



**General Certificate of Secondary Education
June 2013**

Classical Civilisation 40203F

Greece and Rome: Conflict and Carnage

Unit 3F

Final

Mark Scheme

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

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

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INTRODUCTION

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

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

DESCRIPTIONS OF LEVELS OF RESPONSE

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

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

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

Mark Scheme**Topic A Herodotus, *The Persian Wars***

- 1 (a) ***Which people had just warned Leonidas that the Persians were about to surround him?***

Two from: seer (Megistias) – deserters – lookouts

AO1 (2 marks)

- (b) ***Why had Ephialtes told the Persians about the secret track?***

In hope of reward

AO1 (1 mark)

- (c) ***Explain why Leonidas had come with only 300 Spartans.***

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

Spartans were celebrating the Carneia festival. The Spartans wanted to encourage the Greek allies to take the field and not go over to the Persian side. Some Greeks had already deserted and they thought others might if the Spartans didn't appear at all. They had not expected the battle to take place so quickly.

AO2 (2 marks)

- (d) ***How did Leonidas secure the future of Sparta by staying at Thermopylae (lines 7-8)?***

According to prophecy / seer, Delphi – Sparta would be overthrown unless one of her kings fell.

AO2 (2 marks)

- (e) ***What do you admire about Leonidas and the Greeks in the final hours of the battle?***

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

Fought knowing they would die. Spears were now broken and so killed Persians with their swords. Beat off enemy four times to recover Leonidas' body. Withdrew into pass or little hill and fought with hands and teeth. Dieneces was the bravest. But – Thebans surrendered and said they had been forced to fight.

AO3 (3 marks)

2 (a) Name the King mentioned in line 4.

Xerxes

AO1 (1 mark)

(b) The Ionians were considered to be the King's best allies. Explain how Themistocles planned to deprive the King of their support.

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

He sailed along the coast and called at all the beaches where there was drinking water and so the Ionians would definitely stop there. He left messages carved on the rocks asking them to come over to the Greek side or at least fight half-heartedly. He reminded them that they were descended from the Greeks and that the Ionians had caused the war in the first place by revolting.

AO2 (3 marks)

(c) The King now invited the Persian troops to look around the battlefield of Thermopylae. What preparations did he make for their visit?

Buried vast number (19,000) of Persians – and only left a few (1,000) on show.

AO1 (2 marks)

(d) Give one reason why Herodotus was so interested in the part played by Queen Artemisia.

They were both from Halicarnassus / it was unusual to find a woman on the battlefield / she was the only female captain, commander.

AO2 (1 mark)

(e) Do you admire Queen Artemisia? Give reasons for your answer.

Levels of Response

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

Allow reasonable judgement. Students may mention:
 Prepared to speak out against Xerxes' plans. Gave very shrewd advice about attacking Peloponnese. Realised he would lose a naval battle. Prepared to fight. Rammed friendly ship. A woman fighting in a sea battle.

AO3 (3 marks)

3 (a) How did Xerxes take his army across the channel of water called the Hellespont?

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

Built two pontoon bridges. Ships were anchored against the wind. Planks were placed across the cables and covered with brushwood and earth. Screens were put up to stop horses being frightened of sea.

AO1 (4 marks)

(b) Why did Xerxes' uncle, Artabanus, think the invasion would fail?

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

He reminded Xerxes that they had lost at Marathon and Greeks had great reputation as fighters. He was worried that Xerxes might be stranded if the bridges across the Hellespont were cut down. He worried that 'God strikes down the mighty'. Also considered logistics of finding suitable harbours and food for such a large army.

AO2 (4 marks)

(c) What sort of person do you think Xerxes was? Explain your answer.

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

Allow any reasonable interpretation of:

Greed / ambition – desire to expand into Europe
Willingness to listen to advisers including the Greek Damaratus
Damaratus is considered a friend and guest
Xerxes' confidence in victory
Does not punish those who give him advice he does not follow, e.g. Damaratus and Artemisia
3 Greek spies spared
More careful preparations, e.g. Athos canal
Sensitivity – weeping for his men at Abydos
Communicates well with his commanders at Abydos; respects the Greeks but will defeat them for the glory of Persia
The treatment of Pythius' eldest son
Brands Hellepont and executes builders of first bridge
Men often move under the lash – cross Hellepont, fight at Thermopylae
Brands Thebans after Thermopylae
Leonidas' head placed on a spike
Xerxes tries to cover the bodies of Persian dead after Thermopylae
Everyone in the Persian fleet did their best at Salamis because they felt that Xerxes was watching him alone
Beheads Phoenicians at Salamis, but records names of captains who do well at Salamis
Artemisia's speech and actions delight Xerxes
Various sacrifices, including ordering sacrifices on Athens' captured Acropolis
Cautious – quick retreat after Salamis to protect Hellepont crossing.

AO3 (5 marks)

4 (a) What different things does Herodotus write about in his History?

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

People (their characters and motives), customs, battles, armour and costumes, ships, gods and religion.

AO1 (4 marks)

(b) How does Herodotus make war seem horrible?

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:

When preparations go wrong bridge engineers were executed.
 Pythius terrified for sons but Xerxes executed eldest one.
 Thermopylae – ferocity of fighting. Treatment of Leonidas' corpse.
 Capture of Acropolis.
 Grief when news of defeat reached Persia.
 Loss of life in battles.

AO2 (4 marks)

- (c) **Do you think Herodotus is an entertaining historian to read? Give reasons for your answer.**

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

Candidates may refer to some of:

Herodotus' techniques:

Use of speeches, portrayal of character and motives,

Gives various versions of stories, offers own opinion, references to gods and religion, gory details, explores differences between Greeks and Persians, interested in different customs.

Explores ups and downs of human fortune.

Includes dramatic situations and strange happenings.

And / or:

Appropriate examples:

e.g. speeches by Themistocles, Damaratus, Xerxes, Artabanus;

make-up of Persian army; Xerxes' cruel treatment of his people and enemies;

crossing of Hellespont;

Themistocles' scheming before Salamis;

Intriguing prophecy from Delphi;

Bravery of Greeks at Thermopylae; actions of Artemisia at Salamis; treachery of

Ephialtes; Scyllias' swim at Artemisium.

AO3 (5 marks)

Topic B Virgil, *Aeneid*

5 (a)(i) Name Pyrrhus' father.

Achilles

AO1 (1 mark)

(a)(ii) Where was his father?

Underworld / land of dead (but not he is dead).

AO1 (1 mark)

(b)(i) Who is the old man (line 3)?

Priam / King of Troy

AO1 (1 mark)

(b)(ii) What terrible thing had the old man just seen?

Killing / murder of his son (Polites)
Not allowed: 'death' of his son

AO1 (1 mark)

(c) How does Virgil make the reader feel sorry for the old man in this passage?

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

Insist on AO2. Must not simply restate what Virgil says.
Describes him as quavering (possibly because is old, angry, upset). Is slipping in his own son's blood. Is killed at the altar which his wife had hoped would protect them. Pyrrhus holds his hair so that he can't move and escape and gives Pyrrhus greater purchase. Ferocity of his death with the sword plunged so far into his body. Flashing blade suggests speed of blow.

AO2 (3 marks)

(d) What other horrors of war do you think Virgil shows in the *Aeneid Book 2*?

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

Underhand nature of warfare e.g. Sinon and Wooden Horse, Coroebus' plan to disguise in Greek army. Aeneas and Trojans attacked by own side. All kinds of people die e.g. priests. Fate of families e.g. Hecuba and the princesses, loss of Creusa. Fate of women e.g. Cassandra and women taken as slaves. Buildings set alight. Defenders of palace give up and commit suicide. Aeneas wanted to kill Helen even though she was an unarmed woman.

Not allowed: death of Laocoon

AO3 (3 marks)

6 (a) Who is the Sibyl talking to in this passage?

Charon / Ferryman

AO1 (1 mark)

(b) What does she show him?

Golden bough

AO1 (1 mark)

(c) The Sibyl claims Aeneas was famed for devotion to duty (line1). Give one example of where he shows his devotion to duty and explain your choice.

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

Allow any reasonable example of *pietas* provided good reason offered. Most likely are:

concern for men when land in Africa; sends for Iulus to attend banquet; tells Dido story of Troy; fights for Troy; rescues family; won't touch statues with blood-stained hands; returns to look for Creusa; leaves Dido; respect for Venus (numerous examples); visits Anchises in Underworld.

AO2 (3 marks)

(d)(i) What did his father want to show Aeneas while he was in the Underworld?

His descendants / future Romans / parade of heroes

AO1 (1 mark)

(d)(ii) Suggest one reason why he did this.

Accept any reasonable suggestion.

To inspire him / to keep him going / to link the epic to Rome / to praise the Romans / Augustus

AO2 (1 mark)

- (e) **What do you find most frightening about the Underworld? Give reasons for your answer.**

Levels of Response

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

Students may mention:

personification of ills at the entrance; darkness; surliness of Charon; ghosts begging to cross Styx; Cerberus; infant ghosts; suffering of suicides and those in Plains of Mourning; punishments in Tartarus; evil people in Tartarus.

AO3 (3 marks)

- 7 (a) **What does Sinon tell the Trojans about himself and the Wooden Horse?**

	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

He had been chosen as a human sacrifice to allow the Greeks to return home but had escaped. He said the Horse was an offering to Athena. It had been made so big to prevent the Trojans taking it into the city as then they would conquer Greece.

AO1 (4 marks)

- (b) **Why is King Iarbas cross when Dido has an affair with Aeneas and how does he cause trouble for her?**

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

He had offered to marry her. She had turned him down because of her vow to Sychaeus but now she is having an affair with man who has just been shipwrecked and Iarbas feels cheated. When he heard about the affair from Rumour he had complained to Jupiter who then sent Mercury to tell Aeneas to leave.

AO2 (4 marks)

- (c) **Do you think Neptune and Jupiter are kinder to Aeneas than Juno is? Give reasons for your answers.**

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

Jupiter orders Aeneas to leave Dido. He sends the omen to persuade Anchises to leave Troy and the shooting star to show the way out.

Neptune saves Aeneas in the storm.

Juno bribes Aeolus and causes the storm. She helps with the destruction of Troy.

AO3 (5 marks)

- 8 (a) **What happened to Dido's husband Sychaeus and how did she gain the land to build Carthage on?**

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

Dido's brother murdered her husband to get his hands on Sychaeus' wealth. When she arrived in Carthage, the local king Iarbas said she could have as much land as she could surround with a bull's hide and she cut it into very long strips.

AO1 (4 marks)

- (b) **Explain why Dido can be viewed as a bad queen.**

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

She became infatuated with Aeneas and let the building work on the city stop. She had an affair with Aeneas. She deceived Anna and used black magic. She committed suicide and left them leaderless. She cursed Aeneas and caused the Punic Wars.

AO2 (4 marks)

- (c) **What do you like and/or dislike about Aeneas' behaviour towards Dido? Give reasons for your answer.**

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

Allow any reasonable judgement. Students may refer to:

His initial speech of thanks and the generous (although ill-omened) gifts.

His willingness to tell the story of the fall of Troy.

He slept with her knowing he had to go to Italy and let her believe they were married.

He let her find out from Rumour that he was preparing to leave.

His somewhat cold speech to her.

He refused to do as Anna asked and stay a little longer.

He left in the middle of the night.

Behaviour in Underworld.

AO3 (5 marks)

Topic C The Ancient Olympic Games and the Panathenaia

9 (a) State two purposes for the grooves shown in the picture.

Starting blocks for athletes' toes / grip for feet – finishing line

AO1 (2 marks)

(b)(i) How long was the running track in the stadium at Olympia?

600 Olympic or Herakles' feet / 1 *stade* / 192.28m / about 200m

AO1 (1 mark)

(b)(ii) Explain why the track was this length.

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

Herakles fixed the distance of the original *stade* race by measuring out 600 of his feet. Alternatively it was the distance he could run before taking a breath / on one breath.

AO2 (2 marks)

(c) Explain how the track at Olympia was different from a modern outdoor running track.

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

Ancient: levelled clay surface with a light cover of sand. Straight track with posts to turn around in multi-lap races. No marked lanes although starting 'gates' were set up

Modern: All-weather synthetic surface. Oval track. Lanes marked out. 400 metres / twice the distance of ancient track

AO2 (2 marks)

- (d) **Do you think that the stadium at Olympia was well designed for spectators to watch the events? Give reasons for your answer.**

Levels of Response

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

Students may express a personal view about:
 the banks around the track on which ordinary spectators sat;
 there being no seats provided for ordinary spectators;
 the track bulging in the centre by 3m to afford spectators an uninterrupted view of the races;
 the stadium tunnel offering a dramatic entrance;
 judges watching from the *exedra* while the priestess of Demeter Chamyne had a seat and altar on the opposite bank.

Allow mixed responses

AO3 (3 marks)

- 10 (a) **What was the most important item carried in the Panathenaic procession?**

Peplos

AO1 (1 mark)

- (b) **Name the temple on the Acropolis that housed the statue of Athena Polias.**

Erechtheion

AO1 (1 mark)

- (c) **Explain why women were so important in the Panathenaic procession.**

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

They provided the priestesses of Athena who set up the loom for weaving the peplos; the *Arrêphoroi* (4 aristocratic girls chosen to serve the goddess); and the *Ergastinai* who wove the peplos.

Since the peplos was the most important element of the Panathenaic procession, women had a central role to play. These women also took part in the procession itself. Other women also processed, carrying gifts for Athena and representing their sex in Athenian society.

AO2 (3 marks)

- (d) **State the piece of evidence from the Acropolis in Athens that depicts the Panathenaic procession and the name of the building which it decorated.**

The (Parthenon) frieze - Parthenon

AO1 (2 marks)

- (e) **Would you have liked to have been a man taking part in the Panathenaic procession? Give reasons for your answer.**

Levels of Response

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

Students may express a range of personal views about the following:

Men leading the sacrificial animals.

Wealthy *metics* in purple cloaks, carrying cakes and honeycombs.

Bearers of holy water.

Musicians playing flutes and lyres.

Those who accompanied the ship-cart.

Old men carrying olive branches.

Charioteers alongside their chariots.

Infantry and cavalrymen.

Victors in the games.

Ordinary Athenian citizens organised by their *demes*.

However women have significant roles as priestesses, *Arrephoroi* and *Ergastinai*.

Allow mixed responses

AO3 (3 marks)

- 11 (a) **What training did athletes do before competing in the ancient Olympic Games?**

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:

Intensive training for 10 months prior to the Games.

The last month had to be spent at Elis under the supervision of the *Hellanodikai*.

Athletes would employ personal trainers or be accompanied by fathers or brothers.

Training at Olympia could continue in the Palaistra and Gymnasium.

Allow reference to the following:

Many would be professional athletes moving from one competition to another (the Pankratiast Theagenes of Thasos won 1,400 crowns at various Greek festivals).

Standard diets were followed: fruit, cheese, vegetables, fish and bread; meat for combat athletes to build muscles.

Massage important to loosen body.

AO1 (4 marks)

(b) How easy was it for athletes to practise at the site of Olympia?

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 of:

Palaistra: courtyard suitable for training in combat sports and jumping;

colonnade on all sides provided shade;

oiling and powdering rooms important for these athletes;

clay floors in most areas replicated *stadium*;

simple bathing arrangements provided for use after training to supplement other baths at Olympia;

rooms provide training facilities in bad weather with benches all round for spectators;

long room in southern colonnade ideal for jumping;

one room may have housed a punchbag.

Gymnasium: long building surrounding open space for runners and throwers; eastern colonnade housed a double running track exactly the same length as the stadium;

sills are here at each end to match the stadium;

surface of beaten earth also matched the stadium

Pausanias mentions living quarters for athletes on the western side (washed away by the Kladeos).

AO2 (4 marks)

- (c) **Boxing, wrestling and pankration were combat events in the ancient Olympic Games. Do you think that athletes in these events had a fair chance of winning? Give reasons for your answer.**

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

Students may mention some of the following:

Ancient events: heats and the supervision of the *Hellandodikai* in the month before the Games ensured that only the fittest could compete.

No weight categories or rounds in combat sports. No protective equipment used by athletes.

Some practices in combat sports seem to have been frowned upon but were not considered cheating: e.g. Sostratos of Sikyon, known as "Mr Finger-Tips"

Some athletes were 'sponsored' by their states.

Students may make comparison with modern events which have weight categories to make competition fairer.

Helmets, gloves and the ring itself protect athletes.

Officials watch closely from inside and outside 'ring' with better view.

Television may help to reduce cheating.

AO3 (5 marks)

- 12 (a) **Who was allowed to take part in, and who was allowed to watch the ancient Olympic Games?**

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:
 Only free Greek men could compete.
 Greeks watched the Games except women of marriageable age/married women.
 The only exception was the priestess of Demeter Chamyne who had a special seat in the stadium.
 Kallipateira of Rhodes disguised herself as a man to watch her son compete.

AO1 (4 marks)

(b) Explain why staying at Olympia could be uncomfortable for spectators.

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:
 Spectators would pitch tents or build huts on nearby land: little shelter from weather.
 The Rivers Alpheios and Kladeos and wells would provide water for washing and drinking.
 The Olympic Games were held in the heat of late summer.
 Eleans worshipped Zeus Apomyios (Averter of Flies) so flies and mosquitoes must have been a nuisance or health risk.
 It was very crowded.
 However VIPs could stay in the comparative luxury of the Leonidaion.
 Rough treatment of spectators by judges if they got in the way.

AO2 (4 marks)

(c) The ancient Olympic Games lasted for five days. Choose your favourite day and explain what you would have liked about it. Give reasons for your answer.

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

Students may express a range of views on **one day** of the following programme:

Day 1: Morning: procession to, and oaths in *Bouleuterion*; contests for heralds and trumpeters; boys' running, wrestling and boxing; prayers, sacrifices and consultation of oracles

Afternoon: speeches by philosophers; recitals by poets and historians; tours of *Altis*

Day 2: Morning: procession to Hippodrome; chariot and horse races

Afternoon: pentathlon

Evening: Pelops' funeral rites; parade of victors; communal singing of victory hymns; feasting

Day 3: Morning: procession around *Altis*; sacrifice of 100 oxen to Zeus

Afternoon: foot-races

Evening: public banquet at *Prytaneion*

Day 4: Morning: wrestling

Afternoon: boxing and *pankration*; race in armour

Day 5: all day: procession of victors to Temple of Zeus; crowning of victors; *phyllobolia*; feasting

AO3 (5 marks)

Topic D Pompeii and Herculaneum

- 13 (a) *Identify the two features labelled A and B that tell us that this building was a bakery.***

Oven – mill / flour mill / grain grinder / millstones

AO1 (2 marks)

- (b) *Explain how grain was turned into flour in a bakery in Pompeii.***

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

Grain was poured into the conical space above the turning millstone. A wooden frame secured to the top stone allowed it to be turned by donkeys or slaves.

The two rough lava stones turned over one another and ground the grain into flour. Flour was collected in the trough at the base of the fixed lower stone.

AO2 (2 marks)

- (c) *State one piece of evidence that tells us what Pompeian loaves of bread looked like.***

Loaves survive / wall painting showing a baker distributing loaves.

AO1 (1 mark)

- (d) *Explain how food was cooked at home in Pompeii.***

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

'Ovens' consisted of open fires (at waist height).

Food could be boiled in pots raised above the flames / on tripods or grilled on a gridiron.

A range of metal and earthenware pots and pans were used on or above the fire.

Metal ladles and strainers have been found.

AO2 (2 marks)

- (e) *Would you have enjoyed shopping for food in Pompeii? Give reasons for your answer.***

Levels of Response

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

Allow mixed personal responses to appropriate material that might include:
 Bars, inns and bakeries located throughout Pompeii for convenient daily shopping.
 However the Via dell'Abbondanza has a high concentration of businesses.
 Bars and inns are also concentrated around baths.
 Forum provides a centre for buying food in *Macellum*, including fresh fish, grain market and stalls in the open space. Centre of *garum* industry. Weights and measures table for checking produce and aediles' office for making complaints.
 A good selection of produce could be expected from a port city with fertile pasture and agriculture around it (e.g. wall painting of Vesuvius, mosaics from the House of the Faun and Caecilius' business records).

AO3 (3 marks)

14 (a) Name the archaeologist who was the first to produce casts of the bodies.

Fiorelli

AO1 (1 mark)

(b)(i) State two other items that were cast in the same way as the bodies.

Two from:
 Animals (e.g. dog).
 Doors / shutters.
 Furniture
 Plant roots.

AO1 (2 marks)

(b)(ii) Explain why it is possible to make casts of these items.

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

Volcanic ash surrounds the item creating a mould.
 The organic material decays leaving a void.
 Plaster or resin can be poured into the void creating a cast.

AO2 (2 marks)

(c)(i) Where in Caecilius' house were his business records found?

In a strong box / chest / upstairs / upper storey / 1st floor

AO1 (1 mark)

(c)(ii) How did Caecilius' business records survive the eruption of Mount Vesuvius?

Strong box was sturdy enough to protect the contents (154 wax tablets) from the force and heat of the eruption.

AO2 (1 mark)

- (d) ***As an archaeologist, would you prefer to excavate the site of Pompeii or Herculaneum? Give reasons for your answer.***

Levels of Response

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

Allow mixed personal responses to appropriate material that might include:

Pompeii:

Easier to dig out ash.
Possible to produce casts from cavities.
Larger, more famous site.
Wider range of building types.

Herculaneum:

Harder to dig through solidified deposits
that better preserve organic artifacts.
Upper floors better preserved.
Generally more violent deaths of inhabitants on beach and in boat sheds.
Casting unnecessary or not possible.
Pumping out water necessary in some of site.
More of site remains to be excavated at Herculaneum.
Has modern town above.

Give credit to students who recognise that both sites offer less opportunity to reveal extraordinary new finds than in the past, and that conservation is a priority along with smaller scale research projects.

AO3 (3 marks)

15 (a) What archaeological evidence is there for the types of show that took place in Pompeii's amphitheatre?

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 of the following:

Gladiatorial equipment (helmets, leg and shoulder protection) indicates types of gladiators who fought in the arena.

Graffiti around Pompeii and wall paintings on tombs depict different types of gladiator in combat.

Gladiator barracks.

Graffiti advertise composition of shows (including numbers of pairs of gladiators and an animal hunt) and the results.

19th century drawings of fresco around arena wall showing beast hunt and gladiatorial combat.

Trumpets and graffito of trumpeters indicate their use at shows.

AO1 (4 marks)

(b) Explain why visiting the public baths in Pompeii was popular.

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:

Activities and facilities in the palaestra; heated and cold rooms; decoration of Stabian, Forum and Suburban baths; proximity of numerous bars.

AO2 (4 marks)

- (c) **Would you have enjoyed a day at the theatre in Pompeii? Give reasons for your answer. You may refer to both the theatres, but not the amphitheatre.**

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

Students may mention:

Banked seats in semi-circle to give uninterrupted view.

Awning could be provided over Large Theatre (stone rings for the masts can still be seen).

Small Theatre / Odeon was roofed (clear from square ground plan and inscription recording builders).

Wider steps at front for important people to sit on their own chairs.

Platforms above *parodoi* for similar purpose.

Flights of steps divide the seating areas for ease of access.

Stage building was interesting in its own right.

Variety of performances in each theatre.

Actors were popular as shown by graffiti.

AO3 (5 marks)

- 16 (a) **What were mosaics? Give an example of a mosaic from Pompeii or Herculaneum that you have studied.**

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 of:

Decorative floor (or wall) made of squares of stone, ceramic or glass. These *tesserae* varied in size. They were laid in cement to create various patterns: monochrome geometric patterns were fashionable and common; detailed, coloured pictures were made with very small *tesserae* (*opus vermiculatum*) and would have been expensive.

Examples:

Pompeii: House of the Faun: tragic masks & garlands; cat; birds; fish; Alexander

House of the Tragic Poet: Cave Canem; actors

House of Caecilius: monochrome dog

Herculaneum: female baths: monochrome sea creatures

House of Neptune & Amphitrite: inner garden wall

House with Mosaic Hall: large geometric monochrome pattern

Samnite House & House of the Wooden Partition: simple monochrome

Others: actors; theatrical masks; Nile hunting scene;

Allow description of geometric tiled floors (e.g. *impluvium* in House of the Faun and *triclinium* of the House of the Stags).

AO1 (4 marks)

- (b) **Explain how we know what ornaments in houses in Pompeii and Herculaneum were made of.**

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:

Decorative metal objects survived eruption intact (e.g. Faun, Caecilius' bust)

Statues, basins and decorative furniture in stone are found in *atria* (e.g. House of the Wooden Partition) and gardens (e.g. House of the Vettii) and are depicted in paintings.

Fragile glass has sometimes survived; it is also depicted in wall paintings.

Items carved from bone/ivory survive intact (e.g. Lakshmi statuette).

Decorative baskets are also represented in wall paintings.

Allow reference to decorative details of furniture:

Carbonised doors, screens and beds from Herculaneum.

Decorative details in metal on couches, tables, doors, strong boxes.

AO2 (4 marks)

- (c) **Do you think you would have liked to live in Pompeii and/or Herculaneum before the eruption of Vesuvius? Give reasons for your answer.**

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

Allow mixed personal responses to appropriate material that might include some of the following:

Numerous facilities for business and religion in each.

Usual shops and bars are found in both.

Both have multiple sets of public baths and efficient water supply.

Pompeii's city centre (better preserved than Herculaneum's and so might be a focus for answers) and places of entertainment (although students may be aware of Herculaneum's theatre). Pompeii was a thriving trading port city with some impressive places to do business, especially the building of Eumachia. Some residences in and around Pompeii had good views of the countryside and the coast. However Pompeii seems to have still been recovering from the effects of the earthquake in AD62.

Herculaneum is a quieter more residential site with seafront villas, and access to the beach, sea and boat sheds. Freedmen might also become Augustales.

The excavated site has better drains than Pompeii.

Students are not necessarily required to decide between the two.

AO3 (5 marks)