took place.**

Salamis

**AO1 (1 mark)**

- (b) ***Herodotus says that Artemisia had made the King of Persia think more highly of her. What had she done earlier to please him?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	One simple, relevant point	1 mark
<b>Level 2</b>	One relevant point with development or two simple, relevant points	2 marks

Students may mention some but not necessarily all of:

She gave her honest opinion not to fight at Salamis – when all the other commanders said that Xerxes should do so.

Her friends thought that she had made a mistake – but Xerxes was pleased she had spoken her mind – despite his disagreeing with her.

**AO1 (2 marks)**

**(c) Explain why the Persian fleet was in complete chaos in this battle.****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	One simple, relevant reason	1 mark
<b>Level 2</b>	One relevant reason with development or two simple, relevant reasons	2 marks

Students may mention some but not necessarily all of:

Greeks were disciplined: moved out, were engaged by the Persians, and Greeks backed away into the narrow straits.

Persians did not withdraw out of fear of Xerxes who was watching, when it would have made sense to do so. They lacked control and direction.

Some Ionians were said to have fought half-heartedly.

**AO2 (2 marks)**

**(d) Why did Artemisia escape punishment for ramming a friendly ship?****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	One simple, relevant reason	1 mark
<b>Level 2</b>	One relevant reason with development or two simple, relevant reasons	2 marks

Students may mention some but not necessarily all of:

Despite Xerxes seeing the act, and being assured by his staff that it was indeed Artemisia – it was assumed that the ship she had sunk was Greek.

Also there were no survivors from the ship she rammed – to reveal the truth.

Xerxes even praised her action and criticised his men.

**AO2 (2 marks)**

**(e) Herodotus said that some of the Ionians fought half-heartedly against the Greeks in this battle.**

**Imagine that you were the captain of an Ionian ship. Do you think you would have fought half-heartedly? Give reasons for your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Yes: Ionians were Greeks from Asia Minor who fought for Xerxes as their cities had been conquered by the Persians. They might have hoped that the Greeks would win the battle and later free the Ionian Greeks from Persian control (Athens had helped the Ionian Greek revolt at the beginning of the century, and went on to take the lead in freeing the Ionian Greeks). They would not necessarily want to fight against other Greeks (especially the Athenians who were fellow Ionians).

No: Xerxes appears to rule largely through fear (students may mention examples of this from the text: e.g. Pythius the Lydian; branding of Thebans; Persian ships at Salamis will not withdraw while Xerxes watches them; Xerxes orders the beheading

of the Phoenicians who accused Ionians of cowardice when Xerxes sees Samothracians (Ionian Greeks) fighting bravely). Greek city-states often fought against each other.

Accept mixed responses

**AO3 (3 marks)**

**3 (a) What did Leonidas do at Thermopylae to win fame for himself and for Sparta?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

Leonidas did not think it right for Spartans to retreat – retreat was dishonourable; by staying behind he won great glory.

He secured the future of Sparta — knew the prophecy that either Sparta, or one of her kings, would fall.

He sent allies away either to win all the glory for Sparta or to avoid dispute among the Greeks.

Leonidas and the remaining Greeks continued to fight, knowing that they were going to their deaths.

He fell in battle after fighting furiously.

**AO1 (4 marks)**

**(b) Explain why the Persians were able to capture the Acropolis of Athens so easily.**

**Levels of Response**

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

Allow any reasonable interpretation of the following:

The Athenians largely abandoned Athens and relied on their fleet.

Only temple wardens and poor Athenians (who couldn't afford the crossing to Salamis) remained.

Some were mistaken in thinking that the 'wooden wall' was the fence on the Acropolis and put their trust in it. Persian fire arrows burned the fence and thus demonstrated their mistake.

The Persians found an ignored and undefended route up onto the Acropolis and captured it efficiently.

**AO2 (4 marks)**

**(c) Do you think that Damaratus was a traitor? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Allow any reasonable interpretation of some of:

(from the introduction to page 39) Damaratus had been unfairly deposed as one of Sparta's kings.

As adviser to Xerxes he might have been restored to the throne.

Herodotus does not label him as a traitor: he has sent a message to Sparta warning of the invasion.

Damaratus is brave and speaks honestly to Xerxes; he praises the Spartans (they will never accept slavery; they will fight, even if alone and outnumbered; individually they are as good as any man, but the best in the world as an army; they are free but obey the law and never run away in battle)

At Thermopylae he tells Xerxes why the Spartans are combing their hair, but he does not betray them. He says the Spartans will fight on if Leonidas' force is killed.

After Artemisium he comes closest to betraying the Greeks, telling Xerxes to send 300 ships to Cythera which will frighten the Spartans into staying in the Peloponnese and preventing them from going to help the other Greeks. Xerxes says Damaratus has his best interest at heart and is a guest and friend.

Students showing understanding of Herodotus' aims and methods should be given additional credit.

**AO3 (5 marks)**



**4 (a) What had Themistocles done to make sure that Athens was ready to fight the Persians at sea?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

Convinced the Athenians to put their trust in the fleet and stay and fight the Persians at Salamis.

He had previously persuaded the Athenians to spend surplus silver on building a powerful fleet of 200 triremes.

He made the best speech before the battle of Salamis began.

**AO1 (4 marks)**

**(b) Why did the Persians not win the sea battle of Artemisium?**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Overconfidence: Persians didn't attack the Greeks straight away due to their superior numbers – and not wanting any Greeks to escape – so spent time encircling the Greek fleet.

Storm in night washes bodies from first day among Persian ships: causes distress.

Persian ships sailing round Euboea destroyed in storm: Zeus made the numbers more evenly matched.

Day 3: Persian generals attack because they are angry at damage done to their fleet and are worried about Xerxes' anger.

Honours even: size of Persian fleet works against it, but means they lose even more ships than the Greeks.

Scyllias the diver deserted and warned the Greeks of the Persian plan.

Greeks' bold action to attack first surprises Persians: they all think the Greeks are mad.

Greek defensive circle on day 1 allows them to attack and capture 30 barbarian ships without risk of defeat.

Day 2: 53 more Athenian ships arrive: Greeks encouraged and attack Cilician ships. Greeks favour withdrawal to the south: they can do this after storm destroys part of Persian fleet, they decide to do this when they hear about Leonidas' force at Thermopylae, and they accomplish it in an orderly manner.

Also allow reference to Greek actions

**AO2 (4 marks)**

**(c) Do you admire Themistocles? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Allow any reasonable interpretation of some of:

Commentary suggests that Herodotus writes with more conviction when explaining what appears to be the truth than when he records what is less to Themistocles' credit and reported by others.

Themistocles interprets second Delphic oracle and advises Athenians to use surplus silver to build ships.

Themistocles is unacceptable as commander of Greek fleet, despite Athenian contingent being largest by far. He and Athenians recognise need for unity.

Themistocles is accused of accepting bribe (30 talents) from Euboeans and of bribing Eurybiades (Spartan general) with 5 talents and Adimantus (Corinthian general) with 3 talents to fight at Artemisium.

Themistocles withdraws in orderly fashion from Artemisium and tries to persuade Ionian Greeks to defect.

One of the Athenian generals who ensure orderly evacuation of Athens.

Themistocles' interpretation of oracle proved correct by Persian capture of Athens and the Acropolis.

Themistocles persuades Eurybiades to keep the Greek fleet at Salamis in order to maintain the unity of the Greek defence against the Persians.

Themistocles accused of stealing the idea of another Athenian.

Suggests fighting in narrow straits between Athens and Salamis, and persuades Eurybiades of need for Athenian fleet.

Themistocles sends Sicinnus to persuade Xerxes to trap Greeks at Salamis.

Aristides is needed to report news of Persians surrounding Greeks at Salamis for it to be believed.

Themistocles makes the best general's speech to his men before Salamis.

Aeginetan captain makes rude comments to Themistocles during battle of Salamis.

Accept mixed responses

**AO3 (5 marks)**

**Topic B Virgil, *Aeneid***

**5 (a) What was Laocoon's job in Troy?**

Priest (of Neptune)

**AO1 (1 mark)**

**(b) What was the 'gift of the Greeks' (line 3)?**

The Trojan / Wooden Horse

**AO1 (1 mark)**

**(c)(i) What did Laocoon do immediately after speaking to the Trojans?**

Threw his spear in the side of the horse

**AO1 (1 mark)**

**(c)(ii) Why did he do this?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	One simple, relevant reason	1 mark
<b>Level 2</b>	One relevant reason with development or two simple, relevant reasons	2 marks

He wanted to show that the horse may have been hollow and so could conceal Greek soldiers: the spear made an echoing sound.

He didn't trust the Greeks and wanted to emphasise his point.

He was angry with the Trojans for debating what to do with the horse.

**AO2 (2 marks)**

**(d) Explain how Laocoon's death persuaded the Trojans to take the gift into Troy.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	One simple, relevant reason	1 mark
<b>Level 2</b>	One relevant reason with development or two simple, relevant reasons	2 marks

It served to confirm Sinon's story.

Laocoon and his two sons were killed by two serpents because he hurled his spear at horse that Sinon said was a gift for Athena.

The Trojans believed this as the snakes disappeared under Athena's statue on the citadel.

They didn't want to share Laocoon's fate.

**AO2 (2 marks)**

(e) **Do you admire Sinon for his part in the story? Give reasons for your answer.**

**Levels of Response**

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

Allow any reasonable interpretation of:

Yes:

Sinon is alone among the Trojans.

He risks being executed.

His speech is a convincing mix of truth and lies (allow any supporting evidence).

He persuades the Trojans to feel sorry for him.

He watches for the signal fire and lets the Greeks out of the Wooden Horse.

No:

Aeneas recognises Sinon's cunning and skill, but calls him a liar.

Sinon's lie achieved what the Greeks had been unable to do in 10 years of conventional warfare.

He spread chaos with fire in Troy and exulted in doing so.

He was aided in opening bolts in the horse by an 'unfair fate'.

Allow mixed responses

**AO3 (3 marks)**

**6 (a) Name the speaker.**

Anchises

**AO1 (1 mark)**

**(b) What was the speaker doing when he saw Aeneas approaching?**

Two from:

Inspecting the souls – which are to be reborn / preparing to drink from River Lethe –

Holding a roll-call – of his descendants

**AO1 (2 marks)**

**(c)(i) Why was Aeneas' journey to meet this person in the Underworld so difficult?**

**Levels of Response**

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

Few living people had visited the Underworld.  
Aeneas had to be guided by the Sibyl.  
He had to bring offerings: the Golden Bough for Proserpina.  
He had to encounter monsters and demons at the entrance.  
He had to convince Charon to ferry him across the Styx. Boat lets in water as he is mortal. Cerberus had to be drugged.  
He had been moved by numerous pitiful sights, including Dido.

Allow reference to journey from Sicily

**AO2 (3 marks)**

**(c)(ii) Name one other living person who had also visited the Underworld.**

Hercules / Theseus / Pirithous / the Sibyl

**AO1 (1 mark)**

**(d) What would you have liked about spending time in Elysium? Give reasons for your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Air more generous.

Dazzling light.

Spirits exercising on grass or sand ring, others are dancing or chanting.

Orpheus plays.

Spirits of heroes are there with their armour, chariots and weapons, and tend their horses: the pleasures of life are found here.

Picnicking and singing.

Trees and a spring.

Good spirits are there: heroes who were wounded in defence of their country; priests and poets.

Allowed a second chance at life.

No tortured souls appear.

Give credit to alternative, relevant personal opinion.

**AO3 (3 marks)**

7 (a) **What did Jupiter tell Venus about the future of Aeneas and his son in Book 1?****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

The fate of her people remains the same / and Aeneas will become a god.  
 Aeneas will fight a war in Italy / and crush fierce tribes / before building a city / called Lavinium / and establish civilised code of conduct. He will rule for 3 years.  
 Ascanius / Iulus will rule for 30 years / moving to Alba Longa.

**AO1 (4 marks)**

(b) **Explain why Creusa's ghost appeared to Aeneas in Book 2.****Levels of Response**

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

Students may mention some but not necessarily all of:

Aeneas had gone back into Troy to find Creusa / his wife when he realised she had not escaped with him. She tells him about her death so that he doesn't die in Troy looking for her.

She explains where Aeneas will go: after many years at sea, in exile, he will reach Westland where the Tiber flows. He will rule a kingdom and marry a royal Italian bride. She reminds him of his duty to their son / Ascanius / Iulus.

After seeing Creusa Aeneas will leave Troy for the final time.

**AO2 (4 marks)**

- (c) **Do you think Aeneas led his people well during their journey from Troy to Italy? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Allow for any reasonable interpretation of:

Book 1: Aeneas is called a hero from the beginning.

He will endure many hardships and build a new city for his people and his gods in Italy.

He is dutiful.

Aeneas is frightened in the storm and would have preferred death at Troy.

Aeneas reconnoitres African coast and kills one deer per ship.

Shares out supplies and encourages men.

He tells Venus that he is dutiful, and that he led 20 ships to his destiny in Italy until the storm destroyed his fleet. He then says he is a nobody, banished from the civilised world.

Aeneas offers gifts to Dido and shows care for Ascanius.

Book 2: Aeneas becomes the leader of the refugees from Troy.

Book 4: Dido and Aeneas forget their duties.

Aeneas is compared to Apollo.

Aeneas and Dido's debauchery following the 'marriage'.

Iarbas considers Aeneas and the Trojans effeminate.

Jupiter sends Mercury to remind Aeneas of his fate and responsibilities to son.

Aeneas' secret plans to leave, but he was obeying Jupiter / Mercury and was intending to tell Dido.

**AO3 (5 marks)**

8 (a) **How did Aeneas get into the Underworld?****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

Aeneas and Sibyl passed through the desolate realms of Dis.

At the porch to Hell they passed the lairs of Grief, Anxiety etc. and the iron cells of the Furies and Civil War.

Sibyl led him down to the river Acheron with souls waiting to cross, past the souls of the unburied.

Sibyl persuaded Charon to ferry Aeneas across the river by showing him the golden bough.

Sibyl drugged Cerberus by throwing the hungry dog a drugged honey and corn titbit.

**AO1 (4 marks)**

(b) **Explain why Juno hated Aeneas and the Trojans.****Levels of Response**

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

Students may mention some but not necessarily all of:

Carthage was her favourite city (she loved it even more than Samos) and she had heard that it would be overthrown by a people descended from the Trojans.

She loved and supported the Greeks in the Trojan War.

The Judgement of Paris: his contempt for her beauty.

Jupiter's theft of the Trojan prince Ganymede.

**AO2 (4 marks)**



**(c) Who would you blame for Dido's death? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Students may write a balanced discussion and should be rewarded for any reasonable interpretation of some of:

Venus and Cupid's roles in making Dido love Aeneas and 'marry'.

Juno's involvement in the marriage plan and her pity for Dido in sending Iris to end her life.

Aeolus for agreeing to wreck Aeneas' fleet on the coast of Africa.

Iarbas and Jupiter working through his messenger Mercury.

Rumour tells Iarbas of the affair and Dido of Aeneas' departure.

Aeneas for forgetting his fate and delaying in Africa.

Anna for encouraging Dido's relationship with Aeneas and trying to keep him in Carthage while also building Dido's pyre.

Dido herself fails to understand Aeneas' fate; she breaks her oath to Sychaeus; she deceives herself about the 'marriage'; she deceives her sister; she chooses and plans suicide.

Mercury twice tells Aeneas to leave Carthage.

**AO3 (5 marks)**

**Topic C The Ancient Olympic Games and the Panathenaia**

- 9 (a) ***How does the appearance of the driver in the picture differ from that of the athletes who competed at Olympia?***

Athletes competed naked / driver is wearing clothes

Not allowed – driver is wearing white robes

**AO1 (1 mark)**

- (b) ***State the main difference between the chariot race called the apobates at the Great Panathenaia and the chariot races held at Olympia.***

In the *apobates*, chariot drivers had to dismount in part of the race.

**AO1 (1 mark)**

- (c) ***The Hellanodikai (Greek judges) made sure that the contests were fair. State the two ways they could punish cheats.***

beating / public whipping / by *mastigophoroi* - fines / pay for *Zanes*

**AO1 (2 marks)**

- (d) ***Explain why the role of the Hellanodikai (Greek judges) was so important during the preparations for the Olympic Games.***

**Levels of Response**

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

Students may mention some but not necessarily all of:  
 sent out heralds to proclaim sacred truce and declare the Olympic year.  
 inspected site of Olympia to ensure facilities were in working order, and religious sites were worthy of the gods.  
 they supervised training in last month before games, and  
 ensured competitors were fit to compete, ate properly, were free-born Greeks, and were assigned to correct age categories.  
 declared the sacred year for the Olympic Games.  
 led competitors to Olympia  
 administered oath to athletes

**AO2 (3 marks)**

- (e) **Would you have liked to be a chariot driver in the ancient Olympic Games? Give reasons for your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Yes: considered honourable to drive one's own chariot; drivers did receive the ribbons; excitement; fame and prestige if drivers included in ode or victory monument; elaborate, but fair, starting system

No: gruelling races (length varied from 4-13km); notorious altar, the *taraxippos* ('horse-terroriser') terrifies horses; turns particularly dangerous; Galen warns of instant death suffered by fallers in horse races; chariots are light and without suspension, therefore offering little protection and no comfort; owners, not drivers, receive the winner's crown, have their names announced and recorded on the list of victors.

Accept mixed responses

**AO3 (3 marks)**

- 10 (a)(i) **Name one of the poems that was recited in the poetry competition.**

One from:

*Iliad* – *Odyssey*

**AO1 (1 mark)**

- (a)(ii) **Explain why the Great Panathenaia might have been important in preserving these poems.**

Two from:

Both poems evolved in an oral tradition – without being written down / memorised – competitive recitals in Athens – required authoritative versions – to be written down – which have survived to the present.

**AO2 (2 marks)**

- (b)(i) **Name two competitions in the Great Panathenaia that were open only to Athenians.**

Two from:

Torch race – *Euandria* (trials of strength) – boat race – Pyrrhic dance (war dance performed to the *aulos*)

Do not allow 'tribal competitions'

**AO1 (2 marks)**

- (b)(ii) **Explain why the Athenians prevented other Greeks from entering some of the competitions at the Great Panathenaia.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	One simple, relevant reason	1 mark
<b>Level 2</b>	One relevant reason with development or two simple, relevant reasons	2 marks

Maintained Athenian character of this festival – (it was not one of the Panhellenic games). Allowed Athenian tribes to compete between themselves. Allowed Athens to demonstrate her power and prestige – to visiting Greeks.

**AO2 (2 marks)**

- (c) **Many ancient Greek competitions kept men ready for war. Do you think that this was true of the events in the Great Panathenaia? Give your reasons.**

**Levels of Response**

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

Students may mention some but not necessarily all of::

Yes: usual athletic events included with clear purpose in war (javelin, running, equestrian, 'heavy' events); *apobates* has a practical role in war; boat race especially relevant to Athens' naval power; *Euandriion* and Pyrrhic dance have clear links to success in war; even recitation of Homer would include war references.

No: torch race related more to worship of Athene; musical contests not clearly related to war; champion athletes may have represented the closest humans got to the perfect bodies and superhuman feats of the gods.

Accept mixed responses

**AO3 (3 marks)**

- 11 (a) **The discus, javelin and long-jump were the first three events in the ancient pentathlon. Describe how two of these events differed from their modern equivalents.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students should discuss **two** of the following:

**Discus:** discus could be made of stone in ancient games, rather than metal; likely that athletes made no more than a three-quarter turn, rather than modern full spin.

**Long jump:** *halteres* (metal jumping weights) used to propel athletes forward, by swinging arms backwards and forwards. Unclear therefore whether ancient jump was from standing position or employed a run-up as in modern event. Possibly accompanied by music in ancient games.

**Javelin:** ancient athletes used a leather thong wrapped around javelin to impart spin and increase distance and maintain steady trajectory.

**AO1 (4 marks)**

- (b) **Explain why boxing was more dangerous in the ancient Olympic Games than it is in the modern Games.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Leather thongs (*himantes*) designed to protect fighter's hands, not the opponent's body; victory achieved by knocking out opponent (or contestant conceded defeat); no 'rounds' so bouts could last for hours; a fallen boxer could be hit on the ground; recorded deaths; no weight categories; no head protection in ancient boxing; unprotected blows were exchanged to decide a contest at nightfall in ancient games. Events took place outdoors in heat of summer; no canvas ring.

**AO2 (4 marks)**

- (c) **Would you have preferred to watch the running events or the pankration? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Allow any reasonable interpretation of some of:

Running: short sprints (prestige for winner of *stadion* by naming Olympiad); longer races have exciting turns; *hoplitodromos* for more potential falls, dropping of equipment etc.

*Pankration*: variety of techniques used to defeat opponent: bare knuckle boxing, upright and prone wrestling.

Few rules (gouging and biting not allowed).

Even contests might last for hours.

Uneven contests might see underdog triumph: no weight divisions

Accept mixed responses

**AO3 (5 marks)**

- 12 (a) **What did athletes do to prepare for the ancient Olympic Games?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

Athletes swore to train for 10 months prior to the games, and they had to train in Elis for the month before the games.

Athletes would train with a companion (father, brother, or trainer) who would accompany him to Elis and Olympia.

Facilities at Olympia were well-suited to continuing training: *Gymnasium, Palaistra*, bathing facilities.

Ate a special diet: a meat-based diet was expensive but replaced the previously

favoured fig, cheese and wheat one.  
Possibly refrained from sexual activity.  
Apply olive oil to protect against fierce sun.  
Pray to Zeus to keep away flies.

**AO1 (4 marks)**

**(b) Explain in what ways the ancient Olympic Games were religious.**

**Levels of Response**

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

Students may mention some but not necessarily all of:  
Olympic truce reflects original oracle establishing Games. Terms of truce on bronze discus in Temple of Hera. 3 truce-bearers (*spondophoroi*) announce date and ensure safe passage for pilgrims. Held in August/September and connected to harvest rites in honour of Zeus. Opening procession from Elis to Olympia with sacrifices along the way. Oath sworn by athletes at altar of Zeus Horkios. Pig sacrificed to Zeus. *Altis* is a marked out religious area used for prayers, sacrifices and consultation of oracles. Great Altar marks spot struck by Zeus' thunderbolt and here 100 oxen sacrificed. Penalties for cheating / breaking sacred truce etc were paid and *Zanes* set up as warning. Athletes finished races by running towards Zeus' temple. Victories marked by offerings to the god; prizes were wreaths cut from olive tree next to Zeus' temple and displayed in Temple of Hera. Women forbidden from attending, apart from priestess of Demeter Chamyne, for religious reasons? Other religious buildings grouped in *Altis* at the centre of the site.

**AO2 (4 marks)**

**(c) Imagine you had won an event at Olympia. Would you have liked the prizes and rewards you received? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Students may mention some but not necessarily all of:

Prizes and honours at Olympia: glory of winning at Olympia, the greatest of the *periodos* (circuit games); sacred olive wreath from tree next to Zeus' temple; ribbons of wool and later palm branch symbols of this victory. No 2<sup>nd</sup> and 3<sup>rd</sup> places recorded; glory of winning the *stadion* and naming the Olympiad; banquet for victors; statue set up in Altis as permanent record.

Rewards received at home: cash; board and lodging; perhaps dine for life at public expense; theatre seats; public reception and parades; statues in home city; victors considered benefactors of the state; state might commission a poet (e.g. Pindar) to compose a victory song.

Accept mixed responses

**AO3 (5 marks)**



**Topic D Pompeii and Herculaneum**

**13 (a) Name the parts of the house labelled 1, 2 and 3.**

1 = *Atrium* / hall / main room; 2 = *Tablinum* / study; 3 = *Peristylum* / Peristyle garden / colonnade / garden

**AO1 (3 marks)**

**(b) State one way in which the layout of this house is different from most town houses in Pompeii and Herculaneum. Do not refer to the size of the house.**

Two *atria* / two peristyle gardens / house takes up the whole of the *insula* / private baths

**AO1 (1 mark)**

**(c) Explain why the layout of houses in and around Pompeii and Herculaneum varies so much.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Available land: regardless of owner's wealth, there may be limited space available in *insula*. House plan may be irregular.

Preference of owner: House of Vettii has no *tablinum*.

Wealth of owner: may be able to buy additional land or redesign house.

Suburban villas are outward looking to take advantage of the views, whereas town houses look inwards for security and privacy.

Size of household: separate *atria* for household slaves in House of Faun and Vettii.

Large houses later subdivided.

**AO2 (3 marks)**

**(d) Would you have preferred to live in a town house in Pompeii or a villa just outside the city? Give reasons for your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Town house: access to urban facilities (forum, baths, entertainment, shops and businesses); access to patron / clients; traditional layout of urban houses (*atrium*, *tablinum*, peristyle/hortus, etc.); compact gardens; increased security.

Suburban villa: quiet of countryside; views of countryside; larger garden space.

Accept mixed responses

**AO3 (3 marks)**

14 (a)(i) **Explain how shops like the one in the picture were closed securely.**

Two from:

Interlocking - wooden shutters - with locking bar behind - slot into grooves in stone threshold and door frame - a door at one side held the shutters in place.

**AO2 (2 marks)**

(ii) **State two pieces of archaeological evidence that prove how houses were kept safe.**

Two from:

locks – keys – bars and props – plaster casts of heavy wooden doors – small / high windows – with grille – guard dog cast – guard dog mosaics (e.g. House of the Tragic Poet)

**AO1 (2 marks)**

(b)(i) **State one piece of archaeological evidence other than vats that helps us identify a fullonica (laundry).**

Treading bowls – press – urine pots outside building – wall painting depicting fulling

**AO1 (1 mark)**

(ii) **Briefly explain how the vats were used.**

Two from:

Vats used to soak clothes in urine – to stiffen them – tread on clothes – to remove grease – rinse – to remove chemicals – repeated rinsing in different vats – to clean gradually

To wash clothes = 1 mark

**AO2 (2 marks)**

(c) **Do you think that it would have been pleasant to work in a fullonica (laundry)? Give your reasons.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

No: use of child labour for unpleasant work: wall painting of treading bowls.

Heavy work: lifting, treading, stirring wet cloth.

Unpleasant chemicals used in processes: urine, sulphur or brimstone, (but not fuller's earth which can be used as a daily skin cleanser).

Unpleasant smell of chemicals.

Yes: some jobs less onerous (clipping or brushing cloth);

Job satisfaction in producing good cloth or cleaning clothes.

Accept mixed responses

**AO3 (3 marks)**

**15 (a) Describe how people in Pompeii got their water.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

Use of River Sarno, wells and *impluvium* of residents' houses.

Serinum aqueduct: water tower (*castellum aquae*) at highest point in Pompeii, 3 water distribution outlets in the tower, lead pipes (*fistulae*) carried water to public fountains and to the houses of the wealthy.

Most people collected water from large stone public fountains in many streets and especially at crossroads. *Fistulae* buried in pavements can be seen carrying water into private houses.

**AO1 (4 marks)**

**(b) How did the design of streets in Pompeii keep pedestrians safe and clean?**

**Levels of Response**

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

Students may mention some but not necessarily all of:

High kerb-stones keep traffic off pavements and, with few drains, keep waste in the roads.

Pavements usually slope down towards the road for effective drainage.

Rubble and mortar produces smooth pavement surface.

Water pipes are buried under this surface so there is no trip hazard.

Stepping stones allow pedestrians to cross road without stepping in the waste in the roads.

Stepping stones may also have slowed wheeled traffic.

**AO2 (4 marks)**

- (c) **What would you have liked about a busy street in Pompeii or Herculaneum? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Students may mention some but not necessarily all of:

Shopping/business opportunities: main streets have many shops and businesses alongside houses: e.g. bars, bakeries, fuller / laundry, especially around baths and forum, and along Via dell'Abbondanza.

Easy access for vehicles in main streets: there appeared to be much wheeled traffic: ruts, corner stones to protect fountains and stones block access to forum.

Easy to discover what is happening in the city: graffiti advertising businesses and canvassing for electoral support, as well as gossip.

Opportunities to make offerings / show respect to the gods: religious paintings and altars in the street, especially at street corners where daily offerings would have been left.

Opportunity to watch people and discover social hierarchy: concrete benches outside House of the Wooden Partition *et al.* in Herculaneum for clients waiting outside their patrons' houses.

**AO3 (5 marks)**

- 16 (a) **What do the bodies and plaster casts tell us about what happened to the inhabitants of Pompeii and Herculaneum during the eruption of Vesuvius?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	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>	2-3 marks
<b>Level 3</b>	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 clear.</i>	4 marks

Students may mention some but not necessarily all of:

Pompeii: Casts of bodies reveal:

many died just inside or outside the city walls, e.g. at Nucerian Gate.

some people chose, or were obliged, to stay together in their homes, e.g. pregnant woman and family.

casts show some people were overcome by fumes and ash: they covered their faces and gasped for air at the moment of death.

the pain of death is clear on the faces of the casts.

a few killed early in eruption and lie close to original ground level; many more died later and lie on a thick layer of ash.

4 gladiators were left locked in the gladiator school.

people were in a hurry to leave and some animals were left in the city, e.g. dog chained up and horses and donkeys in buildings.

Shattered remains of bodies show force of pyroclastic surges.

Herculaneum: many bodies found in the boat sheds on the beach hoping for escape by sea. Killed by hot pyroclastic surge (some bones burned black) and sealed in by mud. Body of soldier on beach had virtually every bone broken by force of surge.

**AO1 (4 marks)**

**(b) Explain how Pliny the Elder became trapped by the eruption of Vesuvius and how he died.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Pliny initially wanted to sail closer to Vesuvius to study the eruption.

He left Misenum with the fleet on a rescue mission.

He steered straight to the disaster zone.

Considered turning back, as helmsman suggested, when landing places blocked by debris from mountain, but chose not to.

Went to Pomponianus at Stabiae.

Embraced and cheered fearful Pomponianus by bathing and dining. He may have put on a brave face to calm Pomponianus.

Calmed fears of Pomponianus by suggesting fires were no threat.

Rested and slept: he snored.

When he woke he debated with Pomponianus whether to stay inside or leave: his decision was a reasoned one while others chose between their fears.

He went to the shore to see if escape by sea was possible.

Lay down on beach, stood up when others fled in face of sulphur and flames.

Collapsed and choked to death from fumes.

**AO2 (4 marks)**

- (c) **Do you think that Pliny's letters give you a good idea of how it felt to be in the eruption of Vesuvius in AD79? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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

Students may mention some but not necessarily all of:

No sense of urgency to leave: tremors common in Campania

Shock of later stages of eruption: violent tremors caused people to leave their houses.

Astonishment and wonder: Pliny's mother and uncle both wanted a better view of the erupting Vesuvius, and he described it carefully like an umbrella pine.

Uncertainty: people didn't initially leave: Spanish friend scolded Pliny and his mother when he found them sitting between buildings.

Terror: Rectina's desperate note to Elder Pliny asking to be rescued.

Professionalism of some: Elder Pliny led the fleet on rescue mission into disaster zone.

Heroism / foolhardiness: Elder Pliny continued his mission even when prevented from landing and forced into corner of the bay from which he would not be able escape by sea.

Concern for others: Elder Pliny went to help Rectina and Pomponianus (he did what he could to instil courage in the latter); Pliny and his mother would not leave Misenum without news of Elder Pliny.

Unseen dangers: Elder Pliny's death due to gases that didn't leave a mark on his body.

As buildings began to collapse people finally left. Force of tremors made wagons move.

Strange sights: sea sucked back with sea creatures left stranded; fearful black cloud with lightning in it.

Danger of pyroclastic flow/surge: Pliny recorded the black cloud sinking down to earth and blotting out sight of Capri across the bay.

Refugees: Pliny left the road because of the danger of being trampled by refugees.

Danger of being buried in ash so deep it was like snowdrifts.

**AO3 (5 marks)**