

GCSE

Classical Civilisation

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

4020
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Version 1 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.

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Topic A Herodotus, ‘The Persian Wars’

1 (a) Name ‘the King’ (line 1).

Xerxes.

AO1 [1 mark]

(b)(i) Describe how the Greeks had injured the Persians ‘without provocation’ (line 7).

Two from:

Athenians – had aided Aristagoras / Ionians – and sacked / burned Sardis.

AO1 [2 marks]

(b)(ii) Apart from revenge, state one other reason the King had given for attacking Greece.

Would enable expansion of Persian empire / enslavement of other nations.

AO1 [1 mark]

(c) After this passage, why does Mardonius say there is no reason to fear the Greeks?

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

On a previous expedition into Macedonia / Greece he had met with no resistance at all; and Greek methods of fighting are senseless / useless; they fight pitched battles in which even the winners suffer heavy losses; they are disunited; the Persians are the best soldiers in the world; their army is huge, the Greeks would be foolish to take it on.

AO2 [3 marks]

- (d) **Do you approve of the Persians’ attitude towards other nations? In your answer, refer to what Mardonius says in the passage.**

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

Credit any valid opinions that are supported by the passage. Comments are most likely on Persian greed, pride, “bullying” mentality, unjust expansion, desire for conquest / large empire, desire for retribution, etc.

AO3 [3 marks]

- 2 (a) **Who was the Greek commander of the fleet at Artemisium?**

- A Themistocles**
B Leonidas
C Eurybiades
D Pausanias

C Eurybiades

AO1 [1 mark]

- (b) **Why were the Greeks surprised to see such a large Persian fleet at Artemisium?**

Because it had been damaged in a recent storm.

AO2 [1 mark]

- (c) **‘They were alarmed and began to plan retreat.’ (line 2). Explain why the Greek fleet did not leave in the end.**

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

The Euboeans / local Greeks were worried for the safety of their families but Eurybiades / commander favoured retreat, so they bribed Themistocles with a large sum (30 talents) to ensure the Greek fleet stayed to fight off Euboea / Artemisium; he used some of this (5 talents) to bribe Eurybiades and other reluctant generals.

AO2 [3 marks]

- (d) **Which state provided the most ships for the Greek fleet?**

Athens.

AO1 [1 mark]

(e) What land battle was happening at the same time as the battle of Artemisium?

Thermopylae.

AO1 [1 mark]

(f) How important was the battle of Artemisium in helping the Greeks to defeat the Persians eventually?

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

Other successes were important, eg Thermopylae delayed the Persian advance, inspired the Greeks; the Persian fleet was crushed at Salamis. But Artemisium weakened the Persian fleet; there were not enough ships left for Xerxes to be able to divide it both to deal with the Greek fleet and to support his land army / attack the Peloponnese. This helped to delay the advance of the Persian fleet. The difficulties the Persian fleet encountered at Artemisium gave the Greeks confidence – reinforced the tactics of fighting the Persians in narrow spaces.

AO3 [3 marks]

3 (a) What preparations did Xerxes make for his invasion of Greece?

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 of:

Pacified Egypt first; spent 4 years amassing huge army. Mount Athos canal; bridge over the river Strymon; stockpiles of supplies laid down along the army's projected route; supplies and troops organised from all the nations of Asia; demanded earth and water from Greeks (except Athens and Sparta); built two bridges over the Hellespont – first effort destroyed by storm, so lessons learnt and new bridges well designed.

AO1 [4 marks]

(b) How does the Spartan Damaratus try to impress Xerxes when telling him about the Spartans?

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

Answers may be supported by some of:

Before the invasion

Spartans will never accept Persian dominance over / enslavement of Greece; they will fight Persia even without any help from other Greeks; size of enemy force does not matter; Spartans are the best fighters in the world; they are obedient to their law; they will fight till they either win or die, they will never surrender.

At Thermopylae

He explains that the Spartans are washing and combing their hair as is their custom when they are preparing to face death; they intend to fight the Persians for control of the pass.

AO2 [4 marks]

(c) Do you think Xerxes was cruel? 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

Mixed answers allowed. Students may mention:

Cruel

- Pythius' eldest son.
- Men often move under the lash – cross Hellespont, fight at Thermopylae.
- Brands Thebans after Thermopylae.
- Leonidas' head on spike.
- Beheads Phoenicians at Salamis.
- Men fear Xerxes watching them at Salamis.

Not cruel

- Damaratus considered friend and guest.
- Artemisia delights Xerxes with her words and actions.
- Three Greek spies spared.
- Sensitive, weeping for his men at Abydos.
- Various sacrifices, including on Acropolis after capture of Athens.
- Records names of captains who do well at Salamis.

AO3 [5 marks]

4 (a) Describe how the Persians were able to get behind the Greeks at Thermopylae.

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 of:

Ephialtes offered to betray the Greeks for a large reward; he had local knowledge (he was a Malian) and told Xerxes about the secret path (used by Thessalians to attack Phocis in the past). Persians are led by Ephialtes during the night and come across a contingent of Phocians, who fail to block the pass. Persians bypass them.

AO1 [4 marks]

(b) Explain how the Greeks were able to defeat the Persians at the battle of Salamis.

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 support their answer by reference to some of:

The Persians were tricked into fighting in narrows, so nullifying their greater numbers.

The Greeks were disciplined: moved out, were engaged by the Persians, and the Greeks backed away into the narrow straits, drawing in the larger Persian fleet, as Themistocles had intended.

The Persians lacked control and direction, tactically naive: they did not withdraw out of fear of Xerxes, who was watching, when it would have made sense to do so: crucial moment of the battle came when the first line of the Persian ships were forced back by the Greeks and became entangled in the following line which was pressing ahead because the men feared the king was watching.

Some Ionians were said to have fought half-heartedly on the Persian side.

Speed of Greek triremes; skills of Athenian sailors; ramming tactics.

Allow credit for answers mentioning that the Persian fleet was reduced in size due to losses at Artemisium.

AO2 [4 marks]

(c) Do you admire Themistocles? Give reasons for your answer, supported by examples.**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

Credit valid (including mixed) personal responses, which may be supported by some of:

- Themistocles interprets the second Delphic oracle correctly (as proved by later capture of Athens / Acropolis) and advises the Athenians to use surplus silver to build ships.
- Themistocles is unacceptable as commander of the Greek fleet, despite the Athenian contingent being largest by far.
- Themistocles is accused of accepting a bribe (30 talents) from Euboeans and of bribing Eurybiades (Spartan general) with five talents and Adeimantus (Corinthian general) with three talents to fight at Artemisium. He kept the surplus for himself.
- Themistocles withdraws in an orderly fashion from Artemisium and tries to persuade Ionian Greeks to defect.
- He is one of the Athenian generals who ensure the orderly evacuation of Athens.
- Themistocles persuades Eurybiades to keep the Greek fleet at Salamis (but is accused of stealing this idea from another Athenian).
- Suggests fighting in the narrow straits between Athens and Salamis, and persuades Eurybiades of the need for the Athenian fleet.
- Themistocles sends Sicinnus to persuade Xerxes to trap the Greeks at Salamis.
- Themistocles makes the best general's speech to his men before Salamis.

AO3 [5 marks]

Topic B Virgil, ‘Aeneid’

5 (a) Name ‘the queen’ (line 1).

- A Hecuba
- B Dido
- C Juno
- D Creusa

B Dido

A01 [1 mark]

(b) Explain why everyone was so amazed at Aeneas’ arrival and at the way he looked.

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

They thought he had been lost at sea.

They hadn’t seen him approach / he had suddenly appeared out of nowhere in their midst, because he had been rendered invisible, cloaked in a mist provided by Venus / mother. Venus had enhanced his appearance – more radiant / handsome, youthful-looking (credit knowledge of specific features enhanced).

A02 [3 marks]

(c) Describe how Aeneas had been ‘saved from the Libyan waves.’ (lines 2-3).

Neptune / god of the sea – calmed the storm / rescued ships from rocks.

A01 [2 marks]

(d) Name the city referred to in line 5.

Carthage.

A01 [1 mark]

- (e) **Do you approve of the way Aeneas treats ‘the queen’ (line 1) in the ‘Aeneid’? 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

Allow any reasonable judgement, including mixed opinions. Students may refer to some, but not necessarily all, of the following in support:

Provides generous gifts; tells the story of the fall of Troy; allows affair to develop knowing he has to go to Italy; delays telling her he is preparing to leave (she finds out from Rumour); his somewhat cold speech to her by way of explanation; he left suddenly during the night; but he was doing his duty, obeying gods; his behaviour towards her in the Underworld.

AO3 [3 marks]

- 6 (a) **Who is speaking here?**

The Sybil / priestess/Deiphobe

AO1 [1 mark]

- (b)(i) **What was the ‘gift’ for Proserpina (line 4)?**

The golden bough / branch / twig.

AO1 [1 mark]

- (b)(ii) **Who was Proserpina?**

One from:

Wife of Hades / Dis / Pluto / god of the Underworld – queen of the Underworld – daughter of Ceres.

AO1 [1 mark]

- (c) **Why did Aeneas sprinkle himself ‘with fresh water’ at this point (line 6)?**

To cleanse / purify himself / show respect.

AO2 [1 mark]

(d) Explain why it was important for Aeneas to enter the Underworld.

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

For inspiration to continue with his mission; to rival Odysseus / Ulysses.
To see Anchises / Anchises had told him to in a dream; to find out from Anchises about his descendants / souls of future Romans, and the greatness of his legacy: the rise of Rome as outlined in the Pageant.

AO2 [3 marks]

(e) Do you think Aeneas was a good son to his father? 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

Would not leave without him; rescued him from Troy; carried him on his back; tells Dido that one of his reasons for leaving Carthage is a warning from Anchises; braved the Underworld to see him; tried to embrace him three times.

No

Did not think of him until he saw Priam die – then he was distracted by Helen.
Was ready to abandon him and return to the fighting in Troy when Anchises refused to leave.
Left him in a valley while he returned to look for Creusa.

Allow responses which view this action by Aeneas as commendable.

AO3 [3 marks]

7 (a) In Book 1, what does Jupiter tell Venus about the future of Aeneas and his descendants in Italy?

	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 of:

The fate of her people remains the same and Aeneas will become a god.
 Aeneas will fight a war in Italy and crush fierce tribes before building a city called Lavinium and establish civilised code of conduct. He will rule for three years.
 Ascanius / Iulus will rule for 30 years moving to Alba Longa.
 For 300 years his descendants will rule before Ilia and Mars have twin boys.
 Romulus will found Rome.
 Rome will rule an empire without limits of time and space.
 Even Juno will support Jupiter in making Romans masters of the world.
 The Romans (descendants of the Trojans) will enslave the Greeks.
 Augustus will conquer the east and become a god.
 There will be peace.

AO1 [4 marks]

- (b) Explain how Venus and the ghost of Creusa play an important part during the fall of Troy (Book 2).

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 include references to some of:

Venus: prevents Aeneas from killing Helen; shows him the gods assisting in the destruction of Troy, to convince him to give up fighting, save family, escape. She protected Aeneas' family and saw him safely home to rescue them.

Creusa: urges Aeneas to leave, after he had gone back to look for her, abandoning his father and son; tells him the gods have decided he has to go on without her to Italy, where he will find a new home and wife; he is to take care of their son; results in Aeneas leading family and survivors to safety.

AO2 [4 marks]

- (c) **Do you think Aeneas was a good leader of his people after they reached Carthage? 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 express a range of views supported by some of:

Book 1

Selects a safe anchorage for his fleet; goes off to reconnoitre the coast and search for his missing comrades; shoots seven stags, one for each ship; shares out the wine / supplies; gives morale-boosting speech, puts on a confident look and conceals his own feelings; takes responsibility for exploring (with only Achates) the new land, to report back to the men; diplomatic and generous (valuable treasure from Troy) towards Dido.

Book 4

Indulges in passionate affair with Dido, neglects his own people and destiny; has to be forcefully prompted by Jupiter / Mercury to leave.

Book 6

Goes straight to consult Apollo at Cumae.

AO3 [5 marks]

- 8 (a) **In Aeneas' dream in Troy, what did Hector's ghost look like and what did it tell Aeneas to 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 of:

Hector's ghost looked as Hector had after he had been dragged behind Achilles' chariot. He was dirty and caked in blood and dust. He was wounded and his feet were swollen. He was crying.

Hector tells Aeneas that he should escape the flames as the enemy have taken the city; Aeneas must now take Troy's sacred relics and gods with him, to the new home he is fated to find overseas.

AO1 [4 marks]

- (b) **Explain why the Trojans decided to bring the wooden horse inside Troy.**

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

Answers may refer to some of:

Sinon's story was convincing and fooled the Trojans; the horse was an offering to appease Athena – it was made so big to prevent the Trojans taking it into the city; if the Trojans damage it, they will be destroyed, but if they take it in, they will achieve dominance over the Greeks.

Laocoon's fate seemed to confirm Sinon's story: he was punished for throwing his spear at the horse – he and his sons were devoured by two sea-serpents which then took refuge under the statue / shrine of Athena.

AO2 [4 marks]

- (c) **Do you feel sorry for Aeneas and the Trojans during the fall of Troy? Give reasons for your answer. Do not refer to events that happened before the wooden horse came through the gates.**

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 support their views with reference to some of the following:

- Horse is “pregnant with death”.
- Trojans ignore the clanging of weapons from inside the horse.
- Trojans have no chance – “buried in sleep and wine” (could also be a reason for criticism).
- Hector’s awful appearance to Aeneas.
- Noise of battle / flames engulfing Troy as Aeneas climbs on the roof.
- Cassandra taken prisoner – Coroebus’ death as he tries valiantly to reach her.
- Hypanis and Dymas – victims of ‘friendly fire’.
- Panic of women huddled round the altar as Pyrrhus enters the palace – the Greeks butcher everyone.
- Brutality of Pyrrhus: deaths of Polites and Priam at the altar.
- Aeneas alone now and thinks of his family – but distracted by, and wants to kill, Helen.
- Trojans on the palace roof committed suicide / leapt off roof.
- Venus points out to her son that even the Gods are against Troy: Neptune / Juno / Athena / Jupiter.
- Aeneas loses Creusa – attempts to embrace her ghost.
- Aeneas sees the Greeks have plundered Troy and its temples, and taken women and children.
- Survivors led into exile by Aeneas, pitiful refugees.

AO3 [5 marks]

Topic C The Ancient Olympic Games and the Panathenaia

- 9 (a)(i) In which running event at the ancient Olympic Games would an athlete wear the equipment shown in the picture?

Hoplitodromos / race-in-armor.

AO1 [1 mark]

- (a)(ii) What other item of equipment might the athlete carry?

Shield.

AO1 [1 mark]

- (b) In the ancient Olympics, how did the start of a sprint race differ from the start of a sprint in the modern games?

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

Either

Modern: crouch / starting blocks – ancient: standing start / stone sill.

Or

Modern: starting gun – ancient: trumpet blast / “Apite!” (Go!).

Or

Modern: disqualification for false start – ancient: beaten by judges.

AO2 [2 marks]

- (c) Explain two ways an athlete might cheat in a running event at the ancient Olympics.

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

Deliberately colliding with / pushing – tripping – taking a short-cut (by failing to round the turning-post) – trying to ‘beat the gun’ at the start.

AO2 [2 marks]

- (d) Name the hero who marked out the running track at Olympia.

Heracles (Hercules).

AO1 [1 mark]

- (e) **Would you have enjoyed watching the running events at the ancient Olympic Games? 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

Allow **any** valid personal responses that are supported by reference to the events (Greek names not necessary), eg:

Excitement (eg speed of stade race, seeing the fastest man in the Greek world; action round the turning-post in diaulos); boredom (dolichos); appreciation of athletes' tactics (including underhand ones!), and stamina (dolichos); amusement (Hoplitodromos – clumsy gait, falling over, dropping pieces of armour); the fact that that all running events could be seen on the same day.

AO3 [3 marks]

- 10 (a)(i) What fighting event is shown in the picture above?**

Boxing.

AO1 [1 mark]

- (a)(ii) How can you tell this from the picture?**

One from:

Himantes / 'boxing gloves' etc. – nose bleeding from a punch.

AO2 [1 mark]

- (b) State two other fighting events.**

Wrestling – Pankration (or description).

AO1 [2 marks]

- (c) Which of the following was not a prize given at the ancient Olympic Games?**

- A Olive wreath.
B Red ribbons.
C Palm branch.
D Olive oil.**

D Olive oil.

[1 mark]

- (d) **Explain how an athlete’s victory at the ancient Olympic Games could help his home state.**

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

National prestige / reputation – boost to trade eg in horses, after a victory in equestrian event – political status / recognition eg Athens enhanced by Alcibiades’ chariot victory.

Candidates may express ideas in different ways: allow any reasonable explanation.

AO2 [2 marks]

- (e) **Would you rather have been a victor at the ancient Olympic Games or at the Great Panathenaia? 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

Allow mixed responses. Allow any reasonable opinion. Most likely issues are:

Greater prestige attached to Olympic victory – Olympic Games in honour of the king of the gods – Olympiad named after stade victor – Olympics = one of the 4 great circuit festivals – Panathenaia prizes had great material value: olive oil – expensive / finely-decorated amphorae – livestock – cash – gold crown.

AO3 [3 marks]

11 (a) How did athletes prepare for the ancient Olympic Games?**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 of the following points:

Training began 10 months prior to games; may employ professional trainer; some were accompanied / supervised by fathers or brothers; last month of training in Elis, supervised by Hellanodikai; specific diets followed: fruit, vegetable, cheese, fish (and meat for combat athletes); massages to keep body supple; some professional athletes competed regularly in various festivals, so kept in peak condition; athletes may worship Zeus Apomyios (Averter of Flies) in hope of keeping flies etc away.

AO1 [4 marks]

(b) Explain how Zeus was honoured at the ancient Olympic Games.**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 make reference to (not necessarily all of) the following:

Significant buildings, etc. within the sacred precinct of Altis: temple and great statue of Zeus (impressive size and quality, gold and ivory used in construction); the Great Altar of Zeus, marking the spot struck by Zeus' thunderbolt; Zanes dedicated to Zeus as penance.

Oath-swearing at statue of Zeus Horkios in Bouleuterion; sacrifice of pig to Zeus; Day three procession round Altis culminating at altar of Zeus; sacrifice of 100 oxen, ashes added to the pile which formed the altar; races ended with athletes running towards temple of Zeus; victors made offerings to Zeus; olive wreaths for victors made from olive tree next to Zeus' temple (and displayed in Temple of Hera, his wife); final day grand procession to temple of Zeus; victors officially crowned there.

Allow other points if valid connection to Zeus is established, eg hill of Kronos, temple of Hera.

AO2 [4 marks]

- (c) **Do you think women had many opportunities to play a part in the Great Panathenaia? 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

Allow any reasonable views supported by evidence. Most likely are:

Women were important in the worship of Athena (both before and during festival): priestesses, arrophoroi, ergastinai (production of peplos, role in procession); women in the procession carried gifts; women were at the head of the procession. Could be a part of the final citizen group in the procession. Could participate in pannychis (singing & dancing). Could not participate in actual events – but could cheer on competitors / enjoy events as spectators.

AO3 [5 marks]

- 12 (a) Describe how the boxing and long jump events at the ancient Olympics were different from those two events today.

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

Boxing

Himantes (or description) rather than gloves; no protective headgear or abdominal protector (belt); no rounds; no weight divisions; no ring; outdoors; no restrictions on punching; outcome was sometimes decided by a 'free hit'.

Long jump

From a standing (or near standing) start rather than a run-up; halteres (weights) to give momentum. Accompanied by music.

Athletes in all events competed naked!

AO1 [4 marks]

- (b) **To what extent were the competitions at the Great Panathenaia the same as the competitions at the ancient Olympic Games?**

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 include reference to some of:

Major events the same: pentathlon, running events, combat events, equestrian
But some variations, eg apobates chariot race at Great Panathenaia, Hoplitodromos at Olympic Games(?)

Some sporting events in Great Panathenaia but not Olympic Games: torch race, boat race, euandron, Pyrrhic dance (= the tribal events).

Olympic Games only sport events, but Great Panathenaia also had cultural: rhapsodic and music contests.

Great Panathenaia had three categories (boys, beardless youths, men), Olympic Games only two (boys, men).

Some events at Great Panathenaia open only to Athenians (the tribal events); all events at Olympic Games open to all Greeks.

AO2 [4 marks]

- (c) **Would you have liked to take part in the procession from Elis to Olympia for the ancient Olympic Games? 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 refer to some of the following points in their answer. Mixed answers allowed. May choose to write from the perspective of a particular member of the procession.

Two-day procession from Elis, approximately 40 miles (Renshaw: 64km, Swaddling: 58km); led by Hellanodikai and officials; then athletes and trainers; horses and chariots and owners, jockeys, charioteers. Followed the Sacred Way along coast, pausing for sacrifice of pig and other rituals (eg at fountain of Pieria). Spent night in Letrini after two-thirds of journey. Next day through valley of the Alpheios river to sacred precinct of the Altis.

A long, hot and exhausting journey (particularly the first day: two-thirds of distance covered) with few comforts.

AO3 [5 marks]

Topic D Pompeii and Herculaneum

13 (a) What metal was used to make the water pipes in Pompeii?

- A Lead
- B Iron
- C Bronze
- D Copper

A Lead. [1 mark]

(b) State one of the sources of water (other than rain) that supplied the town of Pompeii.

One from:

River Sarno – wells – aqueduct / hills – the (three-way) water distribution building.

AO1 [1 mark]

(c) How was rain water collected and stored in town houses?

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

Compluvium (or description) above atrium – impluvium, etc / cistern.

AO2 [2 marks]

(d) Explain how even the poorest people in Pompeii could always get fresh water to drink in the town.

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

There were public fountains – located on many streets / at crossroads.

AO2 [2 marks]

(e)(i) How many public baths were there in Pompeii?

Three.

AO1 [1 mark]

(e)(ii) Would you have enjoyed a visit to the Stabian Baths? Refer to specific features of the baths to support your view.

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

Allow any valid personal response that is supported by appropriate evidence. Mixed answers allowed. Beware of ‘Roman Social Life’-type answers that simply describe the bathing ‘experience’ or process without referring to archaeology. Most likely features include:

Separate baths for men and women; heated floors / walls (hypocaust / furnace); suite of hot / warm / cold baths; large swimming bath; palaestra; bowling alley; public toilets; shops; bar; Stabian baths the largest of all in Pompeii (could be seen as either a good or bad thing).

AO3 [3 marks]

14 (a) What was the occupation of the two men shown in the picture?

Gladiators.

AO1 [1 mark]

(b) Describe three items of evidence from Pompeii that tell us what kind of shows happened in the amphitheatre (arena).

Three from:

Graffiti – ‘Riot’ painting – wall painting of beast hunt – armour / weapons (or any specific example) – horn / trumpet – gladiator barracks – palaestra.

AO1 [3 marks]

(c) Explain how Pompeii’s two theatres differed from each other.

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

Students may refer to (not necessarily all of) the following:

One was much larger (c.5000 seats) than the other (c.1200); large theatre open to the sky, and had a retractable awning (evidence from sockets in wall), small theatre was completely roofed over, square ground plan; large theatre more suitable for staging popular plays, small theatre perhaps suited to music and recitals (good acoustics).

AO2 [3 marks]

- (d) **Which kind of entertainment do you think was more popular in Pompeii – the amphitheatre (arena) or theatre? Refer to the archaeological evidence to support 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

Answers may include:

Gladiatorial graffiti shows that gladiators were popular, and that shows were numerous; ‘riot’ painting evidence of passions roused; wall paintings in houses of gladiatorial scenes; amphitheatre could hold all of the town’s population, and more.

Two theatres indicate demand for a variety of entertainment; graffiti shows actors as ‘heart-throbs’, with fan-clubs; wall paintings in houses & mosaics showing theatrical scenes and costumes / masks.

Allow answers arguing for equal popularity.

AO3 [3 marks]

- 15 (a) Describe how people died at Pompeii and Herculaneum when the volcano erupted. Refer to archaeological evidence in your answer.

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:

Pompeii

Casts of bodies reveal:

- many died just inside or outside the city walls, eg at Nuceria Gate
- some people stayed together and died in their homes, eg pregnant woman and family
- casts show some people were overcome by fumes and ash: they covered their faces and gasped for air at the moment of death
- painful deaths (expressions on faces from casts)
- a few killed early in eruption and lie close to original ground level; many more died later and lie on a thick layer of ash
- four gladiators were left locked in the gladiator school
- shattered remains of bodies from force and heat of pyroclastic surges.

Herculaneum

- Most bodies found huddled in boat sheds/arcades along the shore and on the shoreline itself indicating attempt to escape the town; few human remains in the town
- Evidence from skeletons suggests death due to extreme heat – flesh vaporised, skulls exploded, blackened bones – or suffocation

AO1 [4 marks]

- (b) Explain how items were preserved at Herculaneum in the eruption. Give examples to support your points.**

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

Credit any valid observations supported by evidence; students may well come up with other points and examples than those listed below.

Herculaneum was buried and encased in boiling mud (depth 13m.) which hardens and preserves material. Food was well preserved by mud (salad, unbroken eggs, cake, fruit – found on tables); organic material was carbonized and preserved, eg wooden items: bed, crib, couch (wood and leather), cupboards, tables, lararia, doors, shutters / screens; concentration of bodies (skeletons) in boat houses, died by suffocation; others were incinerated by the pyroclastic surge and preserved in mud (bones burnt black).

AO2 [4 marks]

- (c) **If you had been a Roman, would you have liked to take a day trip to Pompeii? Give reasons for your answer, based on the archaeological evidence.**

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

Allow any valid personal response based on appropriate evidence. Points may include:

- Evidence suggests a large and prosperous town.
- Abundance of leisure and entertainment facilities: two theatres, amphitheatre, three baths, Great Palaestra, thermopolia, taverns.
- Number and variety of shops; Macellum; thriving port provides great variety of goods.
- Impressive forum; also smaller triangle forum.
- Great variety of temples.
- A busy town (as indicated by the number of businesses); fishing industry, cloth trade (fullers), laundry, bronzesmiths, ironmongers, bakers, some evidence of vine / wine production.

AO3 [5 marks]

16 (a) How did the people of Pompeii try to protect their homes from thieves?**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 refer to some of:

- High walls round town houses; few, small windows, placed high up in walls, iron grilles in windows.
- Sturdy front doors (casts from Pompeii) with heavy metal studs, with locks, keys, and bar.
- “Beware of the dog” mosaics in entrance passages of several houses suggest that guard dogs were kept (including best in House of the Tragic Poet and rather friendly example in House of Caecilius).
- Strong boxes riveted to floor (House of Vettii) and with locks.
- Also allow reference to shop shutters (plaster casts), slots in thresholds, and bars and locks as shops were linked to houses.

AO1 [4 marks]

(b) Explain how the streets of Pompeii and Herculaneum were safe and comfortable.**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:

- High kerb-stones keep traffic off pavements and, with few drains, keep waste in the roads.
- Street surface paved with large blocks of lava (to make durable; wheel ruts evidence of heavy usage by carts, etc).
- Road surface raised in middle so water would run off into gutters.
- Pavements usually slope down towards the road for effective drainage.
- Drains under streets in Herculaneum running down to beach.
- Rubble and mortar produce smooth pavement surface.
- Water pipes are buried under this surface so there is no trip hazard.
- Stepping stones allow pedestrians to cross road without stepping in the waste in the roads, whilst ensuring that carts can still pass (wheels, and animals pulling carts, pass through gaps between stones).
- Stepping stones may also have slowed wheeled traffic.
- Fountains on streets / crossroads.

Allow mention of urine pots outside a fullonica containing urine.

AO2 [4 marks]

- (c) **Would you have liked to live in a town house in Pompeii? In your answer, refer to aspects such as layout, decoration and furniture.**

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 refer to some of:

Entrance way narrow to emphasise atrium.

Atrium – often large and spacious with selected pieces of fine furniture (Wooden Partition) and family portrait (Caecilius) and other sculpture (Faun). Wall decoration; compluvium and impluvium could be finely decorated / sculpted (House of Valerius Rufus has animal-head rainwater spouts from compluvium).

Tablinum – large, central, high room with curtain or screen (Wooden Partition).

Interior (winter) triclinia.

Private rear of houses usually surrounded by high walls

Hortus, peristyle (and larger) gardens

Summer triclinia

Water features

Formal planting

Use of wall painting and mosaic wall decoration

Statues and garden furniture.

Items of furniture depicted on wall painting or surviving from Herculaneum (couch, crib, table, etc.)

Metal / glass / ceramic tableware survive or depicted on wall paintings.

Private baths.

NB other features are possible – too numerous to mention everything; also, negative perceptions of houses may be few, but give due credit to valid points (eg absence of natural light in many interior rooms; small size of winter triclinia, etc).

AO3 [5 marks]