



**General Certificate of Secondary Education
June 2013**

Classical Civilisation

40202F

Greece and Rome: Drama and Life

Unit 2F

Final

Mark Scheme

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

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

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INTRODUCTION

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

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

DESCRIPTIONS OF LEVELS OF RESPONSE

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

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

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

Mark Scheme

Topic A Greek Tragedy and Drama Festivals

1 (a)(i) 'I can't do it. I'll think no more of it.' (Line 3) What is it that Medea cannot do?

Kill her children

AO1 (1 mark)

(ii) 'I'll take them away from Corinth' (Lines 3-4). Where is Medea planning to go?

Athens / Aegeus' palace / to stay with Aegeus

AO1 (1 mark)

(b) 'Are my enemies to laugh at me?' (Lines 7-8). Name one of Medea's enemies.

Creon / Glauce / Jason

AO1 (1 mark)

(c) Explain why Medea wants their 'father' (Line 5) to suffer.

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 has hurt Medea – betrayed her – left her for another woman / Glauce / princess of Corinth – abandoned his family – broken promises – after all she has done for him – allowed her to be banished – argued with Medea.

AO2 (2 marks)

(d) Before this point, how has Medea used her children to punish her enemies?

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

Used children to gain one day's grace from her exile – used children to trick Jason she wants reconciliation – children took poisoned gifts, dress and coronet to Glauce – which kill her and Creon – as bribes to convince her to persuade Creon – to let children avoid exile.

AO2 (2 marks)

- (e) **Do you feel sorry for Medea during her speech to her children? Give your reasons.**

Levels of Response

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

No:

She is determined to kill her children – because she doesn't want her enemies to laugh at her – she wants to get her own back on Jason – she wants to hurt him – she hates him – she blames Jason for making her act in this way – the force with which she finally decides to kill them – she views the act as a sacrifice – she tells them to get out of her sight/she can't look on them any longer – she realises the horror of what she is about to do.

Yes:

She greets the tutor's news with sadness – she realises they will be motherless – she realises she will have to go into exile – what her enemies will do to them – she realises that she won't have the joy of seeing them grow up – she won't be there for their weddings – the pangs of child birth were for nothing – the years spent rearing them were wasted – they wouldn't be there to attend to her funeral – parted from them her life will be anguish – she changes her mind twice about killing them – there is tenderness in her words when she talks about their last smile / their darling hands and mouths / their soft and pure skin.

Do not expect direct reference to the speech.

AO3 (3 marks)

- 2 (a) **What would a Chorus in a Greek tragedy have looked like?**

Two from:

Same costumes – 15 in number (accept 12) – synchronized movement / singing and dancing as a group – same masks

AO1 (2 marks)

- (b) **Name the circular area in the Greek theatre where the Chorus performed.**

Orchestra

AO1 (1 mark)

- (c) **Name one musical instrument that accompanied the Chorus when they sang.**

Flute / lyre / timpani / drums / aulos / kithara / diaulos

AO1 (1 mark)

- (d) **Why did an actor in a Greek tragedy need to have a strong and adaptable voice?**

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

Large theatre – open-air performance – large audience – effect of the mask – range of characters – male and female roles – expression of different emotions – variation of tone – number of plays in a day – occasional need for to actors sing.

AO2 (3 marks)

- (e) **Would you have enjoyed being an actor in a Greek tragedy? 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

Representing the city – possibility of winning the best actor prize – displaying singing ability – performing in front of large crowd – performing in plays written by great playwrights – after show party – performing in large theatre – responsibility in performing at festival of Dionysia – number of lines to remember – ability to sing and dance – need for stamina – length of plays – speed in changing costume – wearing mask over face – length of time for rehearsal – need to play range of roles – need to use gesture and body language

AO3 (3 marks)

- 3 (a) **How does Aegeus support Medea?**

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <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:
 Notices Medea's paleness and upset – finds Jason's acceptance of Medea's banishment disgraceful – gives Medea advice to let go of Jason as he's a bad lot – offers to give her sanctuary in Athens – provided she makes her own way there – prepared to stand up to her enemies on her behalf – swears an oath that he will not hand her over to her enemies.

AO1 (4 marks)

(b) Explain how Medea makes Jason do what she wants.

Levels of Response

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

Students may mention some but not necessarily all of:
 Persuades him that he was right to marry into the royal family – claims she should have supported him – brings their children out to show her apparent reconciliation – offers to let them stay in Corinth and avoid exile – sends gifts to bribe Glauce – tells him gifts persuade even the gods.

AO2 (4 marks)

(c) Do you think Jason is a bad person? Give your reasons.

Levels of Response

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

Yes:

He has abandoned her and their children – has left her for another woman – has allowed her and the children to be exiled – has broken his oaths to her – argues with her – wishes children could be obtained without women – uses weak pretext of wanting better life for his family to justify his actions – dismisses Medea's help in his quest for Golden Fleece as being directed by her passion / Aphrodite.

No:

Claims he has prevented worse than exile happening to Medea – comes out of palace to help her in exile – offers money to her – offers her letters of introduction to friends – justifies his actions – genuine reasons for leaving Medea – he and his family are poor exiles marriage to Glauce is for benefit to all of his family – delighted to try to save his children from exile – tries to dissuade Medea from giving valuable gifts to Glauce – once Creon and Glauce are dead he comes out immediately to save children from revenge from Creon’s family for their part in the deaths of Creon and Glauce – he is not married to Medea – he can marry anyone he likes.

Allow mixed answers.

AO3 (5 marks)

- 4 (a) **What did the Archon and choregos have to do before and during the City Dionysia?**

Levels of Response

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

Archon: Deciding on which plays were to be put on – presiding over the festival – overseeing appointment of Judges – giving account of the festival to the people afterwards.

Choregos: Financing the plays – putting on after-show party – paying for costumes – paying for training – paying for props.

AO1 (4 marks)

(b) How can we tell that the City Dionysia was a religious occasion?

Levels of Response

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

Students may mention some but not necessarily all of:

Held in honour of Dionysus, in last week in March – statue of Dionysus taken out of temple brought back in torchlight procession – and placed in the theatre for duration of festival - procession through the streets – girls with baskets of offerings – citizens in white robes – a bull and other animals for sacrifice – huge phalluses symbolising god’s gift of fertility – statue set up in the theatre – carved throne in the front row for the Priest of Dionysus highlights his importance – suckling pig sacrificed to purify the theatre – *strategoí*, top officials, offering libations – winning actor offered his mask to the god.

AO2 (4 marks)

(c) Do you think you would have enjoyed watching the plays during the festival of the City Dionysia? Give your reasons. Do not write about Medea.

Levels of Response

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

Great social occasion – meeting up with friends – enjoyment of comedy – learning lessons from tragedy – experiencing emotional effect of plays – appreciating performances of actors – appreciating ways in which well-known stories have been re-told – visual movement – dancing of chorus – splendour of costumes – dramatic effect – music – singing – laughing at important figures – sound effects – use of crane – revelation of events within *skene* – use of *ekkyklema* – enjoyment of competition – anticipation of results – audience reaction to plays

But:

long performances / trilogy of tragedies and satyr play – four days of performance – uncomfortable seating – size of theatre – restriction of seating arrangements.

AO3 (5 marks)

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

5 (a)(i) What is the name of 'his daughter' (Line 6)?

Phaedria

AO1 (1 mark)

(ii) What is the name of his daughter's 'old nurse' (Line 6)?

Staphyla

AO1 (1 mark)

(b) Other than the daughter and the old nurse, who else is inside Euclio's house?

Congrio / the cook / some flautists.

AO1 (1 mark)

**(c)(i) 'Calamities swarm one upon the other' (line 1).
Explain how Lyconides is responsible for one of these calamities (troubles).**

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

Lyconides made love to Euclio's daughter – she is now pregnant and is about to give birth.

AO2 (2 marks)

(ii) Explain how Euclio is responsible for the other calamity.

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

Euclio took his gold out of his house and hid it in the Shrine of Good Faith – he then hid it again in the Grove of Silvanus from where it was stolen – Euclio speaking out aloud about his gold.

AO2 (2 marks)

(d) **Do you think Euclio deserves to suffer in this play? Give your reasons.**

Levels of Response

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

Yes:

He was paranoid about his gold – he was violent towards the slave and Congrio – he was inhospitable – he was rude towards Megadorus – he was deceitful trying to obtain a free dole – he was mean with his wedding present for his daughter – he was insulting towards Staphyla – so self-absorbed doesn't know his daughter is pregnant.

No:

He saw the error of his ways at the end of the play – he gave the gold to Lyconides and Phaedria – he realised how much misery the gold had caused him.

AO3 (3 marks)

6 (a) **'Shall we return home together?' (lines 1-2). Where is Sosicles' home?**

Syracuse – Sicily

AO1 (1 mark)

(b) **Which two rewards does Messenio receive from Menaechmus and Sosicles?**

His freedom – the right to be the auctioneer of Menaechmus's property.

AO1 (2 marks)

(c) **Earlier in the play Sosicles had given Messenio two instructions. State one of them.**

To billet his men /to meet Sosicles before sunset / to look after their travelling money.

AO1 (1 mark)

(d) **Menaechmus and Sosicles both have reasons to reward Messenio. Explain what they are.**

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

Menaechmus was being manhandled by the slaves of his wife's father – Messenio came to his rescue – Messenio realised that Sosicles and Menaechmus were twin brothers – he helped them to recognise each other – showed loyalty to Sosicles – tried to protect him against going to Erotium's house – went with him in search of Menaechmus.

AO2 (3 marks)

(e) Whom do you dislike more, Menaechmus or Sosicles? 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

Menaechmus:

Cheats on his wife – steals from his wife – lies to his wife – gives stolen items to his mistress – prepared to divorce his wife, leave her and go and live with Sosicles – going to sell off his property, including his wife – later in play is rude towards Peniculus

Sosicles:

Rude towards Cylindrus – at first insulting towards Erotium – then accepts her hospitality on false pretences – prepared to steal the gown Erotium gives him – takes advantage of Erotium – rude towards Peniculus – ready to steal the bracelet from Erotium – rude towards Menaechmus’s wife – and her father – pretends to be insane and threatening towards the wife and her father.

AO3 (3 marks)

7 (a) Who is the Lar Familiaris and what does he do in The Pot of Gold?

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <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 Household spirit (of the house of Euclio) – he is entrusted with the pot of gold by Euclio’s grandfather – decides not to give it to Euclio’s father because he is too miserly – nor to Euclio who is as bad as his ancestors – but because Euclio’s daughter is kind to him, he allows Euclio to find the gold so he can give it to his daughter as a dowry – he claims he is going to ensure that Megadorus asks for Phaedria’s hand in marriage – Megadorus is the uncle of Lyconides, the father of Phaedria’s child – this will eventually make it easier for Lyconides to marry Phaedria.

AO1 (4 marks)

(b) Explain why Euclio gives the pot of gold away at the end of the play.

Levels of Response

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

Students may mention some but not necessarily all of:

His daughter is pregnant – she is getting married to Lyconides – the gold is a dowry/wedding gift for the daughter – the gold has given him nothing but worry the whole time – this was made even worse when he lost the gold – he was very miserable – he couldn't sleep at nights worrying about the gold – joy at having the gold returned – it was what the Lar Familiaris wanted because Phaedria had been kind and shown respect to the Lar Familiaris.

AO2 (4 marks)

(c) Do you think the character of Euclio is true to life? Give your reasons.

Levels of Response

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

Yes:

That the Lar Familiaris wouldn't give him the gold because he was unpleasant suggests his poor behaviour was only to be expected – only a mean paranoid man would try to pretend he was in need of a free hand out from the Chairman of his Ward – naturally suspicious when hears Congrio asking for a larger pot – blaming Megadorus and his proposal of marriage for the loss of his gold – reaction of father hearing about his daughter's pregnancy.

No:

Contribution to his only daughter's wedding – lying about having no money for a dowry – Cooks exaggerated references to his mean behaviour – belief that everyone knew about the gold – decision to take gold outside house and bury it in Grove of Silvanus – sudden change of heart about the gold – returning to the Shrine of Good Faith after being warned by a raven his gold was in danger – not knowing that his daughter was 9 months pregnant.

Allow mixed answers.

AO3 (5 marks)

- 8 (a) Who is Peniculus and what does he do in the opening scene of *The Brothers Menaechmus*?**

Levels of Response

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

Sychophant / flatterer / sponge / cadging friend of Menaechmus – introduces himself – serves to introduce Menaechmus – meets Menaechmus coming out of his house – double act with Menaechmus, especially over the gown Menaechmus is wearing – flatters Menaechmus – discusses going to eat at Erotium’s house – accompanies Menaechmus to Erotium’s.

AO1 (4 marks)

- (b) Explain how Peniculus gets Menaechmus into trouble with his wife.**

Levels of Response

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

Students may mention some but not necessarily all of:

Menaechmus and Peniculus were going to lunch at Erotium’s – they were separated in town – Peniculus returned to Erotium’s – he saw Sosicles coming out of Erotium’s with the gown stolen from Menaechmus’s wife – believing that Menaechmus had tricked him Peniculus accosted Sosicles – Sosicles obviously didn’t know who he was – Sosicles denies all knowledge – Sosicles gives Peniculus abuse – Peniculus decides on taking revenge on Menaechmus by telling his wife about her stolen items and his mistress – accompanies wife when she accosts Menaechmus – enjoys watching Menaechmus squirm as wife makes life uncomfortable for him – joins in with evidence and accusations against Menaechmus.

AO2 (4 marks)

(c) What do you disapprove of in *The Brothers Menaechmus*?

Levels of Response

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

Before the play starts the news that Menaechmus had been kidnapped as a child – Menaechmus cheating on his wife – Menaechmus stealing from his wife – Peniculus scrounging on Menaechmus – Messenio assuming all the inhabitants of Epidamnus are thieves – Erotium taking another woman's items – Sosicles taking advantage of the offers Erotium made him – Sosicles and Messenio abusing Cylindrus – Sosicles insulting Peniculus – Menaechmus's wife nagging him – Peniculus betraying Menaechmus – Sosicles threatening the wife's father – Sosicles threatening the Doctor – the slaves of the father manhandling Menaechmus – Menaechmus auctioneering off his property including his wife to go and live with Sosicles.

AO3 (5 marks)

Topic C Mycenaean Civilisation

9 (a)(i) Who found this death mask?

Heinrich Schliemann

AO1 (1 mark)

(ii) Whose death mask did he think it was?

Agamemnon

AO1 (1 mark)

(iii) Near which gate is the shaft grave where this death mask was found?

The Lion Gate

AO1 (1 mark)

(b)(i) Explain how the Mycenaeans built shaft graves.

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

Sunk vertically into rocky ground – deep shaft – burial chamber at the bottom – roof to burial chamber – walls for roof to rest on – grouped inside circular wall – several graves used more than once.

AO2 (3 marks)

(ii) Name one other type of tomb.

Tholos / beehive – chamber

AO1 (1 mark)

(c) Do you think the Mycenaeans treated their dead with respect? Give your reasons.

Levels of Response

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

Yes:

Built elaborate tombs – bee-hive tombs – animals sacrificed for them – last toast/funeral meal – face masks to preserve appearance – tombs well sealed/entrances closed – elaborate gifts buried with them

No:

earlier bodies moved aside – shaft graves used more than once – several bodies found in same grave.

AO3 (3 marks)

10 (a)(i) ***At what site in mainland Greece did archaeologists find the largest number of Linear B tablets?***

Pylos

AO1 (1 mark)

(ii) ***What were Linear B tablets made from?***

Clay

AO1 (1 mark)

(iii) ***Explain how Linear B tablets survived.***

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

Unbaked clay burnt in major fires that destroyed the palace – tablets themselves were crudely fired

AO2 (2 marks)

(b) ***How do you think frescoes widen our knowledge of Mycenaean life?***

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

Scenes of hunting – battles – religious processions and offerings – reflecting wealth – heroic attitudes – male and female characterisation – cults – bull leaping – domestic scenes – scenes from mythology.

AO3 (3 marks)

(c)(i) ***Name one other piece of evidence that shows people in Mycenae.***

Warrior's head in ivory from chamber tomb / warrior vase / female figurines / battle krater / siege rhyton / lion hunt dagger.

AO1 (1 mark)

(ii) **Explain what this piece of evidence tells us about life in Mycenae.**

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

Candidates' responses will vary according to the evidence they choose, but credit to be given for details of subject matter of the evidence and usage of the item

AO2 (2 marks)

11 (a) **Describe the main features of the megaron (main hall).**

Levels of Response

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

Megaron – central hall – upper storey – large circular hearth – four pillars supporting roof – fluted columns – hole in centre to allow smoke escape – pillared arch to enter – carved base for throne – evidence for double doors – porch – flat roof – roof beams.

AO1 (4 marks)

(b) **Explain how the Mycenaeans decorated their palaces.**

Levels of Response

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

Students may mention some but not necessarily all of:

Arches creating galleries – carved masonry – frescoes on walls and floors – wall-paintings – geometric motifs – processions – hunting scenes – bull-leaping – bright colours – friezes – lions and griffins – columned porticoes.

AO2 (4 marks)

(c) Do you think the Mycenaeans were good craftsmen? Give your reasons.

Levels of Response

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

Yes:

Beautiful – intricate borders and spirals – range of colours – variety of content and composition – use of space between windows and doors – use of space between windows and ceilings – size of frescoes – use of miniature friezes.

No:

Not naturalistic – eyes depicted frontally – too conventional eg with skin colours – three-quarter pose sometimes attempted but not always successfully – reworking of painting – no 3D effect – no perspective – some scenes painted without regard to doors or windows.

Allow mixed answers.

AO3 (5 marks)

12 (a) Describe the weapons and armour of a Mycenaean soldier.

Levels of Response

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

Cuirass / body armour: covering main part of the torso made from sheets of bronze – covering breast and back – with high collar – shoulder pieces held together by leather thongs – separate plates for protection and mobility.

Shield: two types, tower and figure of eight – tower curved around body providing protection from neck to knee – figure of eight so called because of its shape – both types made of layers of oxhide mounted on wicker frame.

Helmet: boar's tusk plates with ivory and bronze cheek pieces – providing wide protection for the face and skull – sometimes with bronze cheek pieces – later replaced by helmets of bronze.

Greaves: shin guards – covering leg to ankle – thin bronze sheets over padding of leather – no holes for thongs – probably tied on around the leg.

Spear: heavy thrusting spear with long spearhead – with heavy oval blades with hammered sockets split to hold wooden shaft

Lance: smaller spears usually two in number – lighter for throwing – but similar design to spears.

Bow: arrow heads made of bronze or obsidian – no evidence of bows but reference to goats horns, leather and wax to make composite bows.

Swords: range of types – early type with wooden hilt attached over blade with rivets – wooden pommel – sometimes covered with gold, ivory or stone – sometimes elaborately decorated hilts – traces of scabbards – later development of pair of horns on hilt to deflect blow to the hand – swords become much shorter – flat blades and square shoulders.

Daggers: similar design to the sword but much shorter.

AO1 (4 marks)

(b) Explain why Mycenae was easy to defend.

Levels of Response

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

Students may mention some but not necessarily all of:

Cyclopean walls – circuitous walls – high walls – strategic position of Mycenae – narrow approach – on rocky outcrop – palace on top of hill – only two entrances / Lion Gate and North Eastern Postern – gate protected – small sally port – underground passage accessing cistern fed by concealed aqueduct providing water during siege – ramp /slope – large granaries for food supplies – strengthened defences – extended walls – defended from three sides.

AO2 (4 marks)

- (c) **Would you have liked to live in Mycenae? Give your reasons and support your answer with archaeological evidence.**

Levels of Response

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

Yes:

Trade – agriculture – religion – culture – different styles of art – pottery – jewellery and other female adornment – Pylos undefended community – frescoes – houses built outside city walls.

No:

Warlike society – weapons – vases – armour – signet rings – cities such as Mycenae built as fortresses.

AO3 (5 marks)

Topic D Social Life in Rome in the First Century AD

13 (a) State one way you could become a slave in first century Rome.

Born into slavery / kidnapped by pirates / prisoners of war / children left in open at birth / debtors / criminals.

AO1 (1 mark)

(b) State two jobs a slave in a Roman household would have to do.

Cleaning – cooking – serving food – help with dressing – keeping accounts – copying and delivering letters – lighting fires – watching the door – tending the garden – child-care / paidagogus.

AO1 (2 marks)

(c) Explain how some Romans treated their slaves cruelly.

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

Country slaves – little or no relaxation – living in primitive barracks – suffering whipping and corporal punishments – working in chain gangs – similar treatment in mines and quarries – gladiators being trained to fight to the death – humiliating treatment when being bought, naked with placards around neck – being tortured before giving evidence in court – murder of master might mean death or torture for all the slaves in the household – sexual abuse – not allowed to marry – branded slaves that had tried to escape – refusing to give them their freedom – not allowed to own possessions – little or no pay.

AO2 (3 marks)

(d) What was an ex-slave called?

Freedman / *libertus* – master's first two names

AO1 (1 mark)

(e) 'It wasn't always a good thing to be freed from slavery.' Do you agree? Give your reasons.

Levels of Response

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

Yes:

Given freedom – able to make their own way in life – could become rich and powerful – rising to positions of great influence – children of freedmen given full citizenship.

No:

Had to take part of name of his former master – had to become former master’s client – could be humiliated at dinner parties – had to work a few days each year for his master – had to pay respects to his master – restrictions on marriage – couldn’t stand for election – couldn’t obtain high rank in army – was discriminated against socially.

But: Being a slave wasn’t all bad – roof over head – food provided – good treatment – regarded as member of family – occasional small payment, etc

AO3 (3 marks)

14 (a) ***At what age did a Roman child start school?***

6 or 7

AO1 (1 mark)

(b) ***Romans did not have calculators for adding up. What did they use instead?***

Abacus (accept description) (Not allowed – fingers)

AO1 (1 mark)

(c)(i) ***State one thing a Roman boy’s father taught him.***

Riding / games / physical education / how to fight / how to deal with clients / how to run family business / sense of duty (pietas) / willingness to stand up for himself / achievements of his ancestors.

AO1 (1 mark)

(ii) ***What subject did a Roman boy learn from a rhetor?***

Rhetoric / art of public speaking / writing speeches / argument / debating.

AO1 (1 mark)

(d) ***Explain how a paidagogus helped to educate a Roman boy.***

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

Personal attendant – constant companion – accompanied child to school – responsible for behaviour – responsible for his appearance – taught him Greek – personal tutor – taught him how to read – how to write – simple arithmetic

AO2 (3 marks)

- (e) **What do you think Roman children would have found unpleasant about their education?**

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

Classrooms opening out into the street – constant distraction – wooden benches – no desks – writing tablets resting on knees – long days / from dawn to mid afternoon – rote learning – harsh teachers – corporal punishment – firm discipline – tedious work – limited curriculum – learning work off by heart – no week-ends, only public holidays. Girls only basic education – then taught by mother how to run household.

AO3 (3 marks)

- 15 (a) **Describe what happened at a Roman wedding.**

Levels of Response

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

Girl receives gold ring from man – presentation of dowry from girl's father to son-in-law to be – wedding day carefully chosen to avoid ill-omen – offering of girl's toys to the Lares – night before wedding girl goes to bed in her wedding dress – house decorated with wreathes, flowers, ribbons and laurel branches – bride's hair especially arranged – bride's face veiled – matron of honour, *pronuba*, attends her – sacrifices made before ceremony – omens inspected – priest presides over ceremony – *pronuba* joins right hands of the couple – silent vows made – priest blesses wheaten cake – banquet follows – groom seizes her from mother (Sabine women custom) – procession to groom's home – bride carrying spindle – accompanied by three boys, one carrying torch – crowds shouting and making rude jokes – groom's doorway decorated with woollen strips and oil – bride carried over threshold – *pronuba* gets bed ready – groom undoes special knot in bride's dress in presence of guests – guests depart.

AO1 (4 marks)

(b) Explain how the Romans celebrated when a boy became a man.

Levels of Response

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

Students may mention some but not necessarily all of:

Festival of the Liberalia on 17th March – series of short private ceremonies in the Forum – small groups of people entering the Forum each escorting a boy – accompanied by friends and family – aged about 15 – central figure of the occasion – boy looking dignified but nervous – wearing white toga (*toga virilis*) – passers-by greeting and congratulating boy – shaking his hand – boy no longer wearing his boyhood toga (*toga praetexta*) – dedicated old toga to the household gods – also lucky charm, *bulla*, given at birth, dedicated to household gods – went to the Forum to be registered as full citizen – name placed in the roll of his tribe – went to the Capitol to offer sacrifices – back home for family celebration.

AO2 (4 marks)

(c) Do you think the Romans showed respect for people when they died? Give your reasons.

Levels of Response

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

Mourning and grief openly expressed – close relative caught dying man’s breath with a kiss – then closed the eyes of the corpse – all present cried out dead person’s name – body washed and anointed – dressed in fine clothes – body dressed in toga – herald publicised funeral announcing time and place of funeral – funeral procession led through the city – stopped at forum – public eulogy declaring dead man’s achievements – large procession of mourners – images and masks of ancestors – erection of tombstones recollecting the dead – epitaph written praising them – festivals held in honour of the dead – parties held in honour of the dead – families gathered to honour the dead – dead were buried with things they might need food, drink, clothes and tools – sometimes buried with things they enjoyed while still alive – wine poured into the tombs for the dead to drink – image of the dead placed in wooden shrine in a conspicuous place in the house – busts made in honour of the dead and displayed in house – construction of sarcophagi, some very elaborately decorated.

AO3 (5 marks)

16 (a) What did the Romans do at a dinner party?

Levels of Response

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

Meals took place in the *triclinium*, dining room – guests seated at three couches – three guests to each couch – host sat at top end of one couch – most distinguished guest on his left – couches covered with mattresses for comfort – diners recline lying forward on couch, left arm supported by cushion – plates held in left hand – diners ate using fingers of right hand – or knives and spoons where necessary – diners took food from central table – diners usually had three courses – first course light appetizer – second course single meat or fish – third course dessert of fruit, nuts or sweet cakes – but sometimes evolved into a drinking party with entertainment – master of ceremonies decided when guests could drink and in what proportions of wine and water – wine usually watered down – entertainment could include good conversation – gambling – acrobats – clowns – jugglers – dancers – dwarves – poetry recitations

AO1 (4 marks)

(b) What are the differences between Roman baths and modern swimming pools and gyms?

Levels of Response

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

Students may mention some but not necessarily all of:

Modern baths and gyms have more emphasis on exercise and less on socialising with friends – have no open air exercise areas – have no colonnade to walk around – no libraries and museums to visit alongside them – modern swimming pools are places to swim while Roman baths were places to clean – unusual to have masseurs in gyms – more specific time to visit Roman baths – slaves in attendance in Roman baths – modern gyms don't have to use oil and strigils to scrape off dirt – competitive element in modern swimming pools – no hypocaust system in modern – modern gyms have more sophisticated machinery for keeping fit – modern gyms tend to be private with membership required, Roman baths were public – Roman baths open at midday, modern baths and gyms are open for longer hours – male and females didn't mix in Roman baths.

AO2 (4 marks)

(c) Would you have preferred to watch a chariot race or a gladiator fight? Give your reasons.

Levels of Response

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

Chariot Race:

Impressive size of the Circus Maximus – large crowds – wide range of races, 24 a day – support for different factions – skills of the charioteers – popularity and support for charioteers – tension of the race – excitement – risks of collision – bloodthirstiness of the racing – grandeur of the setting – the thrill of the crowd – gambling

Gladiatorial Fight:

Skill of fighters – fitness of gladiators – atmosphere of crowd – variety of types of fighters – fighting to the death – bloodthirstiness – enjoyment of watching favourite gladiators – crowd participation in deciding fate of defeated fighter – anticipation of decision of president of the games – sex appeal of gladiators – inspection of gladiators' weapons – mock contests – comic novelty turns with dummy weapons – different types of gladiators fighting against each other.

AO3 (5 marks)