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GCSE

# Classical Civilisation

40202H

Mark scheme

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4020

June 2016

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Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

**Topic A Greek Tragedy and Drama Festivals**

1 (a) From where has Aegeus just arrived?

- (A) Athens
- (B) Delphi
- (C) Corinth
- (D) Iolcus

(B) Delphi

AO1 [1 mark]

(b) 'And does Jason accept this?' (lines 1 and 2).  
To what is Aegeus referring?

Medea's banishment

AO1 [1 mark]

(c) What help does Medea ask for from Aegeus?

To be allowed to stay in Athens/with him.

AO1 [1 mark]

(d) Explain how Medea persuades Aegeus to help her.

**Levels of Response**

- 0** 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

Aegeus is unable to father a child. Medea promises him help and claims to have drugs to solve his problem. She wins his sympathy by highlighting her plight, exile and abandonment by Jason.

AO2 [2 marks]

(e) Why does Medea ask Aegeus to take an oath?

**Levels of Response**

- 0** 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

The oath will bind him to his offer of sanctuary. She is about to murder her enemies, Creon and Glauce and thinks their relatives will demand that Aegeus hands her over to them. The oath will ensure that Aegeus won't do that.

AO2 [2 marks]

(f) Medea also tricks Jason and Creon.

**Who do you think is more foolish, Jason or Creon?  
Give reasons for your answer.**

**Levels of Response**

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

**Jason:** He has seen previous evil acts. He knows she is angry with him for leaving her for Glauce, that she has been cursing him – had been threatening death to her enemies – they have had a big argument on stage in which many harsh things were said in particular her saying that she would have nothing to do with his marriage with Glauce – therefore he is very foolish to suddenly accept her change of heart – and then allow her children to stay in Corinth while she went into exile – he doesn't suspect her offer of very expensive gifts to Glauce.

**Creon:** in allowing his daughter to marry Jason he has incurred the wrath of Medea – heard her threats to kill her enemies – comes with every intention to banish Medea there and then – shows a determination not to allow her to stay a minute longer – resists her attempts to win him around – knows she's a clever woman – finds her soft talk even more alarming and dangerous – yet is still prepared to allow her to stay one day longer – even claiming she can hardly do any harm in one day – understandably wanting to hold his dying daughter – but foolish to do so while not understanding what has happened to her.

**AO3 [3 marks]**

- 2 (a) The picture above is of Aeschylus.  
Name one other Greek tragic playwright.**

Euripides / Sophocles

**AO1 [1 mark]**

- (b)(i) How many plays did a tragic playwright have to write for each festival?**

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**AO1 [1 mark]**

- (ii) Among his plays, the playwright had to write a light-hearted play.  
What was this type of light-hearted play called?**

Satyr

**AO1 [1 mark]**

- (c) Apart from the Chorus, how many actors performed in the tragedy?**

3 (accept 4)

**AO1 [1 mark]**

- (d) Explain the difficulties a tragic playwright had to face in preparing a play for**

**production.**

**Levels of Response**

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

Writing a topical/interesting play - persuading the archon or his scrutinising committee to accept his play –had no choice in protagonist as actors were allotted by state- might not get on with actors - being allotted a choregos –might not get on with choregos - finding a chorus – length of time for rehearsal – overseeing training of chorus – ensuring choregos provided sufficient finances - preparing for Proagon – finding appropriate costumes – obtaining right masks – and props -planning the staging of his play.

**AO2 [3 marks]**

- (e) **‘Being a member of a chorus in a Greek tragedy would not have been enjoyable.’ Do you agree? Give reasons for your answer.**

**Levels of Response**

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

**No:** Team effort – enjoying singing/dancing/performing – honour of being part of the City Dionysia – performing in great productions – working with/ for great playwrights – being part of a team that won the first prize – honour of representing tribe – banquet if won- interacting with audience and giving opinions.

**Yes:** Natural fear of performing – pressure of learning lines and music – heavy costumes – length of performances – time commitment for rehearsal – pressure of representing the city in the festival – increased pressure of competition – involvement in tragic themes- uncomfortable costumes and masks – criticism of audience.

**AO3 [3 marks]**

**3 (a)(i) What evil acts does Medea commit?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

**Glauce:** Sending poisonous coronet and gown to her. Credit given for details of her gruesome death

**Creon:** murdered when he embraced his dead daughter. Credit given for details

**Children:** slaughtered them to prevent her enemies taking revenge on them and to punish their father. Used them to convince Jason of her sincerity, to deliver gifts to Glauce and to persuade Creon to let her stay.

**Her brother:** Medea abducted and killed her brother when she was escaping from her father with Jason - she dissected his body to slow down her pursuing father.

**Pelias:** Medea tricked his daughters into killing him an act, which caused their exile from Iolcus.

**Jason:** She doesn't physically harm him, but she takes revenge on the hurt he has caused her by killing his children and his bride- she relishes foretelling him of his unheroic death at the hands of the Argo.

**Aegeus :** tricks him into taking her knowing she will have blood on her hands.

**AO1 [8 marks]**

(ii) Explain why Medea feels such hatred towards her enemies.

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Jason:** Medea had fallen in love with Jason – helped him obtain the Golden Fleece – had abandoned her country – had left her family – had come with him to Greece – he had sworn oaths of loyalty and love in return for her help – she remained loyal to him – had children by him – had gone into exile with him – on arriving in Corinth he betrayed her – he abandoned her and her children – he had married Glauce the daughter of the king of Corinth – after she is exiled he comes to help her – she sees this as paying her off – his excuses about marrying Glauce are empty – his reasons are false – she sees him as being ashamed of an older Asian wife.

**Creon:** in allowing Glauce to marry Jason he has colluded in the betrayal – he arrives to send Medea into exile – he insults her cleverness – he threatens her with violence.

**Glauce:** in Medea's eyes she has taken Jason away from her – she is young – she is Greek.

**Enemies in general:** Medea imagines her enemies laughing at her and thereby humiliating her – her enemies have caused her to feel suicidal – her enemies have shattered her family and hurt her children – her enemies have caused her to feel pain and heart break.

**AO2 [8 marks]**

(iii) **Apart from Medea, which characters in the play do you like?  
Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Students may mention some but not necessarily all of:

**Nurse:** wishes the Argo had never sailed – feels sorry for Medea – sympathises with the extent of her despair – warns her off wishing death for herself – protective of the children – warns the tutor to keep an eye on the children and away from Medea.

**Chorus:** although women of Corinth, having heard of her plight, they have come to find out more and give her their sympathy and support – believe that Jason deserves punishing – empathise with Medea’s description of the role of women in Greek society – feel sorry for the news of her exile – pity Athens housing a murderess of her own children – feel sorry for the children when they are being killed – feel sorry that her pain had caused her to kill her children – sympathise with Jason for the loss of his children.

**Tutor:** sympathises when he overhears the gossip about Medea’s exile – feels delight that the children will be free from banishment after the gifts have been handed over.

**Messenger:** touching description of the arrival of the children into the palace – description of Glauce’s death is very sympathetic – perhaps even more so with the death of Creon – warns Medea to flee.

**Creon:** sympathises with Medea’s request to stay one day longer to make provisions for her children – only concerned for the safety of his daughter – not a cruel man.

**Aegeus:** immediately picks up on Medea’s distress and offers her sanctuary.

**Jason:** comes to offer Medea help in her exile – offers her money – offers her letters of introduction – suggests that he has prevented worse than exile for Medea – tells her not to give away valuable items, in the shape of coronet and gown – comes to save his children after the deaths of Glauce



and Creon.

**AO3 [10 marks]**

**(b)(i) Apart from acting, in what ways could an Athenian citizen participate in the City Dionysia?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

Member of the audience watching the plays – observing procession  
 –taking part in komos /drunken revellery- Eponymous Archon selecting the plays and overseeing the whole production – choregos financing the plays  
 – priest of Dionysus representing the god of the theatre – young men of military age passing out for military service - ephebes escorting the statue of Dionysus outside the city – judges deciding who the winners were – members of the tribes performing the Dithyrambos – strategoi making sacrifices and offering libations in the theatre – sons of those who have died for Athens being honoured in the theatre – citizens publicly freeing slaves -girls carrying baskets of fruit during the processions- actors and playwrights also had to be Athenian citizens.

**AO1 [8 marks]**

(ii) **What were the advantages and disadvantages of the design of the Theatre of Dionysus for the audience?**

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Advantages:**

Size – allowing such large numbers into the theatre, up to 17,000.

Semi – circular shape – allowing everyone to have a good view of the stage and creating very good acoustics.

Tiered seating – also made for good views and acoustics.

Aisles – going across and down allowed relatively easy access to seats.

Segments blocks of seats – gave Athenians opportunity to meet in their tribal groups

Raised stage – allowed audience better view of actors.

Orchestra – open space for audience to appreciate the movement and music of the chorus.

Skene – place for actors to change costumes and masks without the audience seeing them – provides backdrop for audience to imagine the setting of the play – platform on top to provide wide perspective of action, e.g. Medea's dragon-pulled chariot.

Crane/mechane – opportunity for audience to appreciate the deus ex machina effect  
Ekkyklema/ low platform – opportunity for audience to see the results of the actions within the skene.

Seating at front – for important guests and officials to see the action from a privileged position.

Altar on orchestra – constant reminder to audience of religious significance of the festival.

**Disadvantages:**

Open air – no cover or shade for the audience in event of inclement weather – even with good acoustics through the shape and positioning of the seating still a danger of some things being misheard.

Size – difficulties of being able to see from the back of the theatre.

Stone seating – uncomfortable.

Orchestra – its position puts the audience further away from the stage and the action.

Skene – only slightly raised- and lacking depth – no chance for scene changes.

Segmented seating – restrictions of movement to sit with friends from other tribes.

Limited amount of scenery and mechanical devices –created greater need for the audience to use their imagination.

**AO2 [8 marks]**

**(iii) Write a letter from an Athenian citizen to a friend telling him why he would enjoy the City Dionysia.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Beware of AO1 responses.

Students may mention some but not necessarily all of:

Public festival – processions – plays – tragedies – comedies – satyrs – competition of plays and judging of winning actors and choregoi – partying/komos – presentation of tribute from allies – watching the Athenians showing off the city – timing of festival coinciding with spring – anticipation built up by the proagon – socialising with friends – city on holiday – watching the role the strategoi have in sacrifices – worship of Dionysus – religious aspects – banquets after the festival – opportunities for individuals to show off their talents – choregoi their wealth – actors their abilities – poets their skills – archon his organisational abilities – cheap cost of attendance at theatre – excess of eating and drinking – eyeing up the women in the streets – audience participation in the plays.

**AO3 [10 marks]**

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

4 (a) What has Euclio been doing just before this scene?

- (A) counting his money.
- (B) visiting the Chairman of his ward.
- (C) insulting Staphyla.
- (D) inspecting the Shrine of Good Faith.

(B) visiting the Chairman of his ward

AO1 [1 mark]

(b)(i) What is the name of the girl Megadorus wants to marry?

Phaedria

AO1 [1 mark]

(ii) Who has encouraged Megadorus to make this proposal to get married?

Eunomia/ Megadorus’s sister

AO1 [1 mark]

(c) Why is Euclio happy to accept Megadorus’s proposal?

Megadorus is prepared to marry Phaedria without a dowry – Megadorus is going to pay the expenses of the wedding such as the wedding feast.

AO2 [2 marks]

(d) Explain how Euclio has obtained the ‘money’ (line 9).

**Levels of Response**

- 0** 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

Euclio’s grandfather had left the money in the care of the Lar Familiaris – Euclio’s daughter had shown respect to the Lar Familiaris so the Lar Familiaris allowed Euclio to find the money to give it as a dowry to his daughter.

AO2 [2 marks]

- (e) **‘This meeting with Megadorus shows what a nasty man Euclio is.’  
Do you agree with this statement? Give reasons for your answer. You may refer to the whole scene.**

**Levels of Response**

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

Angry – that he had gone to the Chairman of his ward on a wild goose chase.

Paranoid – desperately eager to get back into his house to check on his gold.

Single-minded about his gold – ‘I am out here but my mind is in there all the time’.

Suspicious – believes that the only reason Megadorus wants to talk to him is because he knows about the gold.

Violent – because he believes Staphyla has told Megadorus, he threatens to cut her tongue out.

Deceitful – he tells Megadorus that he is too poor to provide a dowry for his daughter when he actually has his pot of gold.

Easily offended – when Megadorus asks to marry Phaedria.

Offensive – in his response to Megadorus’s proposal.

Rude – in the way he keeps leaving Megadorus to go inside to check his gold.

But he is funny – in his sudden and quick departures.

Give credit for any other appropriate response backed up with reasons.

**AO3 [3 marks]**

- 5 (a)(i) **What is the name of the ‘woman’ (line 3)?**

Erotium

**AO1 [1 mark]**

- (ii) **What is the ‘prize’ (line 3)?**

A gown/dress

**AO1 [1 mark]**

- (b) **Who is the ‘rightful owner’ (line 3)?**

Menaechmus’s wife

**AO1 [1 mark]**

- (c) **Who is Peniculus?**

A parasite/ sponge / bond-slave/a cadging friend of Menaechmus

**AO1 [1 mark]**

- (d) **Peniculus later says he is dying to have a scrap with Menaechmus.**

**Why does he want to fight him?**

**Levels of Response**

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

Peniculus had come to Menaechmus's house to get a free meal out of him – Menaechmus had been on his way to his mistress's house for dinner – Peniculus joined him – before they were to go into Erotium's house Menaechmus and Peniculus went into town – they got separated – Peniculus has now returned to find 'Menaechmus' coming out of Erotium's house without him – he believes Menaechmus had lost him deliberately and that Peniculus has been cheated out of his meal.

**AO2 [3 marks]**

- (e) Up to this point in the play, do you think Sosicles is a likeable character? Give reasons for your answer.**

**Levels of Response**

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

**Yes**

Loyal to his family: trying to find his long-lost brother.

Determined: spent six years travelling all over the world in this quest.

Has a good relationship with Messenio.

Initially sympathetic with Cylindrus when he mistakes him for Menaechmus, offering to pay to cure his 'lunacy'.

Shows tolerance towards Erotium when she mistakes him for Menaechmus.

**No**

Bossy with his slave: warns Messenio of his quick-temperedness.

Shows he doesn't trust his slave by taking the money off him.

Doesn't heed his slave's warnings about Epidamnus.

Lies to Erotium about why he pretended not to know her.

Takes advantage of Erotium's hospitality, when he clearly knows it is not meant for him.

Regards the gown as a prize for him to keep or sell – although it has been given to him he is in effect stealing it.

Accept a combination of responses.

**AO3 [3 marks]**

- 6 (a)(i) What acts of kindness and consideration occur in the Pot of Gold?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

Phaedria giving the Lar Familiaris offerings of flowers, incense and wine – Lar wanting Phaedria to have the gold – Eunomia wanting Megadorus to get married – Megadorus, despite his preference for bachelorhood, giving in to his sister’s request – Megadorus offering to marry Phaedria without a dowry – Megadorus paying for the wedding feast – Staphyla’s concern for Phaedria’s pregnancy – Staphyla protecting Euclio’s house when the cooks are talking about using the rafters for firewood – Lyconides wanting to marry Phaedria – Eunomia supporting Lyconides’s claims to Phaedria – Megadorus waiving his right to marry Phaedria – Megadorus giving Lyconides advice on how to persuade Euclio to allow him marry Phaedria – Lyconides’s refusal to beat his slave to get the gold off him – Lyconides giving the slave his freedom – Euclio giving the slave a coin as reward for finding the gold – Euclio giving Lyconides and Phaedria the pot of gold as a dowry.

**AO1 [8 marks]**

**(ii) Explain why everyone is happy at the end of the Pot of Gold.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Euclio because he has peace of mind and doesn't have to worry about the gold any more. The gold has caused him sleepless nights.

The slave because he has been given his freedom as well as a gold piece from Euclio. He has stolen Euclio's gold and believes that would be sufficient to buy his freedom. However, by returning it he has been given his freedom by Lyconides. He has escaped punishment for his crime and has actually been given a gold piece for returning it.

Lyconides because he has made Phaedria pregnant and wants to marry her. When he confessed his peccadillo to Euclio, Euclio refused all possibility of a marriage, but now he has been allowed to marry Phaedria and he receives the pot of gold as the dowry for wedding.

Phaedria because she has the father of her child as her husband.

Megadorus because he retains his bachelorhood. His sister has nagged him into getting married but he wasn't keen on the idea, but he went along with it to keep her happy. With the wedding he has now been relieved of the danger of getting married.

Eunomia has a wedding to celebrate, her son married and is a grandmother.

Staphyla because Phaedria's disgrace has been removed with her marriage to Lyconides.

The cooks because they have been promised payment for the wedding feast after being threatened with violence and a cancellation of their services.

The Lar Familiaris because he has been able to see Phaedria rewarded for her kindness towards him with her marriage.

**AO2 [8 marks]**



- (iii) **‘Euclio is not the only unpleasant character in the Pot of Gold.’  
Do you agree with this statement? Give reasons for your answer.  
Do not write about Euclio.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Students may mention some but not necessarily all of:

Megadorus’s desire to marry only on condition his wife is carried out dead the next day is cruel – he encourages Lyconides to get the gold off his slave by beating him – his jaundiced view on married women suggests anti-feminism.  
Eunomia comes across as a nagging woman – then wants her own way insisting that Megadorus waives his right to marry Phaedria  
Lyconides has got Phaedria pregnant after making love to her in a state of drunkenness.  
The slave steals the gold, even attempting to do so before he is accosted by Euclio – he gloats over his actions – he lies to Lyconides about it.  
Staphyla tries to conceal Phaedria’s pregnancy from Euclio.  
The cooks and Strobilus make fun over Euclio’s meanness – the cooks even prepared to use the rafters of Euclio’s house for firewood – the cooks’ reputation for stealing is highlighted.

**AO3 [10 marks]**

**(b)(i) What roles do the minor characters, (Cylindrus, the Maid, the Father and the Doctor) play in ‘The Brothers Menaechmus’?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

Cylindrus: Erotium’s slave – sent out to fetch food for the meal with Menaechmus and Peniculus – on return encounters Sosicles and Messenio – is first to mistake Sosicles for Menaechmus – much comic play centred on this case of mistaken identity.

The Maid – of Erotium – comes out with bracelet for Sosicles to take for repair – offers herself to him in return for other items of jewellery – Sosicles not prepared to give her any gifts.

The Father – of Menaechmus’s wife – after wife has found out about Menaechmus’s affair with Erotium and stealing her possessions she calls father – father come to sort out their ‘difficulties’ – initially not unsympathetic towards Menaechmus – but loses sympathy when he hears about the thefts – when wife and father meet Sosicles, the latter’s denials of knowing wife or father lead him to question Sosicles’s sanity – he is chased off stage by Sosicles’s wild behaviour – he goes to fetch a doctor.

The doctor, accompanied by the father, examines Menaechmus and decides he is in need of closer inspection – summons four slaves to bring Menaechmus to his practice.

**AO1 [8 marks]**

**(ii) Explain why Menaechmus has so many arguments in ‘The Brothers Menaechmus’.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Wife not happy when he leaves house on his way to meet mistress – bit of a dispute concerning Peniculus’s being invited to the meal with Erotium – falls out with Peniculus after they lose each other in town – situation made worse by Sosicles’s treatment of Peniculus after Peniculus sees him leaving Erotium’s house – Peniculus reports his activities to his wife, about visiting his mistress and stealing her items – encounter with wife and Peniculus ends up with his wife taking him to task and demanding her items back – refuses to let him into their house until he returns the items – goes to Erotium to ask for their return – because she has already given them to Sosicles she thinks he is tricking her – she too bars him from her house – Sosicles’s earlier encounter with the father has convinced the father that Menaechmus has gone mad/so when he meets the father and doctor he objects to their questions – when he is being taken off to the doctor’s by slaves he resists quite strongly.

**AO2 [8 marks]**

**(iii) How far is Messenio an admirable character?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Students may mention some but not necessarily all of:

Loyal – accompanies Sosicles on his long quest to find his brother.

Helpful – gives him advice about the apparent futility of his mission.

Concerned – tells him how dangerous Epidamnus is.

Protective – sticks up for Sosicles against Cylindrus – warns him of the potential dangers of accepting Erotium’s invitation into her house.

Trustworthy – has his master’s best interests at heart – entrusted with billeting the rest of the men.

Obedient – he meets Sosicles at the agreed time.

Brave – finds Menaechmus being attacked by the doctor’s slaves and comes to his rescue.

Confused – imagines saving the man he thinks as Sosicles will secure his freedom from slavery – his encounter with Sosicles proves him wrong – at first is as confused as everyone else.

Intelligent – is the first to realise they are brothers and cross-examines them to prove it – re-unites the brothers.

Opportunist – really does secure his freedom, becomes the auctioneer of Menaechmus’s property.

**AO3 [10 marks]**

**Topic C Mycenaean Civilisation**

7 (a) Where had Schliemann excavated before he came to Mycenae?

- (A) Tiryns
- (B) Athens
- (C) Troy
- (D) Pylos

(C) Troy

AO1 [1 mark]

(b) Of what material was this mask made?

Gold/beaten gold.

AO1 [1 mark]

(c) In what type of grave was this mask found?

Shaft

AO1 [1 mark]

(d)(i) Why did Schliemann think it was the mask of Agamemnon?

**Levels of Response**

- 0** 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

He looked regal – looked like a war leader – according to Homer, Mycenae was ‘rich in gold’ and this mask reflected that wealth – it was found in the place where Pausanias said Agamemnon’s tomb was – the graves contained the right number of bodies – the graves contained many other items of wealth – basically Schliemann wanted it to be Agamemnon’s tomb and this his mask.

AO2 [2 marks]

(ii) Explain how Schliemann was later proved wrong.

**Levels of Response**

- 0** 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

More bodies were found later – the burials were not made at the same time – since been proved that these graves were three hundred years before the Trojan war – and therefore before Agamemnon.

AO2 [2 marks]

**(e) What does this mask tell you about the Mycenaeans?**

**Levels of Response**

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

Wealth of Mycenae – artistic skill – technique used in making such an object – symmetric style – importance of the kings – respect for the kings – respect for the dead – gold is not found in this part of Greece, so it suggests some degree of trade – reflects the influence of the Egyptians.

**AO3 [3 marks]**

**8 (a) State two features in the picture which show that the room is a megaron.**

Hearth – pillar bases

**AO2 [2 marks]**

**(b) State one activity which is thought to have taken place in the megaron.**

One from: feasting, dancing, bards, making libations, royal audiences, council meetings, dispensing justice.

**AO1 [1 mark]**

**(c) Name two other kinds of rooms found in Mycenaean palaces and, in each case, explain how archaeologists have been able to tell this.**

In each case one mark for the room and one for the evidence. Two from:

Bathroom – plasterbaths, floor with drainage holes

Archive room – Linear B tablets

Storage room – Pithoi, cups etc

Workshop – materials, size

Waiting room – benches, vessels for wine,

Shrine – altar, ledge for image

Throne room – throne, lustral bath

**AO1 and AO2 [2+2 marks]**

- (d) How much would you have enjoyed living in a Mycenaean Palace?  
Give reasons for your answer.**

**Levels of Response**

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

It was the focal point of the city – most powerful place to be – economic centre of the city – religious centre – military centre and administrative centre – largest building in the city – impressive rooms – wide range of rooms – feeling of luxury – painted floors – frescoes – wall paintings – richness as reflected by the amount of gold – more rooms for individual space – two storeys – imposing columns – sense of safety with guardrooms – fact that almost everything you would have needed would have been made on the spot – presence of domestic quarters indicates servants to attend to your needs – colourfully decorated making it a pleasure to live in – elaborate décor inside and out – hole in roof to provide a form of air conditioning and way out for smoke making it more comfortable.

**AO3 [3 marks]**

**9 (a)(i) In what ways did Mycenaean armour protect soldiers in battle?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

**Cuirass:** this protected main part of torso covering breast at the front and covering the back too – high collar did similar job for the neck – leather thongs held together soldier pieces protecting top of arms – plates provide separate protection and mobility to avoid enemy attacks

**Shield:** tower shield curved around body providing protection from neck to knee very defensive – figure of eight providing more mobility – both types made of layers of oxhide mounted on wicker frame with the number of layers adding strength and depth to the protection

**Helmet:** boar's tusk plates with ivory and bronze cheek pieces providing wide protection for the face and skull – sometimes with bronze cheek pieces adding even more – later replaced by helmets of bronze

**Greaves:** shin guards covering leg to ankle preventing soldier from being chopped down – thin bronze sheets over padding of leather ensured they weren't too heavy.

**AO1 [8 marks]**



**(ii) Why was Pylos easier to capture than Tiryns?**

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Pylos:** Palace within sight of the sea – therefore more open to attack from the sea – but the early site had fortification wall – built on low hilltop – on a ridge between two ravines – therefore some protection – but there is evidence of township outside palace, which would have made palace more vulnerable – capture of township gave easier access to the palace – captured township gave attacking army more protection – captured township gave attackers more supplies – later building on same site seems to have no walls for protection – instead the palace was surrounded by other buildings for storage – not designed for effective defence.

**Tiryns:** although situated near the sea, it was built on a rocky outcrop of limestone – upper part of citadel contained the palace – upper part of the palace reached only by a rampart – walls were thick and high – entrance to the city was through a narrow gate surrounded by high walls – good access to water supply.

**AO2 [8 marks]**

- (iii) **‘It wasn’t just the size of its walls that made Mycenae easy to defend.’  
Do you agree with this statement?  
Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Expect value judgements on references to any of the following details

**Walls**

Thick and high – only two entrances/ Lion Gate and North Eastern Postern meaning there were few entrances to defend – gate protected – small sally port – underground passage accessing cistern fed by concealed aqueduct providing water during siege – ramp /slope – large granaries for food supplies – strengthened defences – extended walls – outer leaves filled with rubble.

**Other reasons:** strategic position built on rocky outcrop – on top of hill – narrow approach to city – underground passage accessing cistern fed by concealed aqueduct providing water during siege – ramp/slope up to city – large granaries for food supplies – creation of tunnels to access water supply – no siege weapons – defended from three sides.

**AO3 [10 marks]**

**(b)(i) What did Mycenaean pots look like and how were they used?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

**Appearance:** varied sizes of drinking cup – majority with two hands, but some with one – some tall stemmed – deep or shallow bowls – large storage containers one and a half metres high – amphorae narrow necked – stirrup jar with spout for pouring – large stirrup jars for transportation – smaller ones ornately decorated – small wide mouthed jars with three handles to secure a cover – rhyta funnel like for pouring – some rhyta in the shape of animal heads – tripod legged for cooking – large larnakes (burial caskets) or bath tub shapes.

**Usage:**

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

**AO1 [8 marks]**

**(ii) How does the evidence from Mycenae portray men?**

**Levels of Response**

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

Students may mention some but not necessarily all of:

This question can be answered in two ways: either the means by which men are portrayed or how they appeared. Equal credit will be given for either approach or a mixture of both.

**Where:** On frescoes and wall paintings – in processional scenes – miniature friezes, portraying men as two dimensional like a cartoon strip – seals – ivory head from room with the fresco in Mycenae – on rings – on masks in grave circles – on pots – gold cups – vases – Siege Rhyton – hunting scenes – battle scenes.

**Appearance:** Usually stylised especially when processional, e.g. on Warrior vase – infrequently natural but vase of capture of wild bull exception – usual convention of portrayal of men with red skin – faces drawn in profile – soldiers and grooms wearing short sleeved tunics – usually basic white but soldiers wearing black leather or gherkins with fringed tunics – sometimes wearing kilts – hair style, some depicted with short hair, others with long locks – sometimes heads bound with ribbons and bands some men bearded, others clean shaven – charioteers wearing long cloaks – wide range of types of men portrayed: in religious processions, men fighting, fishermen, boxers, men drowning etc.

**AO2 [8 marks]**

**(iii) What do you consider the main strengths and weaknesses of Mycenaean frescoes?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

**Strengths of Frescoes:**

Wide range of themes – scenes of hunting/ battles/ religious processions and offerings /bull leaping / domestic scenes /scenes from mythology /animals – had borders – intricate geometric patterning – wide range of colours – insight into clothes/ weapons/ hairstyles. Attempted a sense of depth by overlapping figures.

**Weaknesses**

But stylised and formal processions – lack of perspective – lack of proportion – colours not natural – and little variation in shade – were two-dimensional – figures rather stiff – eyes were depicted frontally – items such as rocks and clouds were stylised. Only tell us about the materialistic side of life – not much about lower classes.

**AO3 [10 marks]**

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

**10 (a) At what time of day did a Roman man visit the baths?**

2pm /afternoon

**AO1 [1 mark]**

**(b) Give one reason a Roman took his slave with him to the baths.**

To guard his clothes ( belongings) to rub in the oil and scrape it off/  
help him wash/to carry his belongings

**AO1 [1 mark]**

**(c) Explain how a Roman used oil and a strigil at the baths.**

Oil rubbed on to skin – strigil scraped off oil and impurities

**AO2 [2 marks]**

**(d) Why did people usually visit the frigidarium (cold room) last?**

To close their pores/ prevent infection

**AO2 [1 mark]**

**(e) Apart from washing and keeping fit state two things a Roman could do at the baths.**

Two from: socialise – conduct business – have a sauna – have a massage –  
depilation – eat/buy snacks – walk in the gardens – look at the art – go to the library –  
use the toilets- visit prostitute.

Not allowed : relax, listen to poets, shopping.

**AO1 [2 marks]**

**(f) What do you consider the worst things about a visit to the Roman baths?  
Give your reasons.**

**Levels of Response**

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

Accept any relevant value judgements. Most likely topics are:

Nudity - lack of privacy– single sex – exercise – noise – use of same water in plunge pool/unhygienic – communal toilets – theft of clothes – steam rooms –extremes of temperature – depilation- prostitution – time needed for all facilities- allocated visiting time.

Not allowed : crowded.

**AO3 [3 marks]**

- 11 (a) **State two things a Roman father would consider when choosing a husband for his daughter.**

Two from: the man's social standing/family – wealth – politics – business

Not allowed : education.

AO1 [2 marks]

- (b) **Where did a Roman wedding usually take place?**

At the bride's house.

AO1 [1 mark]

- (c) **Which month did the Romans think was the luckiest for getting married?**

- (A) April  
(B) May  
(C) June  
(D) July

(C) June

AO1 [1 mark]

- (d) **How were Roman weddings similar to modern ones?**

Levels of Response

0	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

Engagement party – giving gifts – bridal veil – bride marries in white dress - has special hairstyle - signing wedding contract- before witnesses – matron of honour - wedding feast – joining the right hands of couple - vows – wedding/engagement ring – worn on third finger of left hand – throwing off nuts similar to confetti/rice- carrying the bride over the threshold.

AO2 [3 marks]

- (e) **Apart from choosing your daughter's husband, would you have enjoyed the role of paterfamilias (head of the household)? Give your reasons.**

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

the question, with good development

3 marks



Value judgements based on some of the following:

Accepting babies into the family or having them exposed – absolute control over household (technically could execute his wife and children) – control of sons' education and upbringing – sacrifice to Lares and Penates/in charge of family religion – libations to Vesta – control over slaves – deliver eulogy and light funeral pyre at funerals – production of heir (could divorce wife and marry another young woman)- – in charge of family property- dealings with clients- hosting dinner parties.

**AO3 [3 marks]**

**12 (a)(i) Describe a Roman dinner party.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

Took place at about 4.00 pm in the triclinium. Guests arrived and had their feet washed and changed into dinner sandals. They wore special dinner clothes. They reclined 3 to a couch around a low table. There were 3 couches. Special positions for host and most important guest. Women sometimes sat on chairs. There were 3 courses served by slaves. Give credit for food served. They reclined on their left side and ate using their right hands. Some Romans served different food and wine to guests according to their status. Possible use of vomitorium. The master of ceremonies decided the proportion of water to wine and how much should be drunk. There was live entertainment e.g poetry recitals, acrobats, dancers, jugglers. Guests also played dice, backgammon and knucklebones. There might be a comissatio/drinking party afterwards. Guests were escorted home by slaves carrying torches.

**AO1 [8 marks]**

- (ii) **Explain the popularity of chariot racing in Rome in the first century AD and say which modern sports have the same qualities.**

**Levels of Response**

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

List is intended only as a guide. Allow any relevant examples of any sports. More credit for diversity of modern sports rather than using F1 all of the time.

Speed – F1 etc, horse/dog racing, speedway, boat race.

Skill of drivers /participants – F1 etc, horse racing, speedway, any other sports eg fencing.

Support of team – football, rugby, hockey,cricket.

Betting- horse/dog racing, football.

Crashes/danger – F1 etc, speedway, steeplechasing etc

Atmosphere – any big sporting championships e.g Wimbledon, Olympics.

Chance to see famous charioteers – Bolt, Farrah, Murray.

Chance to see Emperor – Royal Ascot, Derby.

Place to meet opposite sex – Ascot, Henley.

**AO2 [8 marks]**

(iii) **‘Only senseless killing.’ To what extent do you think this describes the events which took place in the Colosseum and the purpose of these events?**

**Levels of Response**

	0	Nothing worthy of credit	0 marks
<b>Level 1</b>		A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>		A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>		A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>		A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>		An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Expect evaluative responses based on the following evidence: -

Killing of animals, gladiators, meridiani, Christians. Execution of criminals – enforced rule of law and gave a sense of justice done. Provision of bread and games kept populace happy and protected Emperor’s position. Christians would not offer prayers for health of Emperor , therefore subversive.

Size of Colosseum and special effects etc showed power of Rome.

Sense of power in deciding fate of fallen gladiators.

Entertainment value – chance to see exotic animals, marvel at skill of different types of gladiators, naumachia. Celebrity status of gladiators Show aspect of fights with music, sets and removal of bodies by Charon.

**AO3**

**[10 marks]**

**(b)(i) How did the Romans obtain their slaves and why did they free them?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may mention some but not necessarily all of:

Prisoners of war. Many were born of slave parents and the baby then became the property of the master. Exposed babies could be picked up and taken as slaves. Criminals could be sentenced to slavery. Robbers and pirates abducted people and sold them as slaves. People could sell themselves/ their children into slavery. Slaves were actually bought at a slave auction.

Slaves were given their freedom for good long service or as a reward for a particular deed e.g saving the master's life. They were freed so that their former master/mistress could marry them. Some masters wanted the money the slave had saved up to buy his freedom. Manumission prevented the slave from giving evidence against his master in court. Some freed old/ sick slaves to cut down the expense of looking after them. Gladiators were awarded the wooden sword i.e freedom for fighting very well. Offering freedom gave slaves the incentive to work hard and cut down on feelings of resentment /rebellion.

Not allowed: advantages of having clients.

**AO1 [8 marks]**

(ii) **Explain why the Romans believed that the system of Patrons and Clients was fair to both sides.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

**Patrons:**

Gave their clients financial handouts - gave them daily food – provided them with legal protection - assistance in the law courts –may set them up in business and share profits – gave help to find jobs – gave financial advice- invitations to dinner – clothes such as a new toga.

**Clients:**

Attendance at the salutatio (early morning greeting) - provided status from having large number of clients – helped display of power of patron – flattery towards patrons – applauded at speeches –escorted through the forum - gave political support – voted for patrons – canvassed for patrons - shared any profits from business – worked so many days for patrons or gave them money instead– attended at dinner parties – helped if patron fell into difficulties – spread patron’s good name or reputation – gave support in court.

**AO2 [8 marks]**

**(iii) What factors do you think made a slave’s life happy or miserable ?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Students may mention some but not all of:

Type of slave : house slaves generally had easier jobs and shorter hours  
 They could form good relationships with the family. Some jobs meant they were not busy the entire time .eg hairdresser, litter bearer. Some had satisfaction eg librarian, cook, steward, tutor. Farm slaves worked long hours and the work was hard. They were often kept in slave barracks. Galley slaves also worked very hard. Slaves in mines and arena had short life expectancy. But successful gladiators became rich and famous. Master had complete control so some punished harshly and abused slaves but masters like Pliny provided medical treatment, and recognised ‘marriages’ and wills within his household. Some masters were poor and couldn’t provide good food but others were rich and lived in fine townhouses and villas. Behaviour of other slaves eg all killed if one murdered master. Vilicus often in charge of slaves on master’s behalf. The slave’s own temperament.

**AO3 [10 marks]**

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**Topic A – Greek Tragedy and Drama Festivals**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1</b>			
(a)	1		
(b)	1		
(c)	1		
(d)		2	
(e)		2	
(f)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 2</b>			
(a)	1		
(b)(i)	1		
(b)(ii)	1		
(c)	1		
(d)		3	
(e)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 3(a)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 3(b)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>			
	<b>15</b>	<b>15</b>	<b>16</b>

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

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4</b>			
(a)	1		
(b)(i)	1		
(b)(ii)	1		
(c)		2	
(d)		2	
(e)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 5</b>			
(a)(i)	1		
(a)(ii)	1		
(b)	1		
(c)	1		
(d)		3	
(e)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 6(a)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 6(b)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>			
	<b>15</b>	<b>15</b>	<b>16</b>



**Topic C – Mycenaean Civilisation**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 7</b>			
(a)	1		
(b)	1		
(c)	1		
(d)(i)		2	
(d)(ii)		2	
(e)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 8</b>			
(a)		2	
(b)	1		
(c)	2	2	
(d)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 9(a)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 9(b)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>	<b>15</b>	<b>15</b>	<b>16</b>

**Topic D – Social Life in Rome in the First Century AD**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 10</b>			
(a)	1		
(b)	1		
(c)		2	
(d)		1	
(e)	2		
(f)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 11</b>			
(a)	2		
(b)	1		
(c)	1		
(d)		3	
(e)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 12(a)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 12(b)</b>			
(i)	8		
(ii)		8	
(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>			
	<b>15</b>	<b>14</b>	<b>16</b>