



**General Certificate of Secondary Education
June 2013**

Classical Civilisation 40202H

Greece and Rome: Drama and Life

Unit 2H

Final

Mark Scheme

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

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

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INTRODUCTION

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

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

DESCRIPTIONS OF LEVELS OF RESPONSE

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

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

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

Mark Scheme

Topic A Greek Tragedy and Drama Festivals

1 (a)(i) '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's 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 – apparently to let children stay in Corinth.

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 actors to 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

Students may refer to:

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 of 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)(i) How do Aegeus and the Chorus support Medea?

Levels of Response

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

Aegeus: 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.

Chorus: Arrive at Medea's house to give her support and comfort – agree with her views of women in society – sympathise with her after Creon banishes her – support her argument against Jason – support her in her desire for revenge against Jason and her enemies – sympathise that her pain has brought her to the point of killing her own children.

AO1 (8 marks)

(a)(ii) Explain how Medea makes Creon and Jason do what she wants.

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:

Creon: Persuades him not to banish her immediately – reminds him he is a parent too – she needs time to make preparations for her children in their exile.

Jason: 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 (8 marks)

(a)(iii) 'Jason deserves what he gets.' Do you agree? Give your reasons.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 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

Yes:

Medea has supported him in his quest for Golden Fleece – has helped to make him a hero – has had his children – while 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 (10 marks)

(b)(i) Other than performing in a Greek tragedy, in what other ways could an Athenian citizen have taken part in the City Dionysia?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Member of audience – spectator at processions – citizen taking part in the processions – spectator at the *Proagon* – priest of Dionysus presiding over the festival of Dionysus – magistrates making sacrifices and pouring libations – judges voting for the best plays and best actors – Archon deciding on which plays were to be put on – Archon presiding over the festival – Archon overseeing appointment of judges – playwrights writing the plays – playwrights declaring themes of their plays at the *Proagon* – *Choregoi* financing the plays – *Choregoi* putting on after show party – trainers of Choruses – Ephebes passing out from military training – Ephebes escorting the statue of Dionysus – sons of those who died in battle – citizens freeing slaves – performers of the Dithyrambic contest between the tribes of Athens – public treasurers guarding the urns with the names of the judges.

AO1 (8 marks)

(b)(ii) How can we tell that the City Dionysia was important to the Athenians?

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:

Religious: 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 – dancing and singing competitions for men and boys – '*komos*' drunken party finishes procession off.

Proagon, official opening ceremony and presentation of actors, choruses and *choregoi*. – 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 – *strategoï*, top officials, offering libations – winning actor offered his mask to the god.

Civic: Proagon, official opening ceremony and presentation of actors, choruses and Choregoi – first day of festival whole city on holiday – prisoners let out on bail contests of 'choruses'/ dithyrambs from ten tribes of Athens, singing and dancing in honour of Dionysus and in competition with each other – presentation of the annual tribute paid to Athens by her subject-allies – announcements of honours conferred on citizens for services rendered to Athens/ civic crowns awarded – parade of the sons of those who died in battle for Athens that year – completion of selection of judges, and lengths the Athenians went to ensure their fairness and impartiality – five days of festival – victorious procession back to the home of the winning *choregos* – passing out of young men of military age – official account of the festival given to people after the event – number of scenes of drama on pottery – reference to the Theoric fund.

Personal: Great social occasion, meeting up with friends – enjoyment of comedy – learning lessons from tragedy – experiencing emotional effect of plays – watching spectacle of civic event – deriving civic pride from whole occasion – appreciating performances of actors – appreciating ways in which well-known stories have been re-told.

AO2 (8 marks)

(b)(iii) *Imagine you were an Athenian citizen at the City Dionysia. Would you have preferred the plays or the processions? Give your reasons.*

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Processions:

Civic pride in presentation of tribute – religious aspects of Dionysus’s statue leaving the city – symbolic return of statue – citizens dressed in best clothes – girls parading – *metics* in purple robes – leading citizens part of procession: archons, *strategoï*, and *choregoï* – watching *strategoï* perform libations and sacrifices – enjoyment of men and boys competing in dancing – partying after procession reaches the theatre – torchlight parade and musical accompaniment – singing and dancing in the streets – *Proagon* creating anticipation of the festival – revelation of the plays, playwrights, actors and choruses – joy of celebration of victorious actors, playwright and *choregos* on their way to after show party.

Plays:

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 (10 marks)

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

4 (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 another' (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)

- 5 (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)

6 (a)(i) Who is the Lar Familiaris and how does he contribute to the plot of the Pot of Gold?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

The Household spirit (of the house of Euclio) – he acts as a prologue to the play explaining everything to the audience – has been 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 – she gives him offerings of incense, flowers and wine – he allows Euclio to find the gold so he can give it to his daughter as a dowry – he knows that Lyconides has made love to her and that she is pregnant – he claims he is going to ensure that Megadorus asks for Phaedria’s hand in marriage – this will eventually make it easier for Euclio to give the gold as dowry for Lyconides and Phaedria for them to get married.

AO1 (8 marks)

(a)(ii) Explain how The Pot of Gold has a happy ending.

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:
 Most characters receive what they want by the end of the play.
 Lyconides is married to Phaedria the woman he loves – Phaedria has married the father of her child – Lyconides and Phaedria have the pot of gold as their dowry – the slave has his freedom – the slave is given a gold coin by Euclio – Megadorus can now remain a bachelor – Euclio has had his gold restored – Euclio has given himself peace of mind by handing over the gold to Phaedria and Lyconides – Eunomia has a wedding to celebrate, that of her son to Phaedria – Staphyla can feel more relaxed now that the truth of Phaedria's pregnancy is out in the open and the father of the child has married her – the cooks have been paid – there is a wedding to celebrate.

AO2 (8 marks)

(a)(iii) Do you think the characters in the Pot of Gold are true to life? Give your reasons.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Yes:

Natural that Lar Familiaris wants to reward Phaedria for her devotion to him – realistic that young man would want to make love to beautiful girl, even more so in fit of drunken passion – Lyconides wanting to marry Phaedria – Euclio's meanness – Megadorus confirmed bachelor not wanting to get married – at least deciding on the girl he was going to marry – Eunomia wanting her brother to wed – Eunomia acting in the best interests of her son – the slave naturally wanting his freedom – slave taking advantage of his good fortune – slave wanting to get his own back on Euclio – slave's joy at owning the gold – slave being prepared to hand gold over in return for freedom – Staphyla concerned for her mistress's pregnancy – Phaedria concealing her pregnancy from father – cook wanting payment – Congrio taking exception to being beaten by Euclio – Euclio's reaction to hearing about the need for a bigger pot. – Megadorus getting Euclio drunk at wedding party – Euclio's reaction as a father to hearing about his daughter's pregnancy – reaction to having his gold stolen – reaction to the marriage proposal from the rich Megadorus to the daughter of the poor Euclio.

No:

Lar Familiaris bothering with Euclio's family – Pot of Gold being entrusted by Euclio's grandfather to the Lar Familiaris – extreme treatment of Staphyla at hands of Euclio – paranoia of Euclio – paltry wedding gifts for Euclio's daughter – Euclio not realising that his daughter is 9 months pregnant – extreme stories about Euclio's miserliness by the slaves – kind Megadorus suggesting Lyconides beat his slave to get the gold off him – Euclio taking his precious gold out of the house – hiding it in the Shrine of Good Faith – hiding it in the Grove of Silvanus – Euclio's realisation that the gold has given him nothing but misery – Euclio's sudden change of heart and giving the gold to Lyconides and Phaedria.

Allow mixed answers.

AO3 (10 marks)

(b)(i) What do the wife of Menaechmus, the father and the doctor do in *The Brothers Menaechmus*?

Levels of Response

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

Wife: Gives Menaechmus abuse as he leaves the house – has items of clothes and jewellery stolen from her – accosts Menaechmus about his mistress and theft when informed by Peniculus – used by Peniculus as means of getting revenge for being snubbed by Sosicles – demands return of items – summons father to deal with Menaechmus – is threatened with assault by Sosicles.

Father: Answers the call of his daughter to deal with Menaechmus – tries to mediate between daughter and husband – cross – examines Sosicles – convinces himself Sosicles has gone mad – is threatened by Sosicles – summons doctor – accompanies doctor in dealing with Menaechmus – provides slaves to take to doctors house.

Doctor: Examines Menaechmus – diagnoses madness – insists Menaechmus is brought to his house for further treatment.

AO1 (8 marks)

(b)(ii) Explain how *Peniculus* is a comic character and makes the audience laugh.

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:

Stock characterisation as sychophant – asides to the audience – nickname, ‘Sponge’ – jokes he makes about Menaechmus’s appearance wearing his wife’s robe – reference to Menaechmus looking like a charioteer looking over his shoulder – excessive flattery of Menaechmus – holding his guardian angel (Menaechmus) by the hand – feeling sorry for himself when he thinks Menaechmus isn’t going to get a meal – homespun philosophy about how to keep a man prisoner – comic theories about the nature of food – visual humour smelling Menaechmus’s dress – offering to dance with Menaechmus while he is wearing the dress – comic scene of misunderstanding between Sosicles and Peniculus – list of insulting names Peniculus calls Sosicles – intention to tell Menaechmus’s wife everything to get Menaechmus in trouble – relish when he sees Menaechmus about to get into trouble with his wife – advice to wife to give it to him hot – reaction to Menaechmus being in trouble – despair at getting no reward from Menaechmus’s wife.

AO2 (8 marks)

(b)(iii) What do you like and what do you disapprove of in the *Brothers Menaechmus*?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Like:

Determination of Sosicles to find his long lost brother – relationship Sosicles has with his slave Messenio – honesty of Messenio – blunt attitude of the father towards his daughter and her rows with her husband – comic madness of Sosicles – Messenio coming to rescue of his 'master' – comedy of mistaken identity throughout the play – happy ending of re-united brothers.

Disapprove:

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.

A03 (10 marks)

Topic C Mycenaean Civilisation

7 (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)

(b)(ii) Name one other type of tomb found at Mycenae.

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)

8 (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 – cult and ritual – 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 / Warrior Vase.

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

Students' 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)

9 (a)(i) **What was the most important room in a Mycenaean palace? Describe its main features, including its position within the palace.**

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:

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.

Entrance from courtyard – flanked by long corridors – surrounded by domestic quarters – guardrooms – oil store – pantries – workshops – sheds for chariots.

AO1 (8 marks)

(a)(ii) How did the Mycenaeans use the other rooms in the palace?

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>	7-8marks

Students may mention some but not necessarily all of:

Archive rooms indicating administrative centre – storerooms for basics commodities such as oil and wine – long corridors for access and to create impression of grandeur – basements used for storage and to create more space – upper storey for private quarters for privacy – pantries for storage and preparation of food – entrance porches to enhance impressive nature of megaron – shrines for worship of gods – bathrooms for cleaning – courtyard for greater space and to enhance appearance of the palace – chariot sheds and stables to keep horses – separate hall for assembly and meetings

AO2 (8 marks)

(a)(iii) Do you think the palaces show that the Mycenaeans were artistic and good craftsmen? Give your reasons.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

For:

Beautiful frescoes – 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. Fine jewellery technically – crafted – engraved seal rings – wide range of metalwork – clay figures – inlaid dagger blades – inlaid sword hilts – painted floors – carved floors – carvings of ivory – stone carvings – vase decoration – range of types of vases – funeral masks.

Against:

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

AO3 (10 marks)

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

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:

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.

Chariot: four-spoked wheels – light hide-covered body – wicker frame – woven rawhide floor – single pole – easily dismantled.

AO1 (8 marks)

(b)(ii) Why would Myceneans have considered Mycenae safe from attack?

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:

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 (8 marks)

(b)(iii) 'The Mycenaeans were not only warlike.' Do you agree with this statement? Give your reasons and support your answer with archaeological evidence.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

No:

evidence of trade – artwork – agriculture – religious activity – jewellery – female adornment – frescoes – pottery – metalwork – houses built outside fortresses – Pylos undefended – evidence of hunting

Yes:

evidence of buildings of fortresses – evidence of weapons and armour – signet rings depicting warfare – frescoes – vases.

Credit given for specific references.

AO3 (10 marks)

Topic D Social Life in Rome in the First Century AD

10 (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 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)

11 (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 had basic education – then taught by mother about how to run the household.

AO3 (3 marks)

12 (a)(i) What customs and rituals did the Romans perform at birth and marriage?

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:

Birth: Father of family informed – father picks up child from where it has been placed – once child accepted – wreathes on doorposts – after 8/9 days day of purification – baby named – prayers for health and happiness – eldest child took all his father’s three names.

Marriage: 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 woolen strips and oil – bride carried over threshold – *pronuba* gets bed ready – groom undoes special knot in brides dress in presence of guests – guests depart.

AO1 (8 marks)

- (a)(ii) ***The Romans believed that the time when a boy became a man and entered public life was very important. Explain how the Romans celebrated this occasion.***

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:

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 (8 marks)

- (a)(iii) ***Do you think the Romans treated the dead with respect? Give your reasons.***

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Before funeral:

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 – placed on couch in the atrium – surrounded by flowers, wreathes and candles – hearth-fire extinguished – branch of pine or cypress placed in front of the house – body laid out feet facing towards the door – sometimes coin placed in mouth to pay the ferry man – sometimes wearing a wreath – body carried to the forum.

Body dressed in toga – Herald publicised funeral announcing time and place of funeral – funeral procession led through the city – stopped at forum – declaring dead man’s achievements – procession consisted of pallbearers – pipers – flute players – horn players – torch-bearers – hired mourners – family of dead person – images of ancestors carried/masks of ancestors worn – masks carried or worn by men carried on chariots – mask carriers wearing togas appropriate to the status of the dead man – mask carriers sit down on ivory chairs in forum during eulogy – bodies taken outside city – placed in expensive family tombs sometimes the size of monuments lined alongside the road.

After funeral:

Highly visible means of preserving heritage of ancestors/presence of *imagines* of ancestors during procession – ashes placed in tomb – some tombs like monuments with well cared for gardens – erection of tombstones recollecting the dead – epitaph written praising them – festivals held in honour of the dead – parties held in the honour of the dead – families gathered to honour the dead – dead were buried with things they might need food, drink, clothes 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.

Accept reference to either or both.

If any candidate refers just to the Lares (the ancestors of the dead) they can access no more than 5 marks.

AO3 (10 marks)

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

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:

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 (8 marks)

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

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1-2 marks
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	3-4 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i>	7-8 marks

Students may mention some but not necessarily all of:

Differences: Modern baths and gyms there is less emphasis on going to meet friends and socialising – 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.

Similarities: changing rooms in both – exercise performed in both – keeping fit in both – range of different types of exercise in both – some gyms and swimming pools have sauna types of room – both popular places to visit – swimming pools tend to be public just like Roman baths.

AO2 (8 marks)

(b)(iii) Would you have preferred to watch chariot racing or spend the day at the Colosseum? Give your reasons.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Circus and Chariot-racing: 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 – good place for meeting people – gambling – only good seats in marble closest to the track – wooden seats higher up – standing room only at the top – sheer size meant spectators could only recognize chariots by their colours – execution of criminals – sometimes theatrically presented – mutilation and killing of ‘central ‘ actor.

Colosseum: Skill of fighters – fitness of gladiators – atmosphere of crowd – variety of types of fighters – fighting to the death – bloodthirstiness – free to enter, but tickets not easy to obtain – 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 – slaughter of helpless criminals – inspection of gladiators’ weapons – displays of wild and exotic animals – beast fights – unarmed criminals exposed to starved wild animals – trained hunters tracking and killing quarry – mock contests – comic novelty turns with dummy weapons – different types of gladiators fighting against each other – naval battles – impressive appearance of the buildings – presence of emperor.

AO3 (10 marks)