



**General Certificate of Secondary Education
June 2012**

Classical Civilisation 40203H

Greece and Rome: Conflict and Carnage

Unit 3H

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

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

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

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

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

0	Nothing worthy of credit.	0 marks
Level 1	One simple, relevant point	1 mark
Level 2	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**

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

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**

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

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

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

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). Themistocles' messages.

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)(i) What does Herodotus tell us about Leonidas at Thermopylae?

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:

Most highly respected commander at Thermopylae was Leonidas.

King of Sparta and descendent of Heracles.

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.

There was a fierce fight for Leonidas' body.

Xerxes singled Leonidas' body out for sacrilegious treatment: he ordered his head cut off and impaled on a stake.

AO1 (8 marks)

- (ii) **How does Herodotus show that the Athenian defence of the Acropolis was brave but hopeless?**

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:

Hopeless:

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. Herodotus says that the prophecy had to come true that the Acropolis had to fall. The Persians found an ignored and undefended route up onto the Acropolis and captured it efficiently. Sacrilege of the slaughter of the Athenians in the temple. The Acropolis was plundered and burned.

Brave:

The defenders ignored the traitorous Pisistratids, they rolled boulders onto the Persian attackers and they left Xerxes with no idea of how to take the hill.

AO2 (8 marks)

(iii) Do you think that Damaratus was a traitor? Give reasons for 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 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

Allow any reasonable interpretation of some but not necessarily all 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.

Herodotus uses Damaratus' conversations with Xerxes to comment on the narrative: (from the text) 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. However Xerxes does not take his advice, although he does say 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 (10 marks)

(b)(i) What had Themistocles done to make sure that Athens and the rest of the Greeks were ready to fight the Persians at Salamis?**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:

He had yielded command to Eurybiades to preserve the unity of the Greeks.

Convinced the Athenians to put their trust in the fleet and stay and fight the Persians. He had previously persuaded the Athenians to spend surplus silver on building a powerful fleet of 200 triremes.

He persuaded Eurybiades to keep the Greek fleet at Salamis.

He persuaded Xerxes to trap the Greek fleet at Salamis.

He made the best speech before the battle began.

Influence at Artemisium, which is good practice for Salamis.

AO1 (8 marks)

(ii) Explain why the Persian navy failed to defeat the Greeks at Artemisium.**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:

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.

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

Greeks' bold action to attack first surprised Persians: they all thought the Greeks

were mad.

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

Storm in night washed bodies from first day among Persian ships: caused distress. Persian ships sailing round Euboea destroyed in storm: Zeus made the numbers more evenly matched.

Day 2: 53 more Athenian ships arrived: Greeks encouraged and attacked Cilician ships.

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

Honours even: size of Persian fleet worked against it – collision and confusion, but meant they lost even more ships than the Greeks.

Greeks favoured withdrawal to the south: they could do this after storm destroyed part of Persian fleet, they decided to do this when they heard about Leonidas' force at Thermopylae, and they accomplished it in an orderly manner.

AO2 (8 marks)

(iii) Do you admire Themistocles? Give reasons to support 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 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

Allow any reasonable interpretation of some but not necessarily all of:
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 Adeimantus (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.

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

AO3 (10 marks)

Topic B Virgil, *Aeneid*

4 (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

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

He wanted to show that the horse may have been hollow and so could be a trick, concealing 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

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

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

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

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)

- 5 (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

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

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

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

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)

6 (a)(i) What did Jupiter tell Venus about the future of Aeneas and the Roman people in Book 1?

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 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.
 For 300 years his descendants will rule before Ilia and Mars have twin boys.
 Romulus will found Rome.
 Rome will rule an empire without limits of time and space.
 Even Juno will support Jupiter in making Romans masters of the world.
 The Romans (descendants of the Trojans) will enslave the Greeks.
 Augustus will conquer the east and become a god.
 There will be peace.

AO1 (8 marks)

(ii) Explain why Hector's ghost appeared to Aeneas in Book 2.

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:
 Hector's ghost may be responsible for waking Aeneas so that he has the chance to escape the Greek assault.
 As a Trojan hero Aeneas' instinct is to put on his armour, gather his comrades, throw himself into the fight and die a glorious hero's death in battle.
 Hector tells him to leave, run from the flames and escape from Troy that the Greeks have taken and are destroying.
 Aeneas is allowed to leave with honour: he has done his duty to Priam and Troy.
 His duty is now to take Troy's sacred objects and gods to safety: Hector appears to give him the headbands, image of Vesta and the undying fire.
 Dreams believed to be sent by the gods and this gives Aeneas a divine mission.

AO2 (8 marks)

(iii) Do you think that Aeneas deserved to be the founder of a new people? 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

Allow for any reasonable interpretation of:

Book 1: "A story of war and a hero"

"He endured many hardships...until he could build a city and install his gods in Latium"

"the hero whose devotion to duty so marked him out"

Aeneas in the storm would have preferred death at Troy

Aeneas reconnoitres African coast and kills one deer per ship

Shares out supplies and encourages men

Meeting with Venus

Aeneas is described as the son of a goddess

Aeneas' gifts for Dido and care for Ascanius

Marked out by Fate

Book 2: Aeneas wants to fight like an Homeric hero

Hector tells him he has done his duty

He is entrusted with Troy's holy relics

Rescues father, son and relics from Troy
 Finally obeys messages from gods and ghosts
 He panics and loses Creusa but returns to look for her
Book 4: Dido's sympathy for Aeneas' suffering
 Dido and Aeneas forget their duties
 Aeneas compared to Apollo
 Aeneas' and Dido's debauchery following the 'marriage'
 Iarbas' insults: effeminacy etc.
 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
 Confrontation between Dido and Aeneas
 Dido's fate
Book 6: Aeneas journeys into the Underworld
 Aeneas pities the fate of the unburied
 Aeneas meets Dido: he is stricken by her unfair plight
 Aeneas' love brings him to his father
 Aeneas will found the Roman race

AO3 (10 marks)

(b)(i) What did the Sibyl do to help Aeneas in the Underworld?

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:

Explains to Aeneas what they saw.

Led Aeneas to Charon.

Calmed Charon.

Carried Golden Bough – showed it to Charon and reminded Aeneas to deliver it.

Drugged Cerberus.

Explained to Aeneas what happened in Tartarus since no innocent person could go inside.

Made him hurry on.

AO1 (8 marks)

- (ii) **Explain why Juno hated Aeneas and the Trojans and how she caused a problem for them in Book 1.**

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:

Her hatred:

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.

Problems caused:

Tossed the Trojans about on the seas for many years and kept them from Latium.

Persuaded Aeolus / god of the winds to release the winds and wreck Aeneas' ships in a storm by offering in marriage a beautiful nymph.

AO2 (8 marks)

- (iii) **Do you agree that Anna was to blame for her sister Dido's death? 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

Allow for any reasonable interpretation of:

Yes:

She encourages Dido to remarry and have children.

She tells her not to fight the love she feels for Aeneas.

She says that Dido and Aeneas would build a great empire and repel African enemies.

She tells Dido to sacrifice to the gods, offer Aeneas hospitality and delay him while the weather prevents his departure.

This gives Dido hope.

Anna takes Dido's messages to Aeneas begging him to stay.

Anna unwittingly helps build the funeral pyre.

Dido blames Anna for raising her hopes.

Anna was deceived by Dido and her plan for suicide.

No:

Dido is deluded about the 'marriage'. She knows his destiny. She breaks her oath to Sychaeus. She alienates her people and Iarbas. She deceives Anna about the pyre and stabs herself.

Role of Venus and Cupid in making Dido love Aeneas.

Juno's involvement in storm that brings Aeneas to Carthage, her part in the marriage plan and her pity for Dido in sending Iris to end her life.

Rumour spreads news of the relationship between Dido and Aeneas, and specifically angers Iarbas. Also tells Dido that Aeneas is leaving.

Iarbas tells Jupiter and he sends Mercury to leave.

Aeneas forgets his fate and delays in Africa.

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

AO3 (10 marks)

Topic C The Ancient Olympic Games and the Panathenaia

- 7 (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

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

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

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

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)

- 8 (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

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

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

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

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; *Euandria* 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)

- 9 (a)(i) **Describe the events of the ancient pentathlon and how the winner was decided.**

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:

Discus: discus was made of metal or stone; three official discuses were kept in the Treasury of the Sikyonians; likely that athletes made no more than a three-quarter turn, rather than modern full spin; recorded distance is surprisingly short (30m)

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 single, double or triple jump. Possibly accompanied by music.

Javelin: ancient athletes used a leather thong wrapped around javelin to impart spin and increase distance and maintain steady trajectory; distances of around 90m are suggested.

Running: the *stadion* race was run over a single length of the stadium (around 200m). From the 5th century BC athletes started from a standing position but placed their toes in the grooves of the starting sill. A similar sill at the other end of the stadium marked the finish line.

Wrestling: the bout was won by the athlete who achieved three 'falls' against his opponent. A 'fall' was achieved when the opponent's back or shoulders touched the ground. Getting a grip was difficult due to bodies being oiled. Tripping was allowed, but not biting, gouging or punching.

Winner decided over a single afternoon. Most popular theory is that the first man to win three events was declared the victor. The three field events would take place and if one man won all three he would be declared the winner. The winners of the first three events might run a *stadion* race and if necessary the wrestling contest would decide the matter.

Max Level 3 without an explanation of how the winner was decided.

AO1 (8 marks)

- (ii) **Explain why the fighting events were more dangerous in the ancient Olympic Games than similar events in the modern Games.**

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:

Boxing: leather thongs (*himantes*) designed to protect fighter's hands, not the opponent's body; victory achieved by knocking out opponent (or contestant conceding 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.

Wrestling: while rules appear broadly similar to Greco-Roman wrestling, bouts could last hours due to requirement to 'fall' an opponent three times; no weight categories.

Pankration: almost a fight without rules (biting and gouging not allowed); famous tactics include breaking fingers; bare-knuckle punches included; no weight categories, any type of wrestling (upright and prone) allowed.

Events took place outdoors in heat of summer; no canvas ring.

AO2 (8 marks)

- (iii) **What would you have liked and disliked about watching the pentathlon in the stadium at Olympia? Give reasons for 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 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

Students may mention some but not necessarily all of:

Like: variety of sports with range of what we call track and field, along with combat and skills required of athletes; variety of equipment used in events (discus, *halteres*, javelin) and these three events could only be seen as part of the pentathlon; sense of anticipation in crowd of the need for the last two events if one athlete did not win the first three.

Dislike: last two events may not be held if athlete wins first three events; more competitors to be seen in individual events; specialists in individual events may be more skilful; spectators could choose to watch individual events of their choice.

Give credit for reference to stadium as a venue for watching the pentathlon.

AO3 (10 marks)

(b)(i) What aspects of the ancient Olympic Games showed that they were held in honour of the gods?

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:
 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.

AO1 (8 marks)

- (ii) **Explain how preparations for the competitors in the ancient Olympic Games were similar to and different from preparations for the modern Games.**

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:

Ancient and modern athletes had doctors, trainers and massagers. Injuries could be treated but infection was the major threat in the ancient world.

Ancient athletes would follow special diets (figs, cheese and wheat replaced later by meat diet) just as modern athletes do.

Argument over pros and cons of sexual activity continues. No firm evidence of performance enhancing drugs used in the ancient world. Athletes could earn a living competing at the various games.

Athletes had to be in training at home 10 months before the ancient games, just as modern athletes build up to major championships.

Training at Elis for 1 month before the ancient games: modern athletes may spend some time acclimatising before competing in some locations, but not necessarily all.

Ancient athletes submitted to the training regime of the *Hellanodikai*; modern athletes remain under the supervision of their own trainers.

Athletics moved from being amateur to professional, just as in recent years in the modern era.

Modern athletes would not be required to participate in a gruelling procession from, for example, Elis to Olympia.

Swearing of oath.

AO2 (8 marks)

- (iii) **Would you have preferred the prizes and rewards for victory at the Great Panathenaia or at Olympia? Give reasons for 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 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

Students may mention some but not necessarily all of:

Great Panathenaia:

Games less prestigious than Olympic Games but prizes were valuable:

Gold crown and cash for winner, and cash prizes for places 2-5 (worth from around 1-3 years pay for a skilled worker) for singer to *kithara*.

Athletes won many jars of olive oil: winning charioteer received 140 *amphorae*; youth's *stadion* received 60 and 2nd place 12. *Amphorae* held around 38 litres of oil. *Amphorae* were decorated with pictures of Athene and the event for which prize was awarded, and could be sold full or empty; they advertised Athens' greatness and its ceramic industry.

Olive oil was valuable and widely used for cooking, heating, lighting, cleansing and lubricating the body.

Olympia:

Prizes and honours at Olympia: glory of winning at Olympia, the greatest of the *periodos* (circuit games); no 2nd and 3rd places recorded; glory of winning the *stadion* and naming the Olympiad; sacred olive wreath from tree next to Zeus' temple; ribbons of wool and later palm branch; banquet for victors; statue set up in Altis. Honours 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 (10 marks)

Topic D Pompeii and Herculaneum**10 (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**

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

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**

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

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; must express a preference for Level 3.

AO3 (3 marks)

11 (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

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

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)

- 12 (a)(i) **Describe the different ways that the people of Pompeii were supplied with water.**

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:

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.

Large stone public fountains can be seen in many streets and especially at crossroads. Next to public fountains are often brick-faced water columns with insets for the lead pipes. (These pipes and the lead tanks on top are no longer present.)

Fistulae buried in pavements can be seen leading into private houses.

AO1 (8 marks)

- (ii) **Explain how the design of streets in Pompeii and Herculaneum kept pedestrians safe and clean.**

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:

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.

Drains under streets in Herculaneum running down to beach.

Rubble and mortar produce 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.

Allow mention of urine pots outside a *fullonica* containing urine.

AO2 (8 marks)

- (iii) **Do you think that the streets of Pompeii and Herculaneum would have been interesting places? Support your answer with reference to the archaeological evidence. Do not refer to the collection of water.**

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

Students may mention some but not necessarily all of:

Yes: 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.

There appeared to be much wheeled traffic: ruts, corner stones to protect fountains and stones block access to forum.

Graffiti advertising businesses and canvassing for electoral support.

Religious paintings and altars in the street, especially at street corners where daily offerings would have been left.

Concrete benches outside House of the Wooden Partition *et al.* in Herculaneum for clients waiting outside their patrons' houses.

Back streets have some businesses, e.g. brothel.

No: many back streets are narrow with narrow pavements and have few businesses, except e.g. the brothel.

Back streets may be more dangerous (quieter and narrower).

Household security shows fear of thieves in streets; wall painting shows riot at amphitheatre spilling out into streets.

AO3 (10 marks)

(b)(i) What does the archaeological evidence tell us about what happened to the inhabitants of Pompeii and Herculaneum during the eruption of Vesuvius?

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:

Pompeii: Casts of bodies reveal:

many died just inside or outside the city walls, e.g. at Nuceria 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. The surge layers also contain charred and broken fragments of building materials, showing their power and heat.

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.

AO1 (8 marks)

(ii) **Explain how Pliny the Elder behaved heroically.**

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 comment on the following from letter 16:

Pliny says his uncle did something worth recording.

He immediately chose to take a closer look despite the scale of the eruption.

When Elder Pliny received rescue request, his plan changed to help as many people as possible.

He was heading in the opposite direction to everyone else; he was entirely fearless as they sailed towards the disaster zone (he dictated notes).

When first prevented from landing he did not decide to turn back as his helmsman suggested, but continued on to help others (Pomponianus). Pliny suggests at this point that fortune favours the brave.

He did everything to maintain the spirits of Pomponianus: embraced him, bathed, dined, went to bed, seemed cheerful (perhaps a brave pretence), lied to Pomponianus about the severity of the eruption.

Elder Pliny stayed calm as they were forced to leave the house: he used his reason to decide that it was better to leave.

He went down to the shore to see if it was possible to leave by sea.

Despite his ill health he got up before collapsing on the beach.

AO2 (8 marks)

- (iii) **How successful are Pliny's letters in providing a sense of how it felt to be caught up in the eruption of Mount Vesuvius in AD79? Give reasons for 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 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

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 (e.g. like an umbrella pine, making 'scientific' observations about why it might be so: blast and subsiding pressure).

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

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

Professionalism of some: Elder Pliny as commander of the fleet at Misenum took warships 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 to 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.

Danger of the gases: Elder Pliny's death 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 (10 marks)

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