

GCSE

# Classical Civilisation

40202H/Unit 2: Greece and Rome: Drama and Life  
Mark scheme

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4020  
June 2014

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

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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 candidate 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 candidates after one or two years of study on the GCSE course and in the time available in the examination.

## Topic A Greek Tragedy and Drama Festivals

1 (a) *Who is describing these events?*

The messenger.

AO1 (1 mark)

(b) *Where did these events take place?*

In the palace of Creon / in Glauce's room / Corinth

AO1 (1 mark)

(c) *What are 'these gifts' (line 4)?*

Dress – coronet / crown.

AO1 (2 marks)

(d) *'Ask your father to revoke their exile for my sake.' (lines 4 and 5)  
Explain why Creon had exiled Medea and her children.*

### Levels of Response

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

Jason had abandoned Medea and their children – so that he could marry Glauce, Creon's daughter – Medea had reacted very badly because of this – she became both angry and depressed at the same time – in her rage she had threatened Glauce, Creon and Jason – Creon was frightened of what she might do – he knew she was a clever and dangerous woman – he wanted to protect his family, in particular Glauce.

AO2 (3 marks)

- (e) **Who do you feel more sorry for, Glauce or Creon? You should refer to the whole play. Give reasons for your answer.**

**Levels of Response**

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

**Glauce**

Horrific death – frothing mouth – burning skin – after death her body was a gross disfigurement – innocent girl – married off to older man – obedient to Jason – but petulant towards children – parades in the gifts she has been given.

**Creon**

Even Medea claimed he was free to marry his daughter to whomever he liked – even though he planned to have Medea and her children exiled immediately was manipulated by Medea to allow her to stay one day longer – by allowing Medea a day's grace so she can make provisions for her children, it shows considerate side to his nature – realised that Medea was dangerous but foolishly believed she could do no harm in one day – threatened her with violence if she stayed longer than one day – grief-stricken at the sight of his daughter – wished for death for himself – flesh being torn off his body – dies while holding her in his arms.

**AO3 (3 marks)**

- 2 (a) **Who paid for the production of a Greek play?**

*Choregos* – sponsor.

**AO1 (1 mark)**

- (b) **How many judges were there?**

10.

**AO1 (1 mark)**

- (c) **The judges and the choregos had reserved seats in the theatre. State two other groups of people who also had reserved seats in the theatre.**

Priest of Dionysus – Archons – *Strategoí* /generals – sons of those who had died in battle – *ephebes* / young men who had completed their military service – foreign dignitaries.

Do not allow Priests, Politicians

**AO1 (2 marks)**

- (d) ***'There are stories of attempts to influence the judges.'* (line 1) Explain how the Athenians tried to be fair when they judged the plays.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Representatives of the ten tribes were selected with their names placed in sealed urns – urns unsealed at the beginning of the festival with one name drawn from each urn – no one could tamper with urn – ten judges were then selected from each of the ten tribes by lot; at the end of the performance of plays judges made their votes in order of merit onto a tablet – the Archon drew only five of the ten by lot – the winner was decided by the order of merit from these five tablets – after the festival was over, a scrutiny took place of the festival during which the performance of the judges was also assessed – the use of selection by lot allowed the gods to influence choice – it reduced the chances of bribing the judges.

**AO2 (3 marks)**

- (e) ***What skills, apart from the ability to act, do you think you would have needed to win the prize for best actor? Give reasons for your answer.***

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Good memory** need to remember lines from 3 plays plus Satyr play.

**Agility and movement** need to use whole stage and create a presence for large audience.

**Strong voice** large theatre and effects of mask.

**Wide vocal range** need to play male and female characters, old and young alike.

**Strong nerve** performing in a competition.

**Ability to sing** need to perform with the Chorus.

**Stamina** performing a Satyr and three plays.

**Speed of movement** relatively quick costume change.

**Awareness of importance of occasion** main religious and civic event in which the reputation of the city is on show.

**AO3 (3 marks)**

3 (a)(i) **Describe what the Chorus do in Medea.**

**Levels of Response**

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

They are Corinthian women – they have come to support Medea in her despair at being abandoned by Jason – they are sympathetic to Medea – discuss her plight with the nurse – identify with Medea in her picture of the role of women in Greek society – won over to her side in her dispute with Jason – sympathise with Medea when she is told about her banishment from Corinth – fail to realize the importance of the extra day Medea has won from Creon – in *agon* between Jason and Medea they side with Medea – seem relieved that Medea has somewhere to go to – don't seem too concerned that Medea will have her revenge on Jason and Creon – but shocked when told about Medea's plans to kill children – claim that she will not be able to do it – sing an ode about how glorious Athens will not be able to host a child-killer – observe with horror as Medea manipulates Jason – they visualize the children bringing the poisoned gifts into Glauce – they want to stop Medea as she takes the children inside to kill them – they talk about intervening but do nothing – they inform Jason that he has worse horrors to come as he arrives to protect the children from Creon's family – they finish the play singing how the unexpected always happens.

**AO1 (8 marks)**

**(a)(ii) Explain how Medea outwits Jason throughout the play.****Levels of Response**

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

Medea presents strong argument with Jason – outmanoeuvres him when he gives his reasons for marrying Glauce – later she pretends to have been convinced by him – pretends to have made up with him – flatters him – pampers his ego – admits she was wrong and he right – realises what she should have done/prepared him for his marriage – realises that she can't be allowed to stay – but encourages him to persuade the royal family to remit banishment for her children – to allow boys to take gifts to Glauce – to win her over so that she might persuade her father to let them stay – the fact that it's the children who are delivering the gifts removes any fear of trickery or danger on her part – so that she can use the gifts to kill Glauce and Creon – killing her children is the ultimate way of outwitting him – taking them off to Athens deprives him of the right to bury them – foretelling his death highlights her powers further.

**AO2 (8 marks)**



(a)(iii) **'Jason was a wicked man.'** Do you agree? Give reasons for your answer.

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Jason**

Had left Medea to marry Glauce – had abandoned his children – broke oaths of fidelity to Medea – shows no gratitude for Medea's role in helping him with the Golden Fleece – claims she only helped him because of Aphrodite – has no regard for women (if only children could be obtained without women) – offer of help is only to salve his conscience – dominates Glauce into accepting his children – doesn't seem too concerned that Medea has been banished.

**But**

Reasons he gives for marrying Glauce are genuine, for the benefit of his family – offer of help in Medea's exile is genuine – suggestion that without his intervention she could have faced worse punishment than exile – doesn't want Medea to give expensive gifts that could have helped her in her exile – genuinely seems to want best for his children/for them not to be exiled – after the deaths of Glauce and Creon his first thought is for his children, to protect them from harm for their part in the crime – is genuinely upset and angry at Medea's actions in killing her children.

Give credit for arguments for and against.

**AO3 (10 marks)**

**(b)(i) Describe the shape, stage and structure of an ancient Greek theatre.****Levels of Response**

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

Large auditorium – open air – semi circular / bowl shaped – tiered seating – divided into segments – dissected by *diashoma* passageway across – passages between segments – wooden benches for most of population – better seating at front for officials – throne for Priest of Dionysus – circular dancing floor / *orchestra* for the chorus / 20 metres in diameter – altar – broad pathways at either side of the stage for entrance of chorus – behind *orchestra* was the *skene*, initially a tent, later a wooden building for actors to change – side of *skene* acted as backdrop for play – usually central door – side of *skene* was sometimes painted as scenery for the play – small raised platform in front of the *skene* for some acting to take place – top of *skene* was platform for some acting to take place – crane/ *mechane* was used for lifting gods into the air – *ekkyklema* wooden platform wheeled out to display results of off-stage action.

**AO1 (8 marks)**

**(b)(ii) Explain how the Athenians worshipped Dionysus at the City Dionysia.****Levels of Response**

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

Worshipped Dionysus, as god of drama – Dionysus was god of the theatre – the festival was named after him / the City Dionysia – statue ritually taken from temple of Dionysus – taken in a wagon out of the city – brought back in celebration and torchlight procession the day before the play – taken to the theatre of Dionysus – statue was placed there for the duration of the festival – priest of Dionysus held in honour throughout the festival with own throne at the front of the auditorium, – sacrifice of animals in precinct of Dionysus – offerings made – maiden carrying golden basket with first fruits of spring – libations poured by the *strategoï* – winning actor dedicated his mask to the gods – suckling pig sacrificed in theatre of Dionysus – ceremony of the *Proagon*.

**AO2 (8 marks)**

(b)(iii) ***'The plays were the best part of the City Dionysia.'*** Do you agree with this statement? Give reasons for your answer.

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Yes**

Different types of performance – tragedy – comedy – satyr plays – range of emotions – laughter – sorrow / sympathy / intensity – quality of writing – quality of acting – performance of chorus – visual aspects of plays – lessons taught by playwrights – lampooning of well-known figures – lavish costumes – dancing – music – competitive element – judging of the plays – appreciation of way well-known stories handled – dithyrambic competition between the tribes.

**But**

Long drawn out plays – three tragedies and a satyr play per day – five days of performance – uncomfortable seating.

**Other points to enjoy**

Festival atmosphere – enjoyment of processions – partying – pride in city – presentation tribute by allied cities – opportunities to honour newly trained military / ephebes – opportunity to show respect to the sons of those who have died for Athens – religious celebration – meeting up with old friends – anticipation of the festival during the *Proagon* – presentation of prizes.

**AO3 (10 marks)**

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

### 4 (a) *Where is the old man going to hide the gold?*

The Grove of Silvanus.

AO1 (1 mark)

### (b) *What is the name of the slave's master?*

Lyconides.

AO1 (1 mark)

### (c) *'I'd rather get a pasting.'* (line 3)

*Later in the play, who suggests that the slave gets a pasting?*

Megadorus.

AO1 (1 mark)

### (d) *Explain why the slave's master has sent him to the old man's house.*

#### Levels of Response

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

Lyconides had heard that Megadorus was going to marry Phaedria the girl he wanted to marry / the girl he had made pregnant – he sent the slave to find out more details about this situation.

AO2 (2 marks)

### (e) *Why does the slave want to get his own back on the old man?*

#### Levels of Response

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

The slave overheard Euclio hiding the gold in the Shrine of Good Faith – when he decided he would steal it Euclio caught him inside the shrine – Euclio set about him, man-handled him and insulted him – this gave the slave more reasons to steal the gold.

AO2 (2 marks)

- (f) *Do you agree that the slave deserves to be rewarded at the end of the play? Give reasons for your answer.*

**Levels of Response**

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

**Yes**

Cheeky chap with Lyconides – made fun of Euclio after he was caught in the Shrine of Good Faith – good relationship with Lyconides – was obedient towards Lyconides – came to find out about Megadorus’s wedding plans – handed back gold in exchange for freedom – his actions brought about a happy ending.

**No**

Was always going to steal gold even before Euclio’s bad treatment – lied towards Euclio when he was – caught in the shrine – gloating after stealing the gold – boasting to Lyconides about the gold – lied to Lyconides.

**AO3 (3 marks)**

- 5 (a) *Who are the two people who have just tried to make out that Menaechmus is insane?*

The father of Menaechmus’s wife – the doctor.

**AO1 (2 marks)**

- (b) *What is the name of the person who lives next door to Menaechmus?*

Erotium.

**AO1 (1 mark)**

- (c) *Explain why Menaechmus’ wife won’t let him go home.*

**Levels of Response**

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

She found out that he has stolen her robe and given it to Erotium – she has told him to get it back off her – he has been banned from the house until he returns it.

**AO2 (2 marks)**

(d) **Explain why there is ‘no welcome’ (line 3) for Menaechmus next door.**

**Levels of Response**

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

Menaechmus had gone to get the robe from Erotium – she has already given it to Sosicles for alterations – Erotium thought he was playing a trick on her – has become angry and sent him on his way.

**AO2 (2 marks)**

(e) **Do you feel sorry for Menaechmus at this stage of the play? Give reasons for your answer.**

**Levels of Response**

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

**No**

He has stolen items from his wife – given them to his mistress – was trying to have a dinner party with his mistress – was insulting about his wife to his mistress – he has been caught out even though not his fault.

**Yes**

His wife was bossy – within his rights to have an affair – not his fault Erotium mistook Sosicles for Menaechmus and invited him into her house – not his fault Sosicles had insulted Peniculus – not his fault Peniculus wanted to get his revenge by telling his wife – he and Peniculus had got separated because Menaechmus had taken time to deal with a client.

**AO3 (3 marks)**

**6 (a)(i) What part do the women play in *The Pot of Gold*?****Levels of Response**

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

Eunomia nags Megadorus into getting married – happy with his choice of Phaedria – when told by Lyconides about his prior claim to marry Phaedria she re-assures Lyconides she will tell Megadorus and persuade him to waive his right to marry Phaedria. Phaedria shows respect to the Lar Familiaris – offerings of wine, incense and flowers – Lyconides had made love to her in fit of drunken passion – she is pregnant with his child – has only told Staphyla – object of Megadorus’s marriage proposal – by the end of the play has her father’s blessing to marry Lyconides and receives the pot of gold as dowry for her wedding.

Staphyla frequently finds herself being kicked out of the house by Euclio – she is trying to protect Phaedria’s plight – she stands up to the cooks when they talk about using the rafters for firewood – wants to go and hang herself when she hears about the proposed wedding.

**AO1 (8 marks)**



**(a)(ii) Explain how marriage is important to the plot and humour of *The Pot of Gold*.****Levels of Response**

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

**Plot**

The Lar Familiaris wants Phaedria to get the pot of gold as a wedding dowry as a reward for the respect she has shown him – she is already pregnant by Lyconides – Eunomia wants bachelor brother to be married – he reluctantly agrees provided he can marry Phaedria – asks Euclio for Phaedria’s hand in marriage – Megadorus doesn’t want a dowry and is prepared to pay for the wedding feast – Euclio agrees reluctantly – cooks hired for wedding – Congrio’s demand for a bigger pot and Megadorus’s suggestion about getting Euclio drunk at the party make Euclio take the gold out of the house – Lyconides’s slave has come to find out more about the wedding – overhears Euclio hiding the gold – this starts chain of events whereby the slave steals the pot of gold – Lyconides’ confession to Eunomia leads to her persuading Megadorus to waive his right to marry Phaedria – loss of gold makes Euclio want to cancel the wedding – restoration of gold means Euclio agrees to the wedding – and persuades him to give the gold as dowry.

**Humour**

Megadorus’s reaction to getting married – mistaken opinion about state of Phaedria, poor virgin – comic business when he asks Euclio if he can marry Phaedria – Megadorus’ satire on dowries – presence of cooks at Euclio’s house offers opportunity for comic violence – cooks also offer jokes at Euclio’s expense – misunderstanding of Lyconides’s confession to Euclio – cancellation of wedding and its restoration.

**AO2 (8 marks)**

(a)(iii) **‘Only the women in *The Pot of Gold* are honest.’ Do you agree? Give reasons for your answer.**

#### Levels of Response

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

Students may mention some but not necessarily all of:

#### **Not true that only the women are honest in the *Pot of Gold***

Megadorus is honest about wanting to stay single – his offer to waive the need for a dowry and to pay for the wedding feast is genuine – genuine about getting Euclio drunk in celebration of the wedding – Lyconides genuinely wants to marry Phaedria – he sends slave for further information – he admits his wrongdoing to Eunomia – he confesses to Euclio – Eunomia genuinely wants Megadorus to get married – Staphyla’s concerns about the shame of Phaedria’s pregnancy are genuine – cooks have bad reputation, but Anthrax and Congrio do nothing wrong except suggesting they use the rafters of Euclio’s house for firewood – Phaedria’s offerings to the Lar Familiaris are genuine and honest.

#### **But**

Euclio’s claim to Megadorus about being poor is a lie – Euclio going to claim the dole from the chairman of his ward is dishonest – Euclio claiming he can’t afford a dowry for his daughter is a lie – Staphyla trying to conceal the pregnancy isn’t honest – slave trying to steal the gold from the Shrine of Good Faith even before he is assaulted by Euclio is dishonest – slave actually stealing the gold from the Grove of Silvanus is theft – slave denying he had Euclio’s gold after admitting to Lyconides that he did have it is deceitful – slave accepting gold coin as reward for finding gold when he was actually the one who stole it is deceitful – possible questions about Phaedria’s honesty in having sex with Lyconides(?).

Credit given to mixed answers.

**AO3 (10 marks)**

**6 (b)(i) What do Cylindrus and Messenio do in *The Brothers Menaechmus*?****Levels of Response**

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

**Cylindrus**

Slave of Erotium – sent out by Erotium to buy provisions for dinner with Menaechmus and Peniculus – makes comments about scroungers such as Peniculus – on return from shops is the first to mistake Sosicles for Menaechmus – invites Sosicles into Erotium’s house – indulges in confused banter with Sosicles and Messenio.

**Messenio**

Slave of Sosicles – accompanies him on his quest to find his brother Menaechmus – advises him that as they haven’t found Menaechmus by now then he is nowhere to be found – warns Sosicles of dangers of Epidamnus – protects Sosicles against ‘advances’ of Cylindrus – gives him practical advice on how Cylindrus found out his name – almost entrusted with Sosicles’s money – sent on his way to find accommodation for the men – given instructions to return later in the day – on his return he sees Menaechmus being assaulted by slaves to be taken to Doctor’s house – rescues him – is given his ‘freedom’ by Menaechmus – is the first to recognise the ‘twins’ – sets about getting the two of them to provide the proof of their kinship – is given his freedom by Sosicles – is given the job of auctioning Menaechmus’s property in Epidamnus.

**AO1 (8 marks)**

**(b)(ii) Explain how *Peniculus* can be seen as an unpleasant character in *The Brothers Menaechmus*.**

**Levels of Response**

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

The stock character of the parasite is greedy and selfish – *Peniculus* is greedy and self-interested from the start – he exaggerates his need to live off *Menaechmus* – distress and self-pity when he thinks *Menaechmus*'s fall out with his wife will mean no free food for him – rude towards *Menaechmus* when he steals his wife's robe and wears it – response of others to *Peniculus* as a parasite (can eat the food of many men) – when *Peniculus* and *Menaechmus* are separated in town, *Peniculus* feeling sorry for himself blames *Menaechmus* and returns to *Erotium*'s – when he sees *Sosicles* leaving *Erotium*'s there is much comic misunderstanding and insult leading to insult and desire for revenge – because of this *Peniculus* goes to tell *Menaechmus*'s wife about *Menaechmus*'s misdemeanours – gloats mercilessly over *Menaechmus* being trouble with his wife – but his hope of reward from *Menaechmus*'s wife is dashed when she sends him on his way – expresses anger and disappointment at his treatment from *Menaechmus* and his wife.

**AO2 (8 marks)**

**(b)(iii) Do you agree that there is no one to admire in *The Brothers Menaechmus*? Give reasons for your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Not admire**

Menaechmus: theft of wife's property – infidelity with Erotium – self-pity when his wife finds out about his wrongdoings – final abandonment of his wife when he is re-united with his brother.

Sosicles: taking advantage of Erotium's hospitality – stealing the robe off her – and then the bracelet – and then trying to take more items from the maid – insulting towards Peniculus – insulting towards the wife's father – pretending to be mad – threatening the wife and the father.

Doctor: assuming Menaechmus was insane without examining him fully.

Father: sending slaves to manhandle and arrest Menaechmus.

Wife: comes across as hysterical and nagging – doesn't offer Peniculus any reward for telling her about Menaechmus and helping her to accost him.

Erotium: accepting another woman's property – having an affair with a married man, Menaechmus – insulting towards Peniculus.

Maid: offering herself to Sosicles in return for a gift of jewellery.

Messenio: takes advantage of the re-union and his new freedom by offering to act as auctioneer and to sell Menaechmus's wife.

Peniculus: sponge – unpleasant side of his character.

**Admire**

Sosicles: searching the world to try to find his long-lost brother – gives his slave his freedom at the end of the play.

Messenio: has his master's best interests at heart – obedient – tries to give him good advice – rescues Menaechmus from slaves – resolves the problem of mistaken identity – re-unites brothers.

Father; tries to see both sides of the argument between Menaechmus and his wife – is genuinely concerned for the welfare of Menaechmus.

Credit given for mixed answers.

**AO3 (10 marks)**

## Topic C Mycenaean Civilisation

7 (a)(i) *What is the name of the structure in the picture above?*

The Lion Gate.

AO1 (1 mark)

(a)(ii) *At which site would you find this structure?*

Mycenae.

AO1 (1 mark)

(a)(iii) *What kind of stone was used for this structure?*

Conglomerate.

AO1 (1 mark)

(b) *What name did the ancient Greeks give to the walls of Mycenaean fortresses?*

Cyclopean.

AO1 (1 mark)

(c) *Explain how the Mycenaeans built the walls of their fortresses.*

### Levels of Response

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

Massive unshaped blocks of limestone – piled on top of each other – close-fitting joints – the blocks were cut from the hillside on which the fortress was being built – blocks were prised with levers – moved only short distances – many blocks rolled down from above – some could be rolled into position and others may have been rolled into the higher positions using earth ramps – dressed masonry was hammered or sawn – use of vast gangs of labourers.

AO2 (3 marks)

- (d) **Do you think you would have felt safe living in a Mycenaean fortress? Give reasons for your answer.**

**Levels of Response**

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

***Mycenae and Tiryns***

Built on craggy hilltops – Cyclopean walls thick and high – vast circuits of wall – wall followed contours of slopes – difficulty in demolishing walls proof of their effectiveness – narrow gateway – small sally gate – passage giving access to a cistern providing underground water supply in case of siege – main entrances reached by narrow ramps.

***But Pylos***

Palace set within sight of the sea – built on a hill – but after early destruction of fortification – by fire seems to have been left unprotected.

**AO2 (3 marks)**

- 8 (a)(i) **What is the name of the palace in the plan above?**

Pylos.

**AO1 (1 mark)**

- (a)(ii) **What is the name of the room labelled A?**

Megaron.

**AO1 (1 mark)**

- (b) **What was the circular area in the centre of the room used for?**

Hearth / fireplace.

**AO1 (1 mark)**

- (c) **What important archaeological discovery was made in the archive room of this palace?**

Linear B tablets.

**AO1 (1 mark)**



- (d) ***Explain how the archaeological evidence shows that Mycenaean houses were large and attractive.***

**Levels of Response**

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

Columns – porticoes – frescoes – wall paintings – elaborate doorways – stuccoed and painted floors – double doors – doors of dressed timber – bright colours – evidence of tapestries as wall and ceiling hangings – decorative plaques – evidence of double storeys – size and strength of gates and flanking walls.

**AO2 (3 marks)**

- (e) ***What do you think is impressive about the structure of beehive tombs (tholoi)?***

**Levels of Response**

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

Circular shape – stone built chamber – passageway leading to them – immense size – seen as family tombs – vault like appearance (corbelling) – often built into the natural slope – number of people needed for construction – length of time needed for building – wealth required to have them built.

**AO3 (3 marks)**

**9 (a)(i) What were the main themes of Mycenaean frescoes?****Levels of Response**

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

**Themes**

Processions of women – processions of men – ship fresco / different types of ships – spring fresco / lilies / swallows – spirals – dolphins – ‘feather’ patterns – octopus – cuttle-fish – men meeting at summit of a hill – flowers – birds – animals – chariot groups – women accompanying a bull – overlapping lions and griffins – bull-leaping scenes – women on rocky landscape picking saffron.

Discussion of themes to access top level 4.

**AO1 (8 marks)**

**(a)(ii) Explain how the Mycenaeans made and painted frescoes.****Levels of Response**

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

Thick coarse backing layer – next layer of painting done on fine white lime plaster surface – most of painting on fresh wet plaster – further details added later – sometimes evidence of yellow – ochre cartoon seen underneath finished painting – impression of string setting out lines.

Pictures had lack of perspective – lack of proportion – were two-dimensional – had borders – geometric patterning – eyes were depicted frontally – items such as rocks and clouds were stylised – use different colours to depict men and women.

**AO2 (8 marks)**

**(a)(iii) Do you think that Mycenaean pottery was useful and attractive?  
Give reasons for your answer.**

**Levels of Response**

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

**Use**

Storing liquids – cooking – at the table – drinking – transport of large and small amounts of liquid – as offerings in graves – feeding bottles for children – pouring – burial caskets – bath tubs.

**Decoration**

Colours red or black depending on the kiln – lower body of most vessels painted with simple banding – later solid colour – motifs of range of things – double axes – leaves – spirals – stippling – stylised flowers – vertical lines – zigzags – figures – chariot scenes – bulls and bull-fighting – soldiers marching out to battle – lions – flowers – octopuses – hunting scenes.

**AO3 (10 marks)**

**(b)(i) Describe what Schliemann discovered when he excavated at Mycenae.**

**Levels of Response**

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

Grave circle – shaft graves – family burial mounds – skeletons – funeral masks – richly decorated diadems – elaborate necklaces – earrings – rosettes and other ornaments originally stitched onto funeral shrouds – cups and jars of gold and silver – pouring vessels / *rhyta* – swords – spears – daggers – amber beads – ivory – stone vases.

Description needed to access level 4.

**AO1 (8 marks)**

**(b)(ii) Explain why some people think that Schliemann was a good archaeologist and others think he was a bad one.**

**Levels of Response**

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

**Good**

Genuinely enthusiastic – used his own money – showed perseverance despite being criticised – found many valuable items – kept careful records – used ancient sources – worked as effectively as contemporary technology allowed him – did actually discover Troy – made effective use of Dörpfeld to help him – proved some truth in Homer – showed determination to prove the truth of Homer – excavated Mycenae – excavated Tiryns – wide extent of his discoveries.

**Bad**

Destroyed Classical evidence – exceeded permitted number of workers – too dependent on ancient sources – believed in factual accuracy of Homer – made mistakes – errors in interpretation (e.g. finding tombs of Agamemnon, Clytemnestra and Aegisthus) – kept precious objects for himself.

**AO2 (8 marks)**

**(b)(iii) Do you agree that archaeological evidence shows that the Mycenaeans were better soldiers than craftsmen? Give reasons for your answer.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Students may mention some but not necessarily all of:

**Artists**

Produced items of great beauty – through different media – different shapes of pots – vase decoration – jewellery – gemstones – fresco painting – quick to learn techniques from Egyptians and from Minoans – carvings of figurines – metalwork techniques – funeral masks.

**But**

Earlier work crude – paintings not naturalistic – lacking depth – carvings too formalised – lacking perspective.

**Soldiers**

Practical armour – well protected by different types of shields, helmets and greaves – wide range of offensive weapons spears, bows and swords – rode in chariots for speed of attack and retreat – positioning of fortresses shows good strategic sense – practical positioning close to water-supplies.

**But**

Weapons made from comparatively softer bronze – armour sometimes restricting movement – ultimately defeated.

**AO3 (10 marks)**

## Topic D Social Life in Rome in the First Century AD

10 (a)(i) **Where in a Roman house would you find a lararium?**

*Atrium* / main room / reception room / hall.

AO1 (1 mark)

(a)(ii) **Who would perform a ceremony at the lararium every day?**

*Paterfamilias* / father of the family / head of the household.

AO1 (1 mark)

(a)(iii) **Besides the lares, name one god or spirit the Romans worshipped at home.**

Penates – Janus – Manes – Vesta – *numina*.

AO1 (1 mark)

(b) **Who was the head of the state religion at Rome?**

*Pontifex Maximus* / Chief Priest.

Not allowed: Emperor

AO1 (1 mark)

(c) **Explain how religion was important to the Romans at the time of birth, marriage and death in the first century AD.**

### Levels of Response

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

Ritual acceptance of child into family – child wearing *bullae* – *bullae* offered to gods at adulthood – girl sacrificing toys on night before wedding – sacrifices at weddings – priests presiding over weddings – god, Hymen, invoked at weddings – sacrifices at childbirth – gods invoked at funerals – taking of auspices before important activities – special religious days for weddings and coming of age – praying to Juno at time of childbirth – couch/bed set up for Juno – table for Hercules.

AO2 (3 marks)



- (d) ***Apart from attending public entertainment, would you have enjoyed the everyday routine of a male Roman citizen? Give reasons for your answer.***

**Levels of Response**

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

**Yes**

Slaves doing most of the mundane work – siesta – only working during the morning – exercising and playing after midday – attending the baths – hosting or attending extravagant dinner parties.

**No**

Getting up early – attending the *salutatio* at patron’s house – entertaining clients early in the morning – accompanying patron’s to forum – early to bed – light breakfast – light midday meal.

**AO3 (3 marks)**

- 11 (a) ***What is the name of the gown the lady in the picture is wearing?***

Stola.

**AO1 (1 mark)**

- (b)(i) ***What was the highest position women could hold in Roman religion?***

Vestal Virgin.

**AO1 (1 mark)**

- (ii) ***What was their main duty?***

To keep the flame of Vesta alight.

**AO1 (1 mark)**

- (c) ***At what age did a girl usually get married?***

12 – 15.

**AO1 (1 mark)**

**(d) Explain how rich Romans educated their daughters.****Levels of Response**

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

Girls had little formal education – may have attended elementary education – learnt basic education reading and writing – taught at home by a tutor – were taught Greek and Roman literature – needlework – singing and dancing – taught to play the lyre – gained experience in running the home, directing the slaves and supervising the kitchens – guidance from her mother.

**AO2 (3 marks)****(e) What do you think a modern woman would have disliked about the life of a wealthy Roman lady? Give reasons for your answer.****Levels of Response**

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

Definition of women as girls after marriage.

No freedom to vote – no opportunities to develop careers – were subservient to their husbands – frequent divorce – dangers in childbirth – pressure to produce male children – boredom – death at chariot racing and games – use of slavery – sat at back of Colosseum.

**AO3 (3 marks)**

- 12 (a)(i) **Describe the appearance of the Circus Maximus and how it was used for chariot racing.**

**Levels of Response**

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

**Circus Maximus**

Space between the Palatine and Aventine – permanent buildings – vast size capable of holding 250,000 – closely packed seating area – seating men and women together – lower tier seats made of marble and reserved – next tier made of wood – top tier standing room only – central spine, *spina*, down middle of the racing area – stone turning points – lap markers / seven large bronze dolphins/ seven stone eggs – starter's platform – charioteers sporting different colours – wooden starting stalls / *carceres* – acrobatic displays – up to 24 races – each seven laps of 550 metre track.

**Race**

Charioteers wearing team colours- behind wooden-starting gates – after signal was given by the starter, often the presiding magistrate, with a white cloth, from his platform – slaves open gates – chariots hurtle into first lap – charioteer with reins around his body – close to the central spine – as close a turn to the turning point, *meta*, as possible – end of each lap lap-marker taken down from the *spina* – seven laps – until sprint at the final lap.

**AO1 (8 marks)**

(a)(ii) **Explain why the Romans enjoyed going to the baths.**

**Levels of Response**

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

Relaxation from working earlier in the day – exercise – keeping fit – variety of ball games – wrestling – running – boxing – practising sword play – watching people exercise – washing and cleaning – socialising – being massaged – enjoying range of rooms in bath house – eating – going to the library – walking around the gardens.

**AO2 (8 marks)**

(a)(iii) **How far would Roman public entertainment be acceptable today?  
Do not write about the baths in your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Yes**

Excitement of racing – element of competition and combat – betting – admiration for fitness of gladiators – skill of charioteers – admiration for horses – acting skills displayed in theatre – different types of shows in theatre – popularity of actors – crowd involvement at Colosseum – support for different chariot teams at the Circus Maximus – large crowds – massive stadia – high salaries for team managers – rewards for successful competitors.

**No**

Bloodshed – death – cruelty – watching gladiators fighting to the death – audience participation in deciding whether gladiator should die – crowd baying for blood – animal fighting – theatrically staged deaths – putting criminals to death in the arena – segregation of seating for men and women – drama having to compete against other forms of entertainment – extreme performances of ‘pantomime’ artists – realism of theatre.

**AO3 (10 marks)**

**(b)(i) In what ways did a patron gain from having clients?****Levels of Response**

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

Status from having large number of clients – status from numbers at *salutatio* – display of power – flattery from clients – applause at speeches – escort through the forum – political support – votes – canvassing from clients – share of profits from business – jobs done for him – attendance at dinner parties – help if patron falls into difficulties – spread of patron’s good name or reputation – support in court – leave legacy in will.

**AO1 (8 marks)**

**(b)(ii) Explain what advantages and disadvantages there were for a slave when he was given his freedom.**

**Levels of Response**

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

**Advantages**

Set free – could vote – have his own family – own possessions – marry and make a will – claim corn dole – be given money – be presented with clothes – be invited to dinner – be set up in business – given business advice – given contacts – a job could be found for him.

**Disadvantages**

Didn't necessarily have the shelter and comfort of a home – not guaranteed food – nor money – could lose security of household – lose friendship of master – might have to make his own way in the world – didn't have full citizen rights

**AO2 (8 marks)**

- (iii) **How harsh do you think life was for a slave in Rome in the first century AD? Give reasons for your answer.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Always under control of their masters – masters had power of life or death – subject to harsh punishment – sometimes short life expectancy such as gladiators – unpleasant jobs/quarries/latifundia/galleys/factories – gave evidence in court under torture – death sentence if master killed at home – worked long hours – suffered sexual abuse.

**But**

Some legal protection – some pleasant jobs in family household – better care in family household – relationship with family – in the case of Pliny's household being allowed 'to marry' and 'make a will' – allowed to have children – able to buy freedom – received some pay – could be set free by master – looked after slave's health – could obtain citizenship after being set free – could become ex-master's client – popularity as a gladiator – given wooden sword of freedom as gladiator – provided with food and shelter.

**AO3 (10 marks)**