

# GCSE

# CLASSICAL CIVILISATION

40203F/Unit 3: Greece and Rome: Conflict and Carnage  
Mark scheme

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

## Topic A Herodotus, *The Persian Wars*

1 (a)(i) **What natural event had just taken place before this passage?**

An eclipse (allow 'lunar eclipse').

**AO1 (1 mark)**

(a)(ii) **What did the Magi tell Xerxes about this event?**

**Two from:**

God's message (do not allow Delphic oracle) – Persia was to eclipse the cities of Greece – the sun represented the Greeks.

**AO1 (2 marks)**

(b) **Why did Pythius want his eldest son to stay behind?**

**Two from:**

Pythius frightened by the eclipse – he thought Xerxes' expedition would fail – all (five) of his sons were in the army – he wanted at least one to survive – to carry on the family line.

**AO2 (2 marks)**

(c) **Explain why Xerxes treated Pythius' son in the way described in the passage.**

**Two from:**

Xerxes angry – Pythius' request displays defeatist attitude – and lack of loyalty to Xerxes – Xerxes rules by fear – harsh punishment deters possible deserters.

**AO2 (2 marks)**

(d) **Apart from this incident, do you think that Xerxes was a cruel king? Give reasons for your answer.**

### Levels of Response

<b>0</b>	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 refer to:

Lashing and branding of Hellepont; beheading of builders of first bridge over Hellepont, of Leonidas' body, and of Phoenicians at Salamis; branding Thebans after Thermopylae; Persian forces often act out of fear of the King.

But, does not punish Damaratus, Artabanus, or Artemisia for offering their advice; treatment of captured spies; note his treatment of the plane tree on way to Sardis; stockpiles stores to prevent discomfort for soldiers and animals.

**AO3 (3 marks)**

**2 (a)(i) Which two groups of Athenians stayed in Athens on the Acropolis?**

Temple wardens – poor (men).

**AO1 (2 marks)**

**(a)(ii) Apart from its height, explain why they thought that they would be safe from Persian attack on the Acropolis.**

**Levels of Response**

<b>0</b>	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

Delphic oracle had spoken of a ‘wooden wall’ which they interpreted as the fence of thorns around the top of the Acropolis.

**AO2 (2 marks)**

**(b) The Pisistratids offered peace terms. Why did the Athenian defenders on the Acropolis not listen to them?**

Pisistratids were the family of the tyrant expelled 30 years earlier / they were allies of Xerxes / they hoped to rule Athens after its capture.

**AO2 (1 mark)**

**(c) How did the Athenians on the Acropolis defend themselves successfully for a short time?**

Rolling boulders (down the ramp onto attacking Persians).

**AO1 (1 mark)**

**(d) After the Persian attack, what sign of hope for Athens was seen on the Acropolis?**

New shoots on olive tree (sacred to Athene).

**AO1 (1 mark)**

- (e) ***Do you think that Xerxes and the Persians behaved well during, and immediately after, the attack on the Acropolis in Athens? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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

Allow reasonable judgement. Students may mention:

Slaughter of Athenians, including temple wardens, seeking sanctuary in temples; plundering of temple; burning of Acropolis, but Xerxes offered a truce to end the fighting and on the day after the fire ordered Athenian exiles with him to sacrifice in Athenian way on the Acropolis.

**AO3 (3 marks)**

- 3 (a) ***What warnings did Artabanus give Xerxes about the geography and soldiers of Greece?***

**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 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>	2-3 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 clear.</i>	4 marks

Students may mention:

Advises against enlarging army or fleet as the dangers posed by the sea and land will increase.

No harbour in Greece is big enough and they are needed all along the coast to protect against storms.

Greece is incapable of feeding Xerxes' army.

Beware fighting ability of the Greeks on land and sea.

Athenians on their own beat Persians at Marathon; if the Greeks win a sea victory, they could attack the Hellespont.

Therefore a large army can lose to a small one.

**AO1 (4 marks)**

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**(b) Why did Mardonius want Xerxes to invade Greece?**

**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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

He wants the Persian Empire to grow by conquering the European Greeks.

He wants revenge for the Ionian revolt and 1<sup>st</sup> Persian War.

He had fought in northern Greece and would want to go back and conquer the area.

He thinks it is possible because no-one will stand against Xerxes' great forces, and the small hoplite armies are no match for the great Persian army.

**AO2 (4 marks)**

- (c) **What do you think Leonidas would have said to the Spartans before the battle of Thermopylae? Do not write about the geography of Thermopylae.**

**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 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>	2-3 marks
<b>Level 3</b>	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 include, for example:

Spartan hoplites are the best in Greece and as good as any soldier in the world.

Return with your shield or on it – no retreat or surrender!

Fight furiously at your king's side and win great glory.

Leonidas sent most other Greeks away because they didn't have the stomach for this fight.

He could refer to the Delphic Oracle's message that Sparta or one of her kings would fall: this is their chance to save Sparta.

He might tell them to go back to combing their hair in preparation for fighting and dying in battle.

Allow references to the size and diversity of the Persian army and its fear of Xerxes

References to the geography of Thermopylae are to be given credit in Question 4(b).

**AO3 (5 marks)**



**4 (a) How did the sea cause problems for the Persians during the invasion of Greece?**

**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 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>	2-3 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 clear.</i>	4 marks

Students may mention some of:

The Greek coastline did not offer large or many harbours for the enormous Persian fleet.

Xerxes' actions against the Hellespont: punishment and offerings.

Athos canal dug to protect Persian fleet from storms.

Persian fleet alarmed by debris at Artemisium.

Persian interpretation of the storm off Euboea.

The battles of Artemisium and Salamis were fought in narrow waters that better suited the Greeks.

Defeat at Salamis caused concern for Xerxes that the Greeks would sail to the Hellespont and cut off his supply / escape route.

**AO1 (4 marks)**

- (b) **Explain why Thermopylae was a good place for the Greeks to try to stop the Persians.**

**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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

A small force of Greeks could hold a much larger Persian one at this narrow pass with towering mountains on one side and the sea on the other.

The rebuilt wall helped defend the pass.

The mountain path was guarded.

Far enough north to encourage central Greeks not to desert to the Persians.

The Greek fleet at Artemisium offered protection against a Persian flanking manoeuvre.

**AO2 (4 marks)**

- (c) **Do you admire Themistocles' behaviour at Salamis? 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 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>	2-3 marks
<b>Level 3</b>	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 in reaching their conclusion:

He had preserved the unity of the Greeks by yielding command to Eurybiades.

He speaks before Eurybiades can begin: Corinthian general mocks him.

He persuaded Eurybiades to keep the Greek fleet intact at Salamis despite the fear of being trapped and the opinion that Attica should be abandoned in favour of protecting the Peloponnese.

He threatens to remove Athenians to Italy.

He used trickery to persuade Xerxes to fight at Salamis to trap the Greeks.

He joined forces with Aristides, known for his honesty and virtue, who would be more convincing to their Greek allies.

He had therefore tricked the Greeks into joining a battle many didn't want fight.

He made the best speech to inspire the men before battle.

**AO3 (5 marks)**

**Topic B Virgil, *Aeneid***

5 (a) ***What has just happened to make Anchises ask for another sign?***

Iulus' hair – caught fire.

**AO1 (2 marks)**

(b) ***How would Anchises know that it was Jupiter who answered his prayer?***

Jupiter controls thunder and lightning.

**AO2 (1 mark)**

(c) ***What did the shooting star show?***

**Two from:**

the escape route / way – out of Troy – for Aeneas' family.

**AO1 (2 marks)**

(d) ***Why was it necessary for Jupiter to send these signs?***

**Two from:**

Anchises wanted to die in his city – Aeneas will not leave him – but has to in order to ensure the Roman race will be founded.

**AO2 (2 marks)**

(e) ***Do you think Aeneas was a good father and son? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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

Allow reasonable interpretations of:

Yes: father: leads son by hand out of Troy; sends for son to attend Dido's banquet; leaves Dido for his son's future

Yes: son: he will not leave Anchises and carries him out of Troy; he visits his father in the Underworld; he obeys Venus and does not kill Helen and goes to his father

No: he complains about Venus after she disguises herself from him in Book 1; he seems to want to stay in Carthage and not go on to Italy.

**AO3 (3 marks)**

6 (a)(i) **Name the person Mercury speaks to in this passage.**

Aeneas.

**AO1 (1 mark)**

(a)(ii) **Who sent Mercury to deliver this message?**

Jupiter (allow Zeus).

**AO1 (1 mark)**

(b) **Who had previously told Aeneas about his kingdom and his future (line 3) while he was in Troy?**

Creusa / Hector.

**AO1 (1 mark)**

(c) **Where is the kingdom (line 3) meant to be?**

Italy / the West / Latium / Lavinium / near future site of Rome.

**AO1 (1 mark)**

(d) **Why had Iarbas complained to Jupiter about Dido and Aeneas?**

**Levels of Response**

<b>0</b>	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

Rumour informs Iarbas of Dido and Aeneas' relationship. Iarbas had welcomed Dido to Africa, given her land on which to build her city and wanted to marry her. Dido had rejected this marriage proposal but now she prefers unmanly Aeneas. Despite the numerous offerings made to Jupiter, the god seems to do nothing for Iarbas, his son.

**AO2 (3 marks)**

- (e) **What do you think of Aeneas' behaviour in Book 4 from the moment he decides to leave Carthage? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	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

Allow any reasonable opinion based on evidence from the text, including:

Aeneas is determined to leave Carthage despite his love for the city and Dido. He orders the ships to be prepared in secret while he waits for a good time to tell Dido. This means she finds out through Rumour and senses the change in him. Aeneas prioritises feelings for his son and his fate; he doesn't consider Dido who had already lost a husband suddenly. He treats badly the woman who offered the Trojans safety and a home. Aeneas was hard in the way that he spoke to Dido about his departure. He ignores Anna's request to delay his departure. He obeys Mercury and leaves at night.

**AO3 (3 marks)**

- 7 (a) **How does Venus help Aeneas in Carthage?**

**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 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>	2-3 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 clear.</i>	4 marks

Students may include some of:

Complains to Jupiter who sends Mercury to ensure a peaceful welcome from Dido.  
Tells Aeneas about Dido.  
Tells him the way to Carthage.  
Protects him in the mist.  
Enhances his appearance as he emerges from the mist.  
Sends Cupid to ensure Dido falls in love with Aeneas so that Juno cannot use her to harm him.  
Students may also claim that Venus is protecting her son by conspiring with Juno.

**AO1 (4 marks)**

- (b) **‘Terrible things happen in war.’ Show how this is true in Aeneid Book 2 (the fall of Troy).**

**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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention some of:

Sinon lies to and tricks the Trojans: Priam’s mercy results in the destruction of his city.

Aeneas witnesses the destruction of his city with its beautiful houses.

Innocents caught up in the fighting, e.g. Panthus flees dragging his tiny grandson.

Aeneas and his comrades go on a suicide mission.

Uncertainty of battle sees Trojans slaughter Androgeos and his men, the Trojans

Hypanis and Dymas are shot by their own side, Panthus the priest is killed.

Coroebus sees Cassandra dragged away.

Sacrilege: Cassandra dragged from Athena’s shrine, and Priam slaughtered at an altar.

Women in terror and slaughtered in the palace; Hecuba can only place her trust in the gods; Creusa’s pleas for Aeneas not to leave the family.

Fathers see sons die: Priam and Polites.

Old men cannot help: Priam is too old and weak to fight Pyrrhus. Students may also be aware of Anchises’ desire to die in his city.

Aeneas driven to revenge: he wants to kill Helen.

Trojans throw themselves from the rooftops in despair.

Refugees flee with what little they can carry: the terror of Aeneas’ escape with his family.

Husbands lose wives: the discovery of Creusa’s death and the pitiful scene of his attempts to embrace her.

Students should also be given credit if they refer to examples of Virgil’s techniques.

**AO2 (4 marks)**

- (c) **What do you think was awful about Aeneas' journey into the Underworld? 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 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>	2-3 marks
<b>Level 3</b>	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 offer personal opinions about some of:

Desolate and gloomy start to the journey.

Lairs of Grief, etc. at entrance: a long list is provided.

Frightening description of the waters of Hades and of Charon.

Aeneas was upset by those who rushed at him on the riverbank: they include unmarried girls and sons dead before their parents.

The difficulty of crossing the Styx and passing Cerberus with snakes for hair and crazy with hunger, and the help he requires from the Sibyl.

Aeneas' experience of meeting those who have died tragically, including infants; unjustly executed; suicides and those who died for love, including Dido.

The Sibyl tells him of the horrors of Tartarus, but he does not see them.

**AO3 (5 marks)**



- 8 (a) **What does Aeneas do that makes him a hero in the books of the Aeneid you have read?**

**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 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>	2-3 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 clear.</i>	4 marks

Students may mention:

**Book 1**

Looks for lost crew.  
 He hunts deer to feed his crew.  
 Gives morale-boosting speech.  
 Explores with only Achates.  
 He looks handsome (enhanced by Venus).  
 He speaks well to Dido.  
 He brings his son and gifts appropriate for a queen to the banquet.

**Book 2**

He fights and kills Greeks.  
 He refrains from killing Helen.  
 He rescues his father and son from Troy.  
 He obeys the gods and leaves Troy.  
 He returns to look for Creusa.  
 Takes responsibility for survivors/leads survivors from Troy.

**Book 4**

Before the hunt he appears like a god.  
 Obeys the gods and leaves Carthage

**Book 6**

He travels into the Underworld to see his father and returns alive.

**AO1 (4 marks)**

**(b) Explain how Aeneas loses his wife Creusa in Troy.****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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Aeneas carries his father (with the sacred objects) on his back and leads the boy Iulus by the hand.

Creusa is told to follow close behind.

Aeneas is afraid of every sound and is told to run by Anchises.

Aeneas panics and runs down unfamiliar back streets and doesn't think to look out for his wife.

Aeneas wonders if Fate kept Creusa behind, or whether she stopped to rest or got lost.

Aeneas realises she is missing only when they reach Ceres' shrine.

Students may refer to Aeneas' return to Troy and the meeting with Creusa's ghost that confirms her death.

**AO2 (4 marks)**

**(c) Apart from Dido and Aeneas, do you like the other human characters in the Aeneid? 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 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>	2-3 marks
<b>Level 3</b>	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:

Laocoon; Sinon; Cassandra; Coroebus; Priam; Pyrrhus; Anchises; Creusa; Anna; Ascanius/Iulus; the Sibyl.

**AO3 (5 marks)**

## Topic C The Ancient Olympic Games and the Panathenaia

- 9 (a)(i) ***To which god did the Greeks swear an oath at the start of the ancient Olympic Games?***

Zeus (*Horkios* / of the Oaths).

AO1 (1 mark)

- (a)(ii) ***Who took the oath?***

One from: athletes / competitors / judges / *Hellandikai*

AO1 (1 mark)

- (a)(iii) ***What did they swear to do?***

**One from:**

athletes swore not to cheat – *Hellandikai* swore to judge fairly/remain unbiased.

AO1 (1 mark)

- (b) ***What feature of the modern Olympic Games did the torch race at the Great Panathenaia inspire?***

Olympic flame / torch relay.

AO2 (1 mark)

- (c) ***State one way in which the winner of an ancient event could have his success recorded at Olympia.***

**One from:**

Name entered into the archive at Olympia.

Set up a statue in the Altis with his name on the base.

Triple winner could set up a statue of himself in the Altis.

Winner of the *stadion* gave his name to the Olympiad.

AO1 (1 mark)

- (d) **Winners at the ancient Olympic Games were presented with palm branches, red ribbons and the olive wreath. Explain how and why winners received other rewards from their home cities.**

**Levels of Response**

<b>0</b>	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

Winners brought great honour to their cities – by winning at the greatest of the Greek games – so cities rewarded their victors – with processions / civic receptions / financial rewards / dining at public expense / *epinicians* (victory odes).

**AO2 (2 marks)**

- (e) **Do you think that ancient athletes who broke the rules were treated more harshly than athletes who break the rules today? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	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

Insist on AO3 response.

Students may express a personal view about:

**Ancient punishments:**

public / immediate beatings; fines paying for *Zanes* put on display at entrance to stadium; public humiliation; no appeal.

**Modern punishments:**

various lengths of ban; stripping of medals; immediate disqualifications; appeals possible; effect of global media; loss of sponsorship.

**AO3 (3 marks)**

- 10 (a)(i) **Name one material used to make an ancient discus.**

**One from:**

metal / bronze / lead / stone / marble.

**AO1 (1 mark)**

**(a)(ii) Suggest why three ‘official’ discuses were kept at Olympia.**

**One from:**

Prevent use of own discus of unknown weight / prevent arguments about various weights used / official examples come under protection of the gods in the Treasury.

**AO2 (1 mark)**

**(b)(i) Apart from the discus, name one other event that was always used to find the winner of the ancient pentathlon.**

**One from:**

javelin – (long) jump.

**AO1 (1 mark)**

**(b)(ii) Explain how the ancient Greeks used equipment that is not allowed today to improve their performance in the pentathlon.**

**Levels of Response**

<b>0</b>	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

Javelin: use of thong imparts spin and propulsion, aiding flight and distance.

Jump: use of *halteres* swung in hands to propel athlete forwards in the jump.

**AO2 (2 marks)**

**(c) Name the two fighting events that were not part of the ancient pentathlon.**

Boxing – *pankration*.

**AO1 (2 marks)**

- (d) **What would you have liked about watching the four running races at Olympia? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	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 express a range of personal views, for example:

*Stade*: original event; winner names Olympiad; fastest race, a straight run with no turn.

*Diaulos*: excitement of a turn; speed of sprint.

*Dolichos*: many turns; requires stamina; as today with longer races, different tactics might have been used.

*Hoplitodromia* (race in armour): as *dolichos* but with addition of armour that would clatter and impede; known to have been humorous to watch.

Convenient to watch: all races took place on one afternoon.

**AO3 (3 marks)**

- 11 (a) **What would an ancient Greek see in the religious area (Altis) at Olympia?**

**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 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>	2-3 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 clear.</i>	4 marks

Students may mention some of:

Temple of Zeus with its cult statue (Wonder of the Ancient World), pediments (especially chariot race), metopes (Herakles' twelve labours and nearby sacred olive tree).

Temple of Hera with its different columns.

Altar of Zeus made of ashes of victims.

Pelopion: funeral mound at the tomb of Pelops.

Treasuries, perhaps one belongs to your city.

Zanes and many other statues, some of particularly successful athletes, and of Victory of Paionios.

Philippeion, Temple of Rhea, Echo Colonnade.

**AO1 (4 marks)**

**(b) Why were the *Hellanodikai* important to the ancient Olympic Games?****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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention the following:

Responsible for sending out the heralds to declare the truce, and ensuring the sanctuary was ready for the games.

Responsible for training the athletes for the month before the games and weeding out those not eligible or fit to participate.

Responsible for leading procession to Olympia and administering the oath to compete fairly.

Responsible for judging the sporting events fairly: their decisions were final (no action-replays, timekeeping or photo-finishes).

Responsible for keeping order among competitors and spectators, employing *mastigophoroi*;

Responsible for crowning the victors.

**AO2 (4 marks)**

**(c) What are the differences between the ancient stadium at Olympia and a typical modern Olympic stadium?****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 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>	2-3 marks
<b>Level 3</b>	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 offer personal opinions about some but not all of:

Ancient track roughly rectangular, straight and around 200m, with turning post for multi-lap races; modern track oval and 400m. Ancient clay and sand surface; modern man-made, all-weather polyurethane surface ('Tartan Track') with marked lanes. Stone sills with grooves doubling as start and finish lines are now replaced with starting blocks fixed to track as required.

Modern stadia have central grassed area for a range of throwing field events, and sand pits and large mats for jumping. Ancient 'field' events used same surface as for races.

Ancient seating area used earth banks with no seats except areas marked off for *Hellanodikai* and priestess. Modern stadia use banks of seats supported usually on concrete structure incorporating access corridors and stairs following Roman model. Ancient stadium had no cover for spectators or competitors; modern examples tend to offer some level of cover.

**AO3 (5 marks)**



**12 (a) How did the Athenians honour Athena at the Panathenaic festivals?****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 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>	2-3 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 clear.</i>	4 marks

Students may mention:

*Pannychis* (all-night service before the procession) involved young men singing hymns and maidens singing and dancing next to the Parthenon.

The torch-race.

Panathenaic procession including the *peplos*, sacrificial animals, cakes, honey and holy water.

Sacrifice of a hundred cows and some sheep, as well as sacrifices on the Areopagus at the altar of Athena Hygiaea and at the temple of Athena Nike.

Presentation of *peplos* to cult-statue of Athena Polias in the Erechtheion, and possibly a second, bigger *peplos* for Athena Parthenos during the Great Panathenaia.

**AO1 (4 marks)**

**(b) Apart from being a religious festival, why was the Great Panathenaia held?**

**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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may refer to:

Sporting event: a wide range of events were held, including all the usual events seen at Olympia.

Cultural festival: literary, musical and dancing events were held.

Stress unity of Athens: all elements of Athenian society were included in the procession, including women and *metics*; the tribal contests stressed the importance of the tribal structure in uniting the largest of the city-states.

Stress power of Athens to its allies and foreigners: allies were obliged to bring animals for sacrifice and foreigners were welcome to attend and compete in many events. The boat race would stress Athens' naval power in particular.

It was a chance to enjoy a holiday, meet friends and eat meat from the sacrifices.

**AO2 (4 marks)**

- (c) **Would you have liked to watch the Great Panathenaic procession?  
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 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>	2-3 marks
<b>Level 3</b>	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 offer a personal opinion about:

Many people in procession would have been known to you as all elements of free-born society took part.

Especially noteworthy would be the presence of women.

Lots of animals: horses (ridden and pulling chariots), sacrificial animals.

Ship cart with colourful *peplos* depicting mythological scenes.

Music played on flutes and lyres.

Soldiers and victorious athletes.

Colour: saffron and purple *peplos* and *metics* in purple cloaks.

**AO3**

**(5 marks)**

**Topic D Pompeii and Herculaneum**

13 (a)(i) *What material was used to make road surfaces in Pompeii?*

Lava stone/solidified lava/volcanic rock (do not allow simply 'stone').

**AO1 (1 mark)**

(a)(ii) *What were large raised stones in the middle of the road used for?*

Pedestrian crossings.

**AO1 (1 mark)**

(b) *Entrances to houses can be seen in the picture. Explain how owners made the door and entrance passage (fauces) of their house impressive.*

**Levels of Response**

<b>0</b>	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

Tall imposing doorway decorated with marble.

Solid bifold doors with large metal studs.

Welcoming mosaic on the pavement (House of the Faun's 'HAVE' mosaic).

*Fauces* can have decorative mosaic, including several versions of 'cave canem', and decorative wall painting (eg House of the Faun's elaborate 1<sup>st</sup> Style).

**AO2 (2 marks)**

(c) *Explain why the surface of the pavements in Pompeii was much higher than the road surfaces.*

**Levels of Response**

<b>0</b>	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

Since there were few drains of any kind in Pompeii sewage and rubbish ran down into the road. High pavements kept pedestrians out of the waste. High pavements also protected pedestrians from traffic. Water could run off sloped pavements into road.

**AO2 (2 marks)**

- (d) **State one piece of archaeological evidence that shows how traffic was kept out of the forum.**

**One from:**

Bollards blocking access – steps down into the forum prevent traffic flow

**AO1 (1 mark)**

- (e) **Do you think that the forum in Pompeii was attractive before the eruption of Vesuvius in AD 79? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	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

Allow personal opinion based on, for example:

Wide open paved space; double height colonnade, sometimes of white stone; impressive *Capitolium* at north end flanked by triumphal arches; other imposing temples and Eumachia building; equestrian statues stood on bases (seen in the Julia Felix painting).

However, Caecilius Iucundus' *Iararium* shows earthquake damage to *Capitolium*; (Julia Felix painting shows) all kinds of stalls set out in forum.

**AO3 (3 marks)**

- 14 (a)(i) **Where were Pliny and his uncle in the early afternoon of 24<sup>th</sup> August, (line 1)?**

Misenum.

**AO1 (1 mark)**

- (a)(ii) **What was his uncle's job at this place in AD 79?**

Commander of the Roman fleet/Naval commander/Admiral (Not military commander, or general).

**AO1 (1 mark)**

- (b) *In the passage, Pliny the Elder orders one boat to be made ready (line 5). Explain why he eventually sailed with more than one boat.*

**Levels of Response**

<b>0</b>	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

Plea from Rectina for help; recognition that many people along the coast required help; sense of duty; sense of inquiry becomes a rescue mission.

**AO2 (2 marks)**

- (c) *Where have most of the bodies been found in Herculaneum?*

Boat sheds / arches on the sea front / the beach.

**AO1 (1 mark)**

- (d) *Pliny the Elder and his friend at Stabiae were unable to escape by sea. Explain why staying in the house or escaping on foot could both be dangerous.*

**Levels of Response**

<b>0</b>	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

Staying in the house was dangerous as ash fall was blocking doors while material collecting on the roof could cause collapse.

Going outside, people risked being hit and killed by lava bombs; falling pumice was uncomfortable, hence use of cushions on heads; could be hit by falling building.

Inhalation of fumes (whether inside or outside buildings).

**AO2 (2 marks)**

- (e) ***Do you admire Pliny the Younger's behaviour during the eruption? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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

Allow reasonable personal interpretation. Students may mention:

Conscientious attitude to studies.

Fear of the large, strange cloud.

He didn't need to get any closer: its appearance was clear from Misenum and Pliny describes it carefully and accurately.

His curiosity might have driven him to go with his uncle.

He is loyal in waiting with his mother for news of his uncle.

He is a little slow to recognise the danger, even at Misenum, and only just appears to escape.

**AO3 (3 marks)**

- 15 (a) **How could people earn a living in Pompeii and Herculaneum? Refer to the archaeological evidence in your answer.**

**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 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>	2-3 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 clear.</i>	4 marks

Students may mention any relevant trade with appropriate evidence, including:

Bars and taverns: counters, *dolia*, *amphorae*, seating in some.

Wine production: graffiti refers to local production; wall painting of Vesuvius; vineyard.

Bakeries: ovens, mills, painting, charred loaves.

Fulleries: converted houses with vats etc., Eumachia building.

Sell fish in Macellum: fish scales from drain.

Prostitution: brothel has graffiti, paintings and chambers

House of the Vettii: *triclinium* painting of Cupids showing numerous trades.

Contents of Caecilius' business records.

Etc.

**AO1 (4 marks)**



**(b) How were clothes cleaned in a launderette (fullonica) in Pompeii?****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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Vats used to soak and tread clothes; urine used in cleaning process; treading bowls might also be used; linked vats would have cleaner water to aid effective rinsing of urine from cleaned clothes; drying took place on flat roof; clothes were put over wooden cages and sulphur was burned beneath them; cloth presses also available.

**AO2 (4 marks)**

- (c) ***Would you have enjoyed shopping and eating out in the streets of Pompeii and Herculaneum? Give reasons for your answer and refer to the archaeological evidence.***

**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 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>	2-3 marks
<b>Level 3</b>	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 imaginative use of the archaeological evidence that might include:

Location: frequency of bars around baths and forum; bakeries distributed throughout cities; Via dell'Abbondanza with its numerous shops and bars, including shop selling bronze objects.

Wide shop fronts displayed wares on counter, hang from ceiling or display in racks. Sign-writing and less formal graffiti advertising products and prices (eg advert for wine in Herculaneum, Stephanus' fullery in Pompeii) would be informative and entertaining.

Decorative counters (eg bars) using coloured marble and wall paintings in latest style with appropriate motifs inside and out would have been enticed shoppers and be attractive to look at if customers lingered.

**AO3 (5 marks)**

- 16 (a) **What did the atrium (main room) in a typical house in Pompeii or Herculaneum look like? Refer to the archaeological evidence in your answer.**

**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 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>	2-3 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 clear.</i>	4 marks

Students may mention:

Large hall open to sky with pool in centre, sometimes surrounded by columns.  
Strong box and *lararium* also here. Mosaics; wall paintings; couches; candelabra.

**AO1 (4 marks)**

- (b) **Explain what people would have liked about going to the public baths in Pompeii and Herculaneum. Refer to the archaeological evidence in 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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may discuss:

Several sets of public baths were conveniently located inside and outside Pompeii and Herculaneum.

Bath buildings were highly decorated with plaster reliefs, frescoes and mosaics, often in appropriate marine designs. Shelves and furniture / benches were provided for users' comfort.

The bathing process acclimatised users to the hottest rooms before returning them to normal temperatures.

Cold plunge baths prevented continued sweating.

They were large communal spaces to meet friends and spend leisure time.

Sport and athletic exercise took place in the exercise areas; clients could eat and drink at many bars around baths; brothels were available (top floor of Pompeii's Suburban Baths, or near the Stabian Baths).

Toilets.

**AO2 (4 marks)**

- (c) **Imagine that you could buy and live in the named houses that you have studied in Pompeii and Herculaneum? Which two would you choose? 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 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>	2-3 marks
<b>Level 3</b>	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 choose details from houses and villas, such as:

**Pompeii:**

House of the Vettii – quality and content of decoration, garden and furniture, twin *atria*, kitchen.

House of the Faun – size, conservative first style decoration, exquisite mosaics, double *atria*, double peristyle garden.

House of Menander – size and interesting plan, wealth of owners seen in decoration and objects found, private baths.

House of the Tragic Poet – compact house with beautiful decoration, including ‘*cave canem*’ mosaic and small garden.

House of Caecilius – two houses joined together, decorated study, friendly dog mosaic at entrance, famous *lararium*, strong box from upper room.

Villa of the Mysteries – location outside city, countryside views, decoration (Mystery cult).

Villa of Diomedea – built on two levels, baths, garden with *nymphaeum*.

**Herculaneum:**

Houses of Neptune and Amphitrite – compact house with beautifully decorated garden / fountain / *triclinium*.

House of the Wooden Partition – traditional plan with large Tuscan atrium with marble furniture and decorative pool, study with surviving wooden partition, bed.

**AO3 (5 marks)**