

GCSE

Classical Civilisation

40202F Unit 2: Greece and Rome: Drama and Life
Mark scheme

2020
June 2015

V1 Final Mark Scheme

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

Topic A Greek Tragedy and Drama Festivals

- 1 (a) 'How helpless passion drove you then to save my life' (line 2)
Which goddess does Jason say was responsible for this passion?

- A Athene
- B Hecate
- C Hera
- D Aphrodite

D Aphrodite.

AO1 [1 mark]

- (b) Describe one way in which Medea saved Jason's life.

Conquered the fire breathing bulls – drugged the serpent that watched over the Golden Fleece – killed her brother and thereby slowed down her pursuing father – had Pelias killed.

Not allowed: killed the serpent

AO1 [1 mark]

- (c) What was the name of the 'barbarous land' (line 7) that Medea left?

Colchis.

AO1 [1 mark]

- (d) 'In return for saving me you got far more than you gave' (line 5-6)
Explain the benefits Medea received by becoming a resident of Hellas.

Levels of Response

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

She has known justice – lived in a society where force gives way to law – her gifts were recognised – she has become famous – came to a civilized society.

AO2 [2 marks]

(e) Explain why Jason and Medea had to leave Iolcus and come to Corinth.

Levels of Response

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

When Medea and Jason returned to Iolcus with the Golden Fleece, Pelias failed to surrender his throne to the rightful king, Jason. Medea then tricked Pelias's daughters into murdering their father – this cruel act made the citizens of Iolcus banish Jason and Medea.

AO2 [2 marks]

(f) Do you think Jason really cared for Medea and their family? Give reasons for your answer.

Levels of Response

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

No

He abandoned Medea to marry Glauce – he wanted wealth and power by marrying into the royal family – he was quite happy to see Medea and their children banished – blamed her for bringing banishment on herself – broke his oaths to her – showed no gratitude for the help she gave him in acquiring the Golden Fleece – offers to help her were false, merely to get rid of her and salve his conscience Medea claimed that having an Asiatic wife was no longer respectable for Jason.

Yes

He intimates that he saved her from a fate worse than banishment – no reason that offers of money and letters of introduction are not genuine – picture he paints of his children growing up together with those of his new bride made sense and showed consideration – wanted what he thought was the best for the children when Medea suggested they try to avoid banishment – reproached Medea for giving her dress and crown as bribes, when she might need them to help her in her exile tried to convince Glauce to love those that he loved – as soon as he heard about the deaths of Glauce and Creon he came to rescue the children from their enemies – he wanted to bury his children – he cursed Medea for killing them.

AO3 [3 marks]

2 (a) Who sat in most of the sections in the theatre in Athens?

The Ten Tribes of Athens /Athenian citizens.

AO1 [1 mark]

(a)(ii) What was the maximum number of spectators in this theatre?

17,000. Accept 16,000 – 18,000.

AO1 [1 mark]

(b) Whose priest had a special seat in this theatre?

Dionysus.

AO1 [1 mark]

(c) Who was responsible for organising the City Dionysia?

(Eponymous) Archon.

AO1 [1 mark]

(d) How did the Athenians show their approval and disapproval of the drama festival?

Levels of Response

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

Booed/Hissed – clapped – shouted out remarks – threw food at actors – **applause might influence judges** – held meeting of assembly to examine conduct of officials – opportunity for individual citizens to complain about wrongdoings during the festival. Voted for best plays/actor – awarded prizes – attendance at lays – laughing at comedies.

AO2 [3 marks]

(e) Do you think it would have been uncomfortable to be a member of the audience? Give reasons for your answer.

Levels of Response

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

Yes

Length of plays – trilogy of plays made for long days – large crowd – open air performance – distance from plays affecting seeing and hearing – limited access to seating – hard seats.

No

Cushions for seats – rugs – tiered seating provided good view – shape of theatre helped acoustics – reasonable access – bringing own food and drink / opportunity to buy food and drink in theatre – weather conditions in Greece usually

accommodating.

AO3 [3 marks]

3 (a) Which people help Medea in the play and what do they do to help her?

Levels of Response

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

Students may mention some but not necessarily all of:

Aegeus: offered sanctuary in Athens – swore not to hand her over to her enemies.

Nurse: displayed concern for Medea’s response to her treatment – worried about Medea’s reactions to her children – went to fetch Jason.

Chorus: provided moral support and sympathy – Chorus provided promise of silence about Medea’s intentions.

Tutor: looked after children – took children into the palace – returned with good news that children were safe from exile – took children back into Medea’s house.

Messenger: Medea regarded him as her friend if the news he brought was what she wanted to hear.

Sun god: provided chariot for Medea’s escape at end of the play.

AO1 [4 marks]

(b) Explain Medea’s different feelings during the play.**Levels of Response**

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

Students may mention some but not necessarily all of:

Betrayed: Jason has broken the oaths he has made to her when she left her family and homeland.

Abandoned: Jason has left her for Glauce.

Distraught and heart-broken: she genuinely loved Jason.

Hateful: his actions now make her want to kill him and his new family.

Hostile: nurse claims she looks at her own children as if she wishes them harm.

Suicidal: she wishes for her own death.

Manipulative: way she deals with Chorus, Creon and Aegeus.

Bitter and angry: during the argument (agon) with Jason.

Joy and relief: when she obtains refuge in Athens from Aegeus.

Upset and grief-stricken: when she reveals her plans for revenge, including killing her children.

Distressed: when she is pretending to the children she has made up with Jason.

Confusion: at the Tutor’s news of Glauce’s receiving the gifts and her subsequent conversation with her children.

Regret: that she has no option but to kill her children.

Vacillation: when she says they can all go off to Athens.

Steely determination: when she hardens her heart to kill her children.

Joyful: at the news from inside the palace about the deaths of Glauce and Creon.

Ruthless: when she goes inside to kill her children.

Gloating: response to Jason when he comes to save children.

Cruel: re-action towards Jason’s desire to bury his children and how he will meet his end.

AO2 [4 marks]

- (c) **Do you think Medea is always in control of events in the play? Give reasons for your answer.**

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

No

Exile from Iolcus to Corinth – Jason leaving her for Glauce – Jason getting married to Glauce – state she is in before she makes her appearance – Creon’s plans to send her into exile.

Yes

Winning over the chorus – convincing the chorus that it was right to punish Jason, Creon and Glauce – persuading Creon to let her stay one day longer – disproving Jason’s arguments – manipulating Aegeus into letting her have refuge in Athens – winning the silence of the Chorus and the nurse over her plans for the children – tricking Jason into sending the children with the poisoned gifts for Glauce – killing the children – triumphantly parading their dead bodies in the dragon-drawn chariot over the roof – predicting the inglorious death of Jason.

AO3 [5 marks]

4 (a) Who took part in the procession at the City Dionysia and what did they carry?

Levels of Response

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

Students may mention some but not necessarily all of:

Proagon: *Choregoi* parading towards the *Odeion* – with their company of actors and chorus — actors wearing neither costumes nor masks

Procession of the Dionysia: Procession included men women and metics – each wearing different clothes – and carrying different items – metics wearing purple and carrying trays of offerings – citizens in ordinary clothes carrying loaves of bread and leather bottles filled with wine – noble-born maiden carrying special golden basket with first fruits of spring – *choregoi* in rich robes of gold and purple –dancing and singing in the streets – accompanied by torch-bearers and musicians playing flutes and lyres.

AO1 [4 marks]

(b) Explain how the Athenians honoured Dionysus at the City Dionysia.

Levels of Response

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

Students may mention some but not necessarily all of:

Festival named after Dionysus - statue of Dionysus escorted in torchlight procession – taken out of the city to Eleusis – returned in cart pulled by ephebes – taken to the theatre – where it remained throughout the festival – proceedings move to the precinct of Dionysus – sacrifices of bulls made at the precinct of Dionysus – other offerings made - strategoi pouring libations in the theatre of Dionysus - altar to Dionysus set up in the theatre.

No credit for special seat for his priest.

AO2 [4 marks]

(c) What do you think would have been hard about writing and putting on a play at the City Dionysia?

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

Playwright has to write a trilogy of tragic plays – also had to write a different type of play, a satyr – he had to persuade either the archon or his scrutinising committee that his work was worthy of the City Dionysia – that he was allotted a choregos to finance the play meant he had no choice in who he worked with – similarly allocation of actors by the state created same difficulty – chorus weren't professional and had to be trained – pressure of competition with other plays – awareness of the importance of the festival – restrictions of design and size of theatre – conventions of content of plays – awareness of expectations and knowledge of audience – performance in open air – limitations of props and scenery – conventions of chorus – writing words and music.

AO3 (5 marks)

Topic B Plautus, ‘The Pot of Gold’ and ‘The Brothers Menaechmus’

- 5 (a) ‘That which I now hold!’ (line 6).
What does Euclio think Megadorus is referring to?

- A The dole from the chairman of his ward.
B His pot of gold.
C The knife he has attacked the cooks with.
D His home.

B Pot of Gold.

AO1 [1 mark]

- (b) ‘People who dress up for an occasion’ (line 1).
Which particular occasion is Euclio talking about?

Marriage between his daughter / Phaedria (1) to his next door neighbour/
Megadorus.

AO1 [2 marks]

- (c) ‘The old woman has blabbed,’ (line 7).
What is the name of the old woman?

Staphyla.

AO1 [1 mark]

- (d) ‘I was meditating how I could bring an action against you.’ (line 10).
Explain why Euclio wants to bring an action against Megadorus.

Levels of Response

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

After arrangement of Megadorus’ marriage to Phaedria – Megadorus offered to pay for the wedding – cooks were hired for wedding feast – Congrio was sent into Euclio’s house – Euclio overheard him talking about getting a bigger pot – Euclio thought he had discovered his pot of gold – Euclio assaulted Congrio and chased him out of his house – while he checked on his gold – Euclio blamed Megadorus for giving him that fright – and as such felt like taking him to court – for filling his house with thieves.

AO2 [3 marks]

- (e) **Up to this point in the play, what evidence do you think there is that Euclio is a nasty character?**

Levels of Response

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

Evidence from Lar Familiaris suggesting that he was too unpleasant to give the family gold to – Euclio’s treatment of Staphyla – violent towards her – abusive towards her – lack of generosity towards strangers knocking on his door – going to claim the dole – unpleasant treatment of Megadorus – reluctance to marry his daughter to him – suspicious of his motives – meagre wedding present for his daughter – Strobilus’ and cooks’ stories about his meanness – violence Euclio uses against Congrio.

AO3 [3 marks]

- 6 (a) **Where is Sosicles coming from?**

Erotium’s house

AO1 [1 mark]

- (b) **‘I’ll see you get this back in plenty of time today...’ (lines 5 and 6)
What is Sosicles talking about?**

A gown / robe / dress.

AO1 [1 mark]

- (c)(i) **Later in the play who offers Sosicles another item?**

Erotium’s maid.

AO1 [1 mark]

- (c)(ii) **What item is offered to Sosicles?**

Bracelet.

AO1 [1 mark]

(d) Explain why Peniculus feels that he has been tricked.**Levels of Response**

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

Peniculus and Menaechmus were going to Erotium's for dinner and entertainment – while Erotium was getting the meal prepared, they went off into town – there Peniculus found himself involved in a public meeting – while Menaechmus was accosted by a client and found himself involved in the client's law case – this meant they were separated – Peniculus thought Menaechmus had done this deliberately so that he could slip back to his mistress – when he sees Sosicles leaving Erotium's house well-fed and wearing a garland, he is convinced that is exactly what had happened, the party had gone on without him.

AO2 [3 marks]**(e) Throughout the play there are several scenes of mistaken identity. Which one did you enjoy the most? Give reasons for your answer.****Levels of Response**

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

Any one of a range of scenes can be referred to.
 The scene where Cylindrus meets Sosicles and Messenio – where Erotium invites Sosicles into her house – where Peniculus encounters Sosicles – where Menaechmus is accosted by Peniculus and the wife – where Sosicles meets the father and the wife – where Menaechmus meets the doctor and the father – where Messenio encounters Menaechmus and Sosicles together.
 Enjoyment can be gauged either through humour or plot development.

AO3 [3 marks]

7 (a) What good things do characters in ‘The Pot of Gold’ do?

Levels of Response

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

Students may mention some but not necessarily all of:

Phaedria offering the Lar Familiaris gifts of wine and flowers – the Lar allowing Euclio to find the gold so that Phaedria might have a dowry – Staphyla trying to look after Phaedria in her pregnancy – Megadorus agreeing to marry to satisfy his sister – Megadorus offering to marry Phaedria without a dowry – Megadorus paying for the wedding feast – Lyconides wanting to marry Phaedria – Megadorus trying to persuade Euclio to have a good time at the wedding feast – Eunomia offering to persuade Megadorus to waive his right to marry Phaedria – Lyconides trying to admit his ‘peccadillo’ to Euclio – Megadorus waiving his right to marry Phaedria – Megadorus offering to give Lyconides advice about winning Euclio over – Lyconides’ refusal to beat the gold out of his slave – Lyconides offering the slave his freedom in exchange for the gold – Megadorus’s treatment of the cooks – Euclio finally giving the gold to Lyconides and Phaedria as a dowry – Euclio giving gold coin to slave.

AO1 [4 marks]

(b) How are people in ‘The Pot of Gold’ dishonest?

Levels of Response

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

Students may mention some but not necessarily all of:

Euclio claiming he needs a dole / hand-out from the chairman of his ward – Euclio telling Megadorus that he can’t afford a dowry for his daughter – can’t afford to pay for a wedding – Euclio telling Staphyla not to allow strangers into his house because he has nothing to give them – Staphyla trying to cover up Phaedria’s pregnancy – Euclio’s reasons for continually going backwards and forwards into his house while talking to Megadorus – slave’s claims of innocence when he is caught going into the shrine of Good Faith – slave’s boasting about the gold to Lyconides and then denying it – slave telling Euclio he had found the gold rather than stolen it.

AO2 [4 marks]

(c) Do you like the violence in ‘The Pot of Gold’? Give reasons for your answer.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

No

Euclio’s treatment of Staphyla / threats to beat her and use of insulting and abusive language – Euclio’s treatment of Congrio / chasing him out of the house and beating with a cudgel – Euclio’s assault on Lyconides’ slave outside the Shrine of Good Faith – Euclio’s threat to chop the cockerel’s head off for nearly betraying his gold – Megadorus’s suggestion that the only way to get the gold off the slave is by beating him – Megadorus’s attitude to taking a wife / only on condition she is carried out the next day.

Yes

Abusive and threatening language add to the extreme and comic nature of Euclio’s character – all of it is comic business and none of it is real – scene with Congrio is typical example of the servus currens – Megadorus’ suggestion gives opportunity to show how good a character Lyconides is.

AO3 [5 marks]

8 (a) How do people behave violently in ‘The Brothers Menaechmus’?**Levels of Response**

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

Students may mention some but not necessarily all of:

Sosicles’s threats towards Peniculus – Sosicles’s threats towards the wife – Sosicles’s threats to the father – Menaechmus’s threats to the doctor and the father – slaves manhandling Menaechmus – Messenio coming to Menaechmus’s rescue and fighting off the slaves – Messenio’s threats to Cylindrus.

AO1 [4 marks]

(b) How are the characters in ‘The Brothers Menaechmus’ sometimes good?**Levels of Response**

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

Students may mention some but not necessarily all of:

Sosicles’ motives for being in Epidamnus are honourable – Menaechmus showing some concern for Peniculus allowing him to share in his meal with Erotium – Erotium prepared to accept Peniculus for a meal – Messenio worried for his master in Epidamnus – warnings about the dangers in Epidamnus – concerned for his master’s safety in entering Erotium’s house – offers to look after the money while Sosicles is with Erotium – Sosicles concerned about billeting the men – when Menaechmus loses Peniculus in town he is giving a client assistance in law case – father shows understanding of both sides in his daughter’s row with Menaechmus – genuine concern for Sosicles’ state of mind – Messenio selflessly comes to rescue of Menaechmus – Messenio offers to re-unite the twins.

AO2 [4 mark]

(c) How important do you think family relationships are in ‘The Brothers Menaechmus’?**Levels of Response**

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

Whole play centres around the quest of identical twin trying to find long-lost brother – extent of Sosicles’ search highlighted by the length of time and money he has spent try to trace brother – fact that grandfather changed Sosicles’ name to Menaechmus adds to humour and confusion throughout the play – play starts with insight into relationship between Menaechmus and his wife – she portrayed as nagging woman – he portrayed as adulterous and thieving husband – opportunities for stereotypical man and wife humour – Peniculus way at getting back at Sosicles is to tell Menaechmus’s wife about his actions – wife’s attack on Menaechmus creates opportunities to present as nagging / bossy woman – then reverts to role of injured wife when she calls upon father – father is more understanding of Menaechmus’s position and tries to calm the waters – but takes more serious view when he hears of theft from his daughter – on encountering Sosicles he is more concerned about Sosicles’ state of mind and health – father summons doctor – Messenio is first to see both brothers together – in trying to find out the truth Messenio uses names of their parents – after reconciliation of brothers Menaechmus is going to divorce wife and have her and his possessions auctioned off.

AO3 [5 marks]

Topic C Mycenaean Civilisation

- 9 (a) There are two named tombs outside the walls of this site.
To whom do they belong?

- A Clytemnestra and Aegisthus
B Clytemnestra and Atreus.
C Aegisthus and Atreus.
D Clytemnestra and Agamemnon.

A Clytemnestra and Aegisthus.

AO1 [1 mark]

- (b)(i) What is the name of the area marked X?

Grave Circle A.

AO1 [1 mark]

- (b)(ii) What is the name of the feature marked Y?

Postern Gate.

AO1 [1 mark]

- (c) How did the Mycenaeans honour the dead when they buried them?

Levels of Response

- | | | |
|----------------|--|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | One simple, relevant reason | 1 mark |
| Level 2 | One relevant reason with development or two simple, relevant reasons | 2 marks |

Corpses were dressed – objects reflecting their lives were placed around the body – bodies were placed on a bier or stretcher – sometimes even placed in a casket – the entrance to tomb was blocked or closed – they celebrated the corpse’s life with a final toast.

AO2 [2 marks]

- (d) Explain how archaeologists know whether it is a male or female tomb they are excavating.

Levels of Response

- | | | |
|----------------|--|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | One simple, relevant reason | 1 mark |
| Level 2 | One relevant reason with development or two simple, relevant reasons | 2 marks |

Male tombs have weapons while female tombs have jewellery – size of the skeleton

AO2 [2 marks]

(e) Why do you think it is difficult to gather accurate evidence from Mycenaean tombs?

Levels of Response

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

Only the wealthy were buried – natural decay of flesh / wood / clothing / leather – activities of tomb raiders – re-use of tombs – scant respect for earlier skeletons – valuable objects removed at time of later burials – difficulty in deciding which objects belonged to which skeleton.

AO3 [3 marks]

10 (a) Name one island from where the Mycenaeans got copper.

Cyprus / Sardinia.

AO1 [1 mark]

(b) Besides weapons, state two items that archaeologists have excavated which show that Homer was right to call Mycenae ‘rich in gold’.

Grave vessels of gold – mask of Agamemnon – gold ornaments – gold cups – Cup of Nestor – gold rings – gold discs stitched on braids of sleeves.

AO1 [2 marks]

(c) Name one other material, besides gold, with which the Mycenaeans inlaid the blades of swords and daggers.

Silver / enamel.

AO1 [1 mark]

(d) What evidence is there that the Mycenaeans traded widely?

Levels of Response

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

Importing of ivory and ebony from outside Greece – reference in Linear B to commodities from outside Mycenae – extensive range of Mycenaean pottery and vases throughout Mediterranean – wide range of imported luxury goods eg gold from Egypt / ostrich eggs from North Africa / cylinder seals from Mesopotamia / lapis lazuli from Syria – wrecks of Kas and Gelidonyan ships – images of boats on sealstones – wall – paintings of galleys and sailing ships.

AO2 [3 marks]

(e) Why do you think bronze was so important to the Mycenaeans?

Levels of Response

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

Bronze used extensively – weapons such as swords, axes and daggers – armour such as helmets, greaves and cuirasses – used to embellish wooden doors, and frames – personal items such as mirrors, tweezers and razors – domestic items such as lamps, pans and cauldrons – jewellery such as brooches and bracelets – tools such as hammers chisels and saws – farming implements.

AO3 [3 marks]

11 (a) What are Linear B tablets and what information do they give us?

Levels of Response

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

Linear B Tablets

Large number of clay tablets – inscribed with administrative records – preserved when baked hard when buildings caught fire – inscriptions a mixture of syllables and symbols.

Information:

The administration and bureaucracy of palace life – receipts – lists – transactions – animals – pet names of animals – weights and measures – wide range of crops and agricultural produce – reference to trade and industry – names and hierarchy of officials – reference to Olympic gods – activities of tradesmen and workers – offering of some understanding of social and military organisation – reference to slaves.

AO1 [4 marks]

(b) What do frescoes and vase paintings show us about women?

Levels of Response

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

Costumes – patterned – colourful – in a mixture of styles / knee-length / wrap over / ankle length – short-sleeved bodice – sometimes silk, sometimes diaphanous.
 Jewellery – extensive and varied – range of necklaces / bracelets / earrings / ankle-bracelets different varieties of style of clothes – full head of hair – sometimes wearing hat – formulaic processions – appearing in cult scenes – women shown as working and carrying baskets – both older and younger women portrayed – appearing as priestess – girls wearing similar clothes as women but less elaborate.

AO2 [4 marks]

- (c) **Do you think that Mycenaean society was violent?
Give reasons for your answer.**

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

Frescoes show a great fondness for scenes of hunting and warfare – pottery depicts scenes of armed soldiers eg Warrior vase – dagger with scene of hunting – weapons left in tombs as respect to the dead – extent of armour – different types of shields – swords – helmets – heavy Mycenaean spears – references to chariots – seal stones with warriors finishing off defeated enemy – seal stones with pictures of hunting lions and boars – references to Battle Krater and Siege Rhyton – scenes of hunting on grave stelai from above shaft graves – number of bones of deer suggest popularity of hunting deer – fortifications were made particularly strong and therefore in state of preparedness for war.

AO3 [5 marks]

12 (a) Describe a typical house in Mycenae. You may draw a diagram if you wish.

Levels of Response

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

Students may mention some but not necessarily all of:

Evidence of houses two or even three storeys high – well built – some with basements – some with store-rooms opening off long corridor – with spaces for stairs – some with columned porticoes – elaborate door ways – wall-paintings – some with paved court – and a small megaron – thick walls – roofs of galleries formed by leaning massive blocks together supporting each other – arches creating galleries – framework of timber filled in with mud-brick and clay – double doors of dressed timber – clay pots indicating chimneys – flat roofs – storerooms – basements – terraced buildings – colonnades – stuccoed floors – painted floors – frescoes – fluted columns.

Give credit for accurate diagrams.

AO1 [4 marks]

(b) Explain how walls and tombs show that the Mycenaeans were good builders.

Levels of Response

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

Students may mention some but not necessarily all of:

Ingenious skills and techniques needed to build Cyclopean walls – techniques used to move and manoeuvre massive blocks of stone – size of the stone blocks – carving of structures like the lion gate – shape and size of Tholos tombs – gateways – length of time the Mycenaean walls have stood – walls following contours of hills – tunnels cut through rocks – different techniques used to construct shaft tombs

AO2 [4 marks]

**(c) What do you admire about Mycenaean palaces?
Give reasons for your answers.**

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

Size – courtyards – colonnades – formal entrance – interior courtyard – great hall in centre / *megaron* – central hearth in middle of hall – throne room – long corridors flanking *megaron* – upper storey for royal living quarters – four wooden columns around central hearth supporting upper storey – fluted columns at entrance and around colonnade in courtyard – double doors of dressed timber – wall paintings – painted floors – carved base for throne – porch – evidence of balconies – wide complex of buildings around the palace – store-rooms / pantries / workshops / guardrooms / oil stores.

AO3 [5 marks]

Topic D Social Life in Rome in the First Century AD

13 (a) Which one of the following was not a colour of a chariot team?

- A Green.
- B Red.
- C Yellow.
- D Blue.

(C) Yellow.

AO1 [1 mark]

(b)(i) Where in Rome did chariot races take place?

Circus Maximus.

AO1 [1 mark]

(b)(ii) How many people could this place hold?

About 250,000.

AO1 [1 mark]

(c) Apart from plays, name one thing a Roman audience enjoyed watching in the theatre.

Knockabout farce / slapstick / mime / acrobats/pantomime.

AO1 [1 mark]

(d) Why was chariot racing so popular in first century Rome?

Levels of Response

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

Skills of charioteers – supporting different teams – speed of chariots – gambling – meeting opposite sex – size of crowd – appearance of building – excitement of races – risk of accidents – presence of emperor – number of races – fame of top charioteers.

AO2 [3 marks]

- (e) **‘A visitor from the 21st century would not have enjoyed being a guest at a Roman Dinner Party.’**

Do you agree with this statement? Give reasons for your answer.

Levels of Response

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

No

Good food – entertainment – wide range of courses – main meal of day – earlier meals were lighter – therefore hungry to have big meal – chance to taste exotic foods – drinking watered down wine.

Yes

Uncomfortable to eat reclining on couch – eating with fingers instead of knife and fork – might not appreciate order of importance in seating arrangements – too many courses – drinking all night – being attended by slaves – find some of the entertainment offensive – having to drink requirement the host demands – use of vomitorium.

AO2 [3 marks]

- 14 (a) Name one subject a child would have learnt at an elementary school.**

Arithmetic / reading / writing.

AO1 [1 mark]

- (b) State one thing boys learnt from a ‘grammaticus’.**

Literature / grammar
Accept subjects such as History, Geography,
Astronomy (learnt via Literature)

AO1 [1 mark]

- (c) Who accompanied a boy to school?**

A paidagogus / (Greek) slave

AO1 [1 mark]

- (d) There were two items a Roman boy wore to show that he had not yet reached manhood. State one of those items.**

Toga praetexta / a bulla.

AO1 [1 mark]

(e) Show how a girl’s education at home taught her to be both skilful and practical.

Levels of Response

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

Learned needlework – learned how to dance – learned to sing – learned to play the lyre – grounding in Greek and Roman literature from private tutor – gained experience in running the house – directing the household slaves – supervising the kitchen – looking after the children.
Learning to be a good wife.

AO2 [3 marks]

(f) In what ways do you think being in a Roman classroom was different from being in a modern one?

Levels of Response

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

Class opening out into the street – no desks – no blackboard / whiteboard – wooden benches – smaller classes – girls only in elementary school – one teacher – different equipment / wax tablets / scrolls / stylus – outside noise.
A01 style answers only describing a Roman Classroom are level 1.

Answers must refer to the classroom.

AO3 [3 marks]

15 (a) Describe what happened at a Roman wedding.**Levels of Response**

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

Students may mention some but not necessarily all of:

Bride's house decorated with wreaths of flowers, ribbons and laurel branches – carpets at entrance of house – bride dressed with special hair do – wearing white dress and veil over her face – wearing yellow shoes – attended by matron. Sacrifices made – inspection of omens – possible attendance of Chief Priest – witnesses for signing contract – Pronuba places right hands of bride and groom over each other – silent vows made – possible offering of wheat-cake blessed by priest – banquet held – ceremonial seizing of bride from mother's hands – bride taken to groom's house – bride carrying distaff and spindle – bride attended by three boys, one carrying torch of hawthorn – procession of guests accompanying bride and groom – following crowds singing wedding songs and cracking rude jokes – bride decorates doorposts with woollen strips and anoints them with oil – groom enters house – asks wife her name – wife is carried over the threshold – occasionally bride and groom symbolically share fire and water – matron prepares marriage bed – groom removes bride's cloak and undoes special knot.

AO1 [4 marks]

(b) Explain how the Romans celebrated when a boy came of age.

Levels of Response

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

Students may mention some but not necessarily all of:

Boy dedicated his bulla to the family gods – festival of the Liberalia, 17th March, father escorted son to Forum – boy wearing white toga, toga virilis, – boy accompanied by retinue of family and friends – received congratulations of passers-by – registered as a full citizen – has his name placed on the roll of his tribe – party moved to the Capitol where sacrifices were made – returned home for a family celebration.

AO2 [4 marks]

(c) Do you agree that the Romans did not treat their wives fairly? Give reasons for your answer.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

Arranged marriages – ease with which men could obtain divorce – power of the paterfamilias – pressure to have male children- no right to vote – not allowed to mix with men in public, except at Circus Maximus - not allowed career.

But

Had some social life – autonomy in running house – slaves for mundane jobs – freedom to shop – could attend baths – didn't have to work – brought up children.

AO3 [5 marks]

16 (a) What cruel things happened in the Colosseum?

Levels of Response

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

Students may mention some but not necessarily all of:

Gladiators fighting to the death – mismatch in armour of different types of gladiator – armed men fighting against animals – bad treatment of animals – fiercer animals attacking and killing weaker ones – reluctant fighters 'encouraged' to fight by the use of whips or hot irons / or flogged after the show – spectators came to watch gladiators' 'final' meal before they fought the following day – slaves raked over the blood – stained-sand in the arena – executions of criminals in the arena – crowd baying for blood – crowd trying to influence decisions whether gladiator should live or die – final decision down to 'president' of the games – midday fighters.

AO1 [4 marks]

(b) How did the Romans try to keep fit and clean?

Levels of Response

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

Students may mention some but not necessarily all of:

Fitness

Importance of father's influence of son's physical education – teaching riding and how to look after himself – Campus Martius area for training – practising athletic skills – chariot racing – running – boxing – wrestling – discus – javelin – palaestra at baths opportunity for ball games – medicine ball – handball – trigon.

Cleanliness

Frequent visit to the baths / sometimes daily – range of different types of rooms / apodyterium / tepidarium / caldarium / frigidarium.

Credit given for mention of oils and means of cleaning such as strigils, scraping and use of masseurs

AO2 [4 marks]

(c) Do you think the Romans were religious? Give reasons for your answer.

Do not refer to weddings and to a boy's coming of age.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Students may mention some but not necessarily all of:

Libations, prayers and sacrifices in home at the lararium – offerings and customs at time of child's birth - religious observances connected with funerals - number of shrines and temples throughout Rome – number of holy days throughout the year – importance of Vesta and the house of the Vestal Virgins – the concept of the undying flame of Vesta being kept lit by the Vestal Virgins – importance of the Chief Priest / Pontifex Maximus – temple of Jupiter Capitolinus on the Capitoline – number of temples in the Roman Forum – the presence of the augures to interpret unusual events – interpretation of the Sybilline Books – deification of the emperors – interpretation of the flights of birds – taking the auspices before important events.

AO3 [5 marks]