

# GCSE

# CLASSICAL CIVILISATION

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

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4020  
June 2014

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Version/Stage: 1.0 Final

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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 Hellespont; beheading of builders of first bridge over Hellespont, 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)(i) ***What advice did Artabanus give Xerxes about the difficulties of invading Greece?***

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

Beware fighting ability of the Greeks on land and sea:

Reminder of Athenian victory at Marathon; if a sea victory is won, they could attack the Hellespont.

The gods bring down the mighty:

Therefore a large army can lose to a small one.

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.

**AO1 (8 marks)**

- (ii) ***Explain how Herodotus shows that Damaratus is still proud to be a Spartan despite being in exile.***

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

He had sent a message to Sparta warning of the invasion: it was not his intention to betray Sparta.

He is proud of the Spartan hoplites: they will fight for freedom, even if alone and outnumbered; individually they are as good as any soldier, collectively they are the best in the world; they will never run away in battle; they rightly fear the law, but they are not afraid of a king, as Xerxes' men are.

At Thermopylae he proudly explains to Xerxes the custom of combing their hair: they are preparing to fight.

Damaratus does not reveal the mountain path.

He knows that the Spartans will fight on if Leonidas' force is killed.

**AO2 (8 marks)**



**(iii) Do you admire Mardonius? Give reasons for your answer.****Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 |

Allow any reasonable interpretation of:

He has military experience in northern Greece and uses this to suggest that Xerxes should not fear their numbers, resources or method of fighting.

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

He suggests hoplite warfare is clumsy.

He doesn't believe anyone will stand against Xerxes' great forces.

He believes anything is possible with effort.

He is one of the 6 commanders of Xerxes' army.

Flatters Xerxes, telling him he is the greatest Persian ever, who will not allow Europeans to laugh at Persia.

Before Salamis, it is only Artemisia who speaks out against fighting a battle that is ultimately lost: Mardonius only appears as the man sent to canvass the opinion of the commanders.

**AO3 (10 marks)**

**(b)(i) What did Themistocles do to make sure that all the Greeks fought at Salamis?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

He had preserved the unity of the Greeks by yielding command to Eurybiades.  
He had persuaded the Athenians to fight at Salamis by interpreting the oracle positively.

He spoke before Eurybiades could begin to put his own case first.

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 threatened to remove Athenians to Italy if the Peloponnesians abandoned Attica.

He sent secret message to Xerxes, encouraging him to attack and surround the Greeks so they had to fight.

He joined forces with Aristides, known for his honesty and virtue, who would be more convincing to their Greek allies. He lets Aristides tell them that the Persians have surrounded them.

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

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

**AO1 (8 marks)**

**(ii) Why did the Greeks choose Thermopylae and Artemisium as the places to face the Persians?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

**Thermopylae:**

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 Greeks could defend the pass more easily by strengthening the wall that was already there.

The mountain path was known and could be guarded to prevent encirclement.

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

**Artemisium:**

Allowed Greeks to protect Leonidas' force from being outflanked by the Persian navy. Narrow channels offered protection for the smaller Greek force.

The coast was too rocky to give the Persian fleet much protection.

The Persian fleet would not be able to outflank the Greek fleet, and therefore the army at Thermopylae.

**AO2 (8 marks)**

- (iii) ***Do you think that the Persian fleet was prepared and commanded well during Xerxes' invasion of Greece? Give reasons for your answer.***

#### **Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 |

Level 5 answers must include discussion of both preparations **and** command.  
Allow any reasonable interpretation of some, but by no means all, of:

#### **Preparations**

Athos canal dug to prevent losses to storms.

Supplies stockpiled en route.

Xerxes respects the sea or wants his men to see that it is pacified: he made offerings to the sea before crossing the Hellespont into Greece.

The fleet is large enough to confidently take on the Greeks (Herodotus says 1,200 warships and 1,800 transports), but Artabanus considered it too large for the few small harbours available along the Greek coast.

The Phoenicians were considered the best exponents of trireme warfare; the Greeks were relatively inexperienced in comparison.

It was perhaps a mistake to include Ionian Greeks in the Persian fleet: their loyalty and determination are in doubt at both Artemisium and Salamis. However some are loyal: there are Ionians who fight hard to capture an Athenian ship at Artemisium, and Artemisia's loyalty does not seem to be in doubt, despite her survival instinct in sinking one of her own at Salamis.

#### **At Artemisium**

The Persians are confident (with good reason) and don't attack the smaller Greek fleet straight way; they send a force around Euboea to prevent any Greeks escaping. The encircling force is destroyed in a storm: Persians do not take into account the lack of harbours along the coast.

The Persians are easily alarmed by storms and the debris that it brings.

Inactive on the second day; they act out of fear of Xerxes and being annoyed by the Greeks, but their crescent formation is sound. The Egyptians fare well.

### **Salamis**

Xerxes commands the fleet personally (he felt Artemisium had gone badly because of his absence), but has failed to restore its numbers (so it cannot be divided to hold the Greek fleet at Salamis and attack the Peloponnese simultaneously).

In conference before the battle the Persian commanders (except Artemisia) are keen to fight but seem to say what they think Xerxes wants to hear. Despite being pleased with Artemisia's honesty Xerxes ignores her sound strategic advice.

The Persians are tricked into attacking at Salamis where the geography favours the Greeks.

The Persians were not rested in the night before the battle.

The Persians were aware of the dangers of attacking in the straits but wanted a decisive battle and took the risk.

Xerxes was not in a good position on land to really see what was happening: he misread Artemisia's action.

Xerxes' presence caused Persian captains to act out of fear and press on into retreating Persian ships. Chaos followed.

Different ethnic groups in the Persian fleet blame each other, producing a lack of unity.

Xerxes' fear of the Greeks cutting his forces off at the Hellespont causes him to prepare to sail north and abandon the land force.

**AO3 (10 marks)**

**Topic B Virgil, *Aeneid***

4 (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/to Mt Ida – 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)**

5 (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 (his wife) / 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)**



**6 (a)(i) How does Venus help Aeneas in Troy and Carthage?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

**Troy**

Prevents Aeneas from killing Helen.

Reminds him of his family, whom she has kept safe from the flames and Greeks.

Shows him the gods destroying Troy and tells him to escape.

She protects him on his way home.

**Carthage**

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.

Students may also claim that Venus is protecting her son by sending Cupid to ensure Dido falls in love with Aeneas and receives him well, and by conspiring with Juno.

**AO1 (8 marks)**

**(ii) Explain how Virgil makes the destruction of Troy terrifying.****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

**Content:**

Aeneas is woken from sleep by the awful sight of Hector.

Aeneas finds himself in a chaotic scene.

Aeneas' instinct to throw himself madly with his named comrades into a hopeless battle.

Uncertainty of battle as Trojans slaughter Androgeos and his men and Aeneas' company is caught between Greeks and Trojans.

The qualities of his men count for nothing as they are cut down.

The fate of the Trojan women: Cassandra, Hecuba and the other women in the palace.

The fate of Priam and Polites: the father witnessing the son's slaughter before being killed at the altar in his son's blood.

Trojans throw themselves from the rooftops in despair.

The revelation of the gods destroying the city.

Creusa's pleas for Aeneas not to leave them.

The terror of Aeneas' escape with his family and then the search for the missing Creusa.

**Virgil's techniques:**

Narrative told in flashback through Aeneas, a witness to the destruction from the roof-tops.

Use of similes: flame or flood sweeping over the fields; Pyrrhus compared to a snake

Use of imagery: flames roll nearer; the fire is hungry; the heat boils up to the sky

Use of speeches: e.g. Panthus to Aeneas; Aeneas' family at home; Hector, Venus and Creusa to Aeneas

**AO2 (8 marks)**

- (iii) **To what extent do you think that Aeneas' journey into the Underworld was an awful experience? Give reasons for your answer.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 offer personal opinions about:

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.

Aeneas has always to be accompanied by the Sibyl who tells him the horrors of Tartarus. However Aeneas is not allowed to see this place.

The approach to the gateway where the bough must be left is spooky.

Elysium is a glorious place, populated by heroes engaged in sport, music, dance and picnicking.

There are cool green valleys with beautiful flowers and rivers.

Here he meets his father and sees great Romans of the future.

**AO3 (10 marks)**

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

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

**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 return for Creusa.  
 He takes responsibility for survivors/leads them 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 (8 marks)**

- (ii) **Explain how the gods make the Aeneid exciting. Do not write about Mercury in your answer.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

Aeneas' enemy is the angry goddess Juno.

Fate is explained by Jupiter.

Juno and Aeolus conspire to wreck Aeneas' fleet just as they begin the last leg of their journey to Italy. The Trojans are rescued by Neptune and the sea gods.

Venus shrouds Aeneas in mist which enhances his first appearance to Dido.

The gods prevent the Trojans from recognising the Wooden Horse as a trick.

Aeneas receives several messages from the gods that he should leave Troy for a future in Italy, and also sees the gods destroying the city.

The quarrels between the gods see Venus and Cupid plotting to ensure Aeneas receives a warm welcome from Dido while Juno makes a deal with Venus to turn this to her advantage by 'marrying' Dido and Aeneas.

Rumour carries the news of the relationship to Iarbas who complains to his father Jupiter.

Jupiter has to remind Aeneas of his fate.

Juno and Iris release Dido from her suffering.

The terrible personifications lurk at the mouth of Hell.

Aeneas' encounter with Charon.

**AO2 (8 marks)**

- (iii) ***Other than Dido and Aeneas, do you think that Virgil creates interesting human characters in the Aeneid? Give reasons for your answer.***

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 |

Allow any reasonable judgement. Students may refer to, for example:  
Laocoon; Sinon; Cassandra; Coroebus; Priam; Pyrrhus; Anchises; Creusa; Anna;  
Ascanius / Iulus; the Sibyl.

**AO3 (10 marks)**

## Topic C The Ancient Olympic Games and the Panathenaia

- 7 (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 / *Hellanodikai*.

AO1 (1 mark)

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

**One from:**

athletes swore not to cheat - *Hellanodikai* swore to judge fairly/remain unbiased etc.

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 – so cities rewarded their victors with processions / civic receptions / financial rewards / dining at public expense / *epinicians* (victory odes)/statues/state burial.

**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)**

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

**One from:**

metal / bronze / lead / stone / marble. (Do not allow 'iron')

**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 in one afternoon.

**AO3 (3 marks)**

**9 (a)(i) What were the duties of the Hellanodikai?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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 the following:

To live for ten months in *Hellanodikeon*, learning responsibilities.

To send out the heralds to declare the truce, and ensure the sanctuary was ready for the games.

To train the athletes for the month before the games, flogging those not complying and weeding out those not eligible, or fit to participate. Assigning competitors to correct age groups.

To lead procession to Olympia and administer the oath.

To judge the sporting events fairly: their decisions were final (no action-replays, timekeeping or photo-finishes). Supervised the different types of event (equestrian, combat, athletics) in groups of three.

To keep order among competitors and spectators, employing *mastigophoroi* ('whip-bearers') to administer beatings.

To crown the victors.

**AO1 (8 marks)**

- (ii) **Religious ceremonies were held during the five days of the Olympic Games. Explain how these ceremonies showed that gods and heroes were important to the ancient Greeks.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

Formal procession and sacrifices, especially of a pig at the fountain of Piera on route to Olympia indicate religious significance of the games.

Five-day programme begins with a largely ceremonial Day 1, especially sacrifice of a boar and oath-swearing to Zeus Horkios. Numerous private sacrifices and consultations of oracles indicated people's belief in the gods to affect and predict results.

Day 2's procession to hippodrome for chariot and horse races was followed by funeral rites for Pelops, remembering the legend of his chariot race (depicted on the east pediment of the temple of Zeus) that began at Olympia.

Day 3 was the day of the full moon, the most sacred day. The sacrifice of one hundred oxen to Zeus was the most sacred event of the festival. The ashes of the victims were piled up to make the altar in the heart of the Altis even bigger.

The *stade* race whose winner named the Olympiad took place on this middle day.

The final day consisted of religious ceremonies and celebrations: the victors received their crowns of sacred olive at the Temple of Zeus. (The temple's *metopes* were decorated with the Labours of Herakles who may have laid out the length of the stadium.)

There were also altars for sacrifices in the hippodrome, including the 'horse-terroriser'.

**AO2 (8 marks)**

**(iii) What are the similarities and differences between the ancient stadium at Olympia and a typical modern Olympic stadium?****Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 offer personal opinions about:

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.

Both have access to sporting area but Olympia's is probably more imposing: modern stadia tend to have a focus on the Olympic flame which was absent from ancient games.

**AO3 (10 marks)**

**(b)(i) What did the Athenians do to honour Athena at the Panathenaic festivals?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

*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. Old men carrying olive branches.

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.

Image of Athena stamped on the amphorae given as prizes.

**AO1 (8 marks)**

**(ii) Apart from being a religious festival, why was the Great Panathenaia held?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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 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 (8 marks)**

- (iii) **Would you have liked to be an Athenian watching the Great Panathenaic procession? Give reasons for your answer.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 |

Give credit to those who mention elements from previous two answers if they are AO3. Students may also mention:

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.

As an Athenian, students may have preferred to be involved, or would enjoy displaying the greatness of their city to allied or other Greek states.

**AO3 (10 marks)**

## Topic D Pompeii and Herculaneum

10 (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 (e.g. 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)**

- 11 (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/friend's wife 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).

Danger of being trampled by panicking crowds.

**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 interpretations relating to the account in the letters.  
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. Later, refuses to abandon mother and leads her to safety

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

**AO3 (3 marks)**

- 12 (a)(i) **What different types of archaeological evidence are there for the businesses that operated in and around Pompeii and Herculaneum? Give examples to support your answer.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

Structural: bars and taverns; bakeries; fulleries; brothel; baths.

Wall painting: *Praedia* of Julia Felix; Vettii; Baker's stall; Vesuvius' vines.

Graffiti and inscriptions: over 50 trades recorded from Pompeii.

Documents: Caecilius Lucundus' business records.

Products: fish scales from Macellum; carbonised bread; bronze objects.

Casts: root systems from vineyard.

**AO1 (8 marks)**

**(ii) What does the archaeological evidence tell us about how the forum at Pompeii was used?****Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

**Business**

Open space: stalls would be set up as seen in Julia Felix painting.

*Macellum*: stalls set up in booths around outside of building; in the centre similar stalls were supplied with water and drains for selling fish: fish scales found in drain. Grain market provides a specific building for this trade.

Weights and measures table: used to ensure fair dealings.

Basilica: covered space for businessmen to meet and complete deals.

Eumachia building: centre of fulling and cloth trade and also a place to collect urine for the fulling process.

**Administration**

Southern side of forum occupied by the *curia* for the city's council and the offices of the towns pairs of magistrates, the *duoviri* and *aediles*; tribunal in the basilica used for trials; voting hall in bottom right corner

Honouring the city's great citizens: statue bases survive and the statues are visible on the Praedia of Julia Felix fresco and Caecilius' *Iararium* frieze; cloth hall named after Eumachia: her statue survives.

**Religion**

The forum area is the precinct for the Capitoline temple; public worship expressing loyalty to Rome would also take place at the Temple of Vespasian; offerings for the safety and prosperity of the town would be made in the Temple of the Public Lares; The temple of Apollo is very close by, and students may refer to the remains of the Temple of Venus, Pompeii's patroness, not too far behind the basilica; there were also places to worship in the Eumachia building and the Macellum.

**Social**

Fresco from the Praedia of Julia Felix shows people reading the news posted on the forum's west side; a woman gives alms to a beggar; and a teacher is having one of his students whipped in front of the class. The place was the largest public meeting place.

**AO2 (8 marks)**

- (iii) ***If you had been a shop owner in Pompeii or Herculaneum, how would you have attracted customers to your shop? Refer to archaeological evidence in your answer.***

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 |

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 was a centre for commerce away from the forum; brothel in quiet back street but explicit paintings may suggest services available (also suggested in Pompeii's Suburban Baths), stall in forum or *Macellum* would offer a central location.

Wide shop front: display 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, graffiti outside Stephanus' fullery in Pompeii.

Decorative counters (eg bars) using coloured marble.

Wall paintings in latest style with appropriate motifs inside and out, seen especially along Via dell'Abbondanza make this an interesting place to browse and shop.

**AO3 (10 marks)**

**(b)(i) What rooms and furniture would you find in a typical house in Pompeii or Herculaneum? Refer to the archaeological evidence in your answer.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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:

*Atrium* (hall) and stone benches, strong box, well-head, *lararium*.

Study (*tablinum*) and wooden screen.

Summer and winter dining-rooms (*triclinia*) and permanent concrete couches and tables in summer *triclinia*, but little evidence for these in winter *triclinia* except for depiction in wall paintings.

Bedrooms (*cubicula*) and beds.

Kitchen and oven and toilet.

Living room (*oecus*) present in some listed houses.

Cupboards and couches survive from Herculaneum, with only their metal fittings found in Pompeii. Chairs are noted in wall paintings.

Shops at front/rooms used as shops (eg wine shop in House of Neptune and Amphitrite).

**AO1 (8 marks)**

- (ii) **Explain how the archaeological evidence shows that going to the public baths in Pompeii and Herculaneum was a pleasurable experience.**

**Levels of Response**

|                |   |           |
|----------------|---|-----------|
| <b>0</b>       | 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 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.

Basins of water were available for cooling, washing or creating more steam.

Hot water baths were maintained at constant temperatures.

Strigils and oil flasks found, used to get clean.

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).

Public toilets were conveniently located to use the baths' waste water.

**AO2 (8 marks)**



- (iii) **What do you think made the named houses and villas you have studied such pleasant homes to live in? You must refer to the individual houses in your answer.**

**Levels of Response**

|                |   |            |
|----------------|---|------------|
| <b>0</b>       | 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 discuss a range of details from some of the following houses and villas:

**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 – balneum (private baths) – seasonal *triclinia*.

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.

Students should also be given credit for appropriate references to any other named houses that they have studied.

**AO3 (10 marks)**

