

GCSE

# Classical Civilisation

40203F Greece and Rome: Conflict and Carnage  
Mark scheme

---

4020  
June 2016

---

Version: 1.0 Final

---

---

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 Herodotus, ‘The Persian Wars’

1 (a) Who is speaking here?

B artabanus

AO1 [1 mark]

(b) How did Xerxes show his anger when a storm destroyed the first bridges over the Hellespont? Make two points.

Two from: - whipped the sea – threw fetters into/shackled sea – branded sea – beheaded the bridge builders.

AO1 [2 marks]

(c) Explain why the King would be ‘in great danger’ (line 7) if the Greeks broke the Hellespont bridge.

### Levels of Response

Nothing worthy of credit

0 marks

**Level 1** One simple, relevant reason

1 mark

**Level 2** On relevant reason with development or two simple, relevant reasons.

2 marks

Students may refer to some, but not necessarily all, of the following:

The army/king would not be able to cross back to Asia; it/he would be left stranded and vulnerable in Greece; supply route from Persia cut off; the Greek fleet would be able to attack Persia unhindered.

AO2 [2 marks]

(d) Explain how the new bridges built over the Hellespont were an improvement on the bridges destroyed by the storm.

### Levels of Response

Nothing worthy of credit

0 marks

**Level 1** One simple, relevant reason

1 mark

**Level 2** On relevant reason with development or two simple, relevant reasons.

2 marks

Students may refer to some, but not necessarily all, of the following:

Stronger ropes/mixture of rope-types (esparto and papyrus) on new bridges; pontoons/boats give a stable base; heavy anchors secure pontoons; they are positioned so as to avoid strain from current; openings left so ships can sail through; firm decking of wooden planks and earth; protective screens on either side of bridges.

AO2 [2 marks]

- (e) **Do you think that Xerxes received good advice from the people around him? Give reasons for your answer.**

**Levels of Response**

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

Students may offer a range of opinions eg on the honesty and usefulness of advice offered: credit any valid points.

Most likely are:

Mardonius goes along with Xerxes' desire for invasion and stresses Persian superiority based on his past experience, states that Greek battle tactics are clumsy and Greeks are disunited - but may have ulterior motives, flattering Xerxes. Herodotus points out that other commanders were afraid to offer negative comments and 'rain on Xerxes' parade'.

Artabanus not afraid to speak his mind and point out both the risks and the logistical difficulties eg lack of harbours in Greece and danger of starvation for the army.

Damaratus after Thermopylae advises sending part of the fleet to the Isthmus to distract the Spartans from coming to the aid of the other Greeks; Xerxes makes clear to others his trust in Damaratus. Damaratus is a former Spartan king who might be expected to know what he is talking about.

Artemisia alone of the commanders dares to speak out and argue against risking all on a sea battle at Salamis, suggesting it is only a matter of time before Greek resistance and unity disintegrates; Xerxes admires her for speaking out but ignores her advice.

Ephialtes: use of secret path to surround Leonidas.

**AO3 [3 marks]**

- 2 (a) During which battle did this incident take place?**

Salamis

**AO1 [1 mark]**

- (b) Who was Artemisia?**

A queen (of Halicarnassus) / one of Xerxes' naval commanders

**AO1 [1 mark]**

- (c) Describe how the 'dirty trick' (line 1) had saved Artemisia.**

Artemisia rammed a friendly ship - in order to escape a pursuer (Athenian ship)/so that the enemy captain therefore assumed she was on his side.

AO1 [2 marks]

- (d) **‘My men have turned into women and my women have turned into men.’ (lines 5-6). Explain what Xerxes meant by this, and why he said it at this point in the battle.**

**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 Persians (men) were performing poorly, while women (Artemisia) showing how men should behave / fight: a reversal of traditional 'gender roles' and expectations.

The battle was chaotic at this point, the Persian fleet in disarray and being forced back by well-disciplined Greek fleet; Xerxes is deceived by Artemisia's trick / believes she has rammed an enemy ship and thinks she is setting a good example of bravery.

AO2 [3 marks]

- (e) **“Brave but disloyal.” How far do you agree with this description of Artemisia? Give reasons for your answer.**

**Levels of Response**

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

Allow any reasonable judgement. Students may mention:

-courageous in giving Xerxes potentially unwelcome advice – shrewd advice to attack the Peloponnese – realises he will lose a sea battle – woman commanding a ship and fighting – resourceful in escaping from danger at Salamis –

But: - wipes out an entire friendly crew to save her own skin – Herodotus describes her conduct as a 'dirty trick' and 'crime'.

Mixed answers allowed.

AO3 [3 marks]

- 3 (a) What did Themistocles do to make sure the Peloponnesians stayed to fight at Salamis?**

**Levels of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Students may mention some but not necessarily all of:

He first persuaded Eurybiades to keep the Greek fleet together at Salamis (by threatening that the Athenians would leave); sent Sicinnus secretly to Xerxes with message – claimed to be Xerxes’ friend; said that Greeks were in disarray and planning to retreat; Xerxes should attack at once to prevent Greeks escaping. Later, got Aristides to bear witness to the Greek generals of the approach of the Persian fleet.

**AO1 [4 marks]**

- (b) Explain why Leonidas and his 300 Spartans marched north to defend the pass at Thermopylae.**

**Levels of Response**

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

4 marks

Students may mention some but not necessarily all of:

Show Greeks that Xerxes was not invincible.

To encourage allies to take the field and not desert to the Persians.

Leonidas took the Thebans to test their loyalty – there was suspicion that they intended to join the Persians.

Keep the Greeks united – at Thermopylae the Peloponnesians wanted to abandon central Greece and defend the Isthmus; Locrians and Phocians wanted to hold Thermopylae to defend their territory.

**AO2 [4 marks]**

**(c) How far does Herodotus show war to be glorious in his description of the Persian invasion?**

**Levels of Response**

	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 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.	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Allow mixed responses. Students may mention:

**Yes:**

Magnificence of Persian troops and equipment.

Greeks decided to put aside internal disputes and fight together.

Thermopylae.

Defence of Acropolis.

Artemisium and Salamis.

**NO:**

When preparations went wrong bridge engineers were executed.

Pythius terrified for sons but Xerxes executed eldest one.

Thermopylae – ferocity of fighting. Treatment of Leonidas' corpse.

Capture of Acropolis, destruction

Phoenician sailors beheaded at Salamis

Grief when news of defeat reached Persia.

Loss of life in battles.

Credit other valid points.

**AO3 [5 marks]**





- 4 (a) **What did the oracle at Delphi tell the Athenians in the second ('wooden wall') prophecy and what did Themistocles say the prophecy meant?**

**Levels of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Greece will be overrun by a mighty army; Athens will be protected by a wooden wall as decreed by Zeus; Athenians should retreat and not face the enemy on land, but there will be a battle; Salamis is the 'blessed isle' which will cause death. Themistocles argued that the wooden wall = navy, while 'blessed Salamis' implied that that Athens would win a sea battle there.

**AO1 [4 marks]**

- (b) **Explain why the Persians were able to capture the Acropolis at Athens so easily before the battle of Salamis.**

**Levels of Response**

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

Allow any reasonable interpretation of the following:

The Athenians largely abandoned Athens and relied on their fleet. Only temple wardens and poor Athenians (who couldn't afford the crossing to Salamis) remained. Some were mistaken in thinking that the 'wooden wall' was the fence on the Acropolis and put their trust in it. Persian fire arrows burned the fence and thus demonstrated their mistake. The Persians found an ignored and undefended route up onto the Acropolis and captured it efficiently; some of the defenders committed suicide.

**AO2 [4 marks]**

- (c) **What do you like or dislike about the way Herodotus tells his stories? Give reasons for your answer.**

**Levels of Response**

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

Students may give details in support of some, but not necessarily all, of the following:

Use of speeches - portrayal of character and motives - gives various versions of stories - references to gods and religion - gory details - explores differences between Greeks and Persians, interested in different customs - explores ups and downs of human fortune - Includes dramatic situations and strange happenings - uses juxtaposition of accounts

Mixed responses allowed.

**AO3 [5 marks]**

## Topic B Virgil, 'Aeneid'

5 (a) What was Laocoon's job at Troy?

Priest

AO1 [1 mark]

(b) Describe how Laocoon had been 'properly punished.' (line 2)

Killed by serpents – along with his children

AO1 [2 marks]

(c) Explain why Laocoon had hurled his spear at the wooden horse.

### Levels of Response

Nothing worthy of credit

0 marks

**Level 1** One simple, relevant reason

1 mark

**Level 2** On relevant reason with development or two simple, relevant reasons.

2 marks

He wanted to show that the horse may have been hollow and so could be a trick, concealing Greek soldiers. He didn't trust the Greeks and wanted to emphasise his point. He was angry with the Trojans for debating what to do with the horse

AO2 [2 marks]

(d) Why are the words 'sacred' and 'holy' (line 3) used to describe the horse?

It was believed to be an offering to Athena

AO2 [1 mark]

(e) What was the name of the spy left behind at Troy by the Greeks?

C Sinon

AO1 [1 mark]

(f) Do you admire this spy for the part he played in the story? Give reasons for

**your answer.**

**Levels of Response**

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

Allow any reasonable interpretation of:

**Yes:** Sinon is alone among the Trojans. He risks being executed. His speech is a convincing mix of truth and lies (allow any supporting evidence). He persuades the Trojans to feel sorry for him. He watches for the signal fire and lets the Greeks out of the Wooden Horse.

**No:** Aeneas recognises Sinon’s cunning and skill, but calls him a liar. Sinon’s lie achieved what the Greeks had been unable to do in 10 years of conventional warfare. He spread chaos with fire in Troy and exulted in doing so. He was aided in opening bolts in the horse by an ‘unfair fate’.

Allow mixed responses

		<b>AO3</b>	<b>[3 marks]</b>
<b>6</b>	<b>(a) Name the ferryman (line 1).</b>		
	Charon	<b>AO1</b>	<b>[1 mark]</b>
	<b>(b) What is the name of the river mentioned in line 4?</b>		
	Styx / Acheron / Cocytus	<b>AO1</b>	<b>[1 mark]</b>
	<b>(c) Which souls of the dead did the ferryman refuse to take across the river?</b>		
	Souls of the unburied dead	<b>AO1</b>	<b>[1 mark]</b>
	<b>(d) Explain why it had been a ‘grim day’ (line 6) when Hercules crossed the water.</b>		

**Levels of Response**

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

Charon had got into trouble with Pluto because he had taken Hercules into the Underworld, where he put a leash on Cerberus and dragged him away from the king's throne.

(NB beware AO1 answers: for 2 marks there must be an idea of trouble caused).

**AO2 [2 marks]**

- (e) **Why did the ferryman later change his mind and agree to take Aeneas across the river?**

**Levels of Response**

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

The Sibyl showed him the 'passport' golden bough, which Aeneas had plucked earlier; it was sacred to/a gift for Proserpina; Charon had no choice but to admit Aeneas/had to obey the decree of fate.

**AO2 [2 marks]**

- (f) **If you were Aeneas, would you have enjoyed your visit to the Underworld?**

**Give reasons for your answer.**

**Levels of Response**

	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 mark
<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.	2 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 clear.	3 marks
<b>Level 4</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	4 marks

Allow any reasonable opinion based on Aeneas' experiences; mixed answers allowed. Responses may include some, but not necessarily all, of:

Encounter with Charon and ghosts on banks of river

Cerberus

Meeting Dido and friends from his past

The horrors of Tartarus

Elysium and its happy appearance; seeing Anchises, and inspired by the 'future souls'

Allow other valid references.

**AO3 [3 marks]**

- 7 (a) Describe what Juno did to cause trouble for Aeneas on his voyage (Book 1) and how Neptune helped Aeneas.**

**Level of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Persuaded Aeolus / god of the winds to release the winds and wreck Aeneas' ships in a storm by offering in marriage a beautiful nymph. Neptune calmed the storm and seas, rescued ships stranded on rocks, levering them off with his trident; he opened a path through the sandbanks.

**AO1 [4 marks]**

- (b) Explain why Juno hated Aeneas and the Trojans so much.**

**Levels of Response**

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

Carthage was her favourite city (she loved it even more than Samos) and she had heard that it would be overthrown by a people descended from the Trojans. She loved and supported the Greeks in the Trojan War. The Judgement of Paris: his contempt for her beauty. Jupiter's theft of the Trojan prince Ganymede: her suspicion / jealousy that Ganymede was having an affair with her husband.

**AO2 [4 marks]**

- (c) **Do you think Venus was a good mother to Aeneas? Give reasons for your answer.**

**Levels of Response**

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

Students may offer opinions based on some, but not necessarily all, of:

Book 1: Venus asks Jupiter to let Aeneas reach Italy and reminds him of her son's fate. Venus appears to Aeneas as a Spartan or Amazon, advises him about Dido and his own men, gives directions, cloaks him in mist, but maintains her disguise. Enhances Aeneas' appearance. Venus plots with Cupid to make Dido fall in love with Aeneas

Book 2: Venus appears to Aeneas in Troy, stops him killing Helen, shows him the gods attacking the city and sees him safely back to his father's house; she had protected his family.

Book 4: Venus agrees to Juno's plan to marry Aeneas and Dido

**AO3 [5 marks]**

- 8 (a) **What does Virgil tell us in Book 1 about Dido's life before she came to**

**Carthage?****Levels of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Students may mention some, but not necessarily all, of:

Dido is from Tyre and was married to a rich man (Sychaeus). Dido's brother (Pygmalion) killed him before an altar for his money. Pygmalion concealed his death from Dido, giving her false hope. Sychaeus' ghost revealed the truth to her, told her where his buried treasure was, and urged her to flee Tyre with it, which she did together with a band of followers.

**AO1 [4 marks]**

- (b) Explain why King Iarbas is angry with Dido and how he causes trouble for her (Book 4).**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Iarbas had given Dido the land on which to build Carthage after she had tricked him with the bull's hide and offered to marry her. She had turned him down because of her vow to Sychaeus and he had accepted this. Now she is having an affair with a man who has just been shipwrecked and Iarbas feels cheated and humiliated. He also considered Aeneas to be rather effeminate and less of a man than himself. He complains to Zeus, leading to Aeneas' eventual departure.

**AO2 [4 marks]**

- (c) Do you think Dido's death was her own fault? Give reasons for your answer.**



**Levels of Response**

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

Students may offer a range of opinions and should be rewarded for any reasonable interpretation of some of:

Venus and Cupid's roles in making Dido love Aeneas and 'marry'. Juno's involvement in the marriage plan. Aeolus for agreeing to wreck Aeneas' fleet on the coast of Africa. Iarbas and Jupiter working through his messenger Mercury. Rumour tells Iarbas of the affair and Dido of Aeneas' departure. Aeneas for forgetting his fate and delaying in Africa. Anna for encouraging Dido's relationship with Aeneas and trying to keep him in Carthage while also building Dido's pyre. Dido herself fails to understand Aeneas' fate; she breaks her oath to Sychaeus; she deceives herself about the 'marriage'; she deceives her sister; she chooses and plans suicide. Mercury twice tells Aeneas to leave Carthage

**AO3 [5 marks]**

## Topic C The Ancient Olympic Games and the Panathenaia

9 (a) Where in ancient Olympia would the above event have taken place?

C The Hippodrome

AO1 [1 mark]

(b) How far is the equipment of riders and racehorses today similar to the equipment shown in the picture?

### Levels of Response

	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

Allow any reasonable explanations of similarity/difference relating to the following:

Whips; reins / bridle; clothing; stirrups; saddles.

(NB: students may argue that the riders shown are **or** are not wearing helmets)

AO2 [3 mark]

(c) Describe the chariots and chariot events at the ancient Olympic Games.

### Levels of Response

	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

Students may refer to a selection of the following:

Slender and light construction; two-wheeled; 1 driver; reins tied around waist.

Two- and four-horse events; categories of event based on age of horses (1 for colts, 1 'open' category for all other ages); all races long-distance (from 4-13 km/several laps)

Raced over a flat track with turning-posts at either end; 'staggered start' system.

Allow references to the *taraxippos* ('horse-terroriser'), the short-lived *apene* (mule-cart race) and danger of collision/crashes.

AO1 [3 marks]

- (d) **Would you have liked to compete in a chariot race at the ancient Olympic Games? Give reasons for your answer.**

Students may mention some but not necessarily all of:

**Yes:** considered honourable to drive one's own chariot; drivers did receive the ribbons; excitement; fame and prestige if drivers included in ode or victory monument; elaborate, but fair, starting system

**No:** gruelling races (length varied from 4-13km); notorious altar, the *taraxippos* ('horse-terroriser') terrifies horses; turns particularly dangerous; Galen warns of damage to internal organs, and instant death suffered by fallers in horse races; chariots are light and without suspension, therefore offering little protection and no comfort; owners, not drivers, receive the winner's crown, have their names announced and recorded on the list of victors.

Allow appropriate reference to female ownership of competing chariot.

**AO3 [3 mark]**

- 10 (a) **Explain why the Great Altar was always higher at the end of an Olympic festival than it had been at the beginning.**

**Levels of Response**

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

Because it was composed of ashes, and at each Olympiad the ashes of 100 oxen sacrificed to Zeus were added to it.

**AO2 [2 mark]**

- (b) **Apart from the altar, mention two other objects connected with Zeus that you could have seen at the site of Olympia in ancient times.**

Two from: - temple – statue – zanes – sacred olive tree – altar of Zeus Horkios (in the Bouleuterion)

**AO1 [2 marks]**

- (c) **What was the name of the sacred area, or sanctuary, at Olympia that contained the most important religious buildings?**

Altis

**AO1 [1 mark]**

- (d) **Explain how the organisers of the ancient Olympics tried to ensure that all Greeks had the opportunity to attend the festival.**

**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

Heralds announced the date to every Greek state three months in advance, allowing time for preparations/travel; proclaimed the sacred truce which guaranteed safety to visitors to the Games. Spectators watch for free.

- AO2 [2 marks]**
- (e) Would you have enjoyed being at the religious ceremonies during the ancient Olympic festival? Give reasons for your answer (do not write about the procession from Elis to Olympia).**

**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

Students may mention some of:

**Yes** – take part in a great festival to honour Zeus; solemn swearing in before Zeus Horkios; personal time to honour gods in private prayers and sacrifices; opportunity to consult oracle; funeral rites for Pelops a link to legendary beginnings of the Games; communal aspect of singing, sacrifice and feasting; Day 3 procession opportunity to show off own city’s wealth; scale of sacrifice of 100 oxen; joyous procession to Zeus’ temple and the crowning of victors.

**No** – perhaps own city not as wealthy as some others; scale of killing at sacrifice.

Students may argue above points under different yes/no categories.

**AO3 [3 marks]**

- 11 (a) What were the duties of the Hellanodikai (judges) at 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 but not necessarily all of:

Led the procession from Elis; checked facilities at Olympia; one month before Games: enforced diet and training at Elis - classified men and boys - checked fitness

of athletes by conducting heats; administered oath to Zeus Horkios; kept order among competitors and spectators; beat and fined cheats (employed *mastigophoroi*, 'whip-bearers'); supervised and judged all contests; divided themselves between the various types of event (3 equestrian, 3 stadium, 3 combat, one chief judge).

**AO1 [4 marks]**

- (b) Explain how a modern Olympic stadium is different from the ancient stadium at Olympia.

**Levels of Response**

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

Ancient track roughly rectangular, straight and around 200m, with turning post for multi-lap races; modern track oval and 400m. Ancient clay and sand surface; modern man-made, with marked lanes. Stone sills with grooves doubling as start and finish lines are now replaced with starting blocks. Modern stadia have central grassed area for a range of throwing field events, and sand pits and large mats for jumping. Ancient 'field' events used same surface as for races. Ancient seating area used earth banks with no seats except areas marked off for *Hellanodikai* and priestess. Modern stadia use banks of seats. Ancient stadium had no cover for spectators or competitors; modern examples offer some level of cover.

**AO2 [4 marks]**

- (c) **Would you have liked watching the fighting events (boxing, wrestling, pankration) at the ancient Olympic Games? Give reasons for your answer.**

**Levels of Response**

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

Students may offer a range of opinions, most likely in relation to excitement, brutality, danger etc of the events. Allow any reasonable point that is supported by details of the events.

**Boxing:** leather thongs (*himantes*) designed to protect fighter's hands, not the opponent's body; victory achieved by knocking out opponent (or contestant conceding defeat); no 'rounds' so bouts could last for hours; a fallen boxer could be hit on the ground; recorded deaths; no weight categories; no head protection in ancient boxing; unprotected blows were exchanged to decide a contest at nightfall in ancient games.

**Wrestling:** while rules appear broadly similar to Greco-Roman wrestling, bouts could last hours due to requirement to 'fall' an opponent three times; no weight categories.

**Pankration:** almost a fight without rules (biting and gouging not allowed); famous tactics include breaking fingers; bare-knuckle punches included; no weight categories, any type of wrestling (upright and prone) allowed.

Events took place outdoors in heat of summer.

**AO3 [5 marks]**

**12 (a) What different groups of people in Athens took part in the procession at the Great Panathenaia?**

**Levels of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Students may mention:

*Arrephoroi* (4 young aristocratic girls chosen to serve the goddess)

Priestesses of Athena and other women carrying gifts

Wealthy metics (foreigners resident in Athens)

Bearers of holy water and musicians

Old men carrying olive branches Charioteers

The *Ergastinai* (young women who wove the *peplos*),

Infantrymen and cavalrymen

Victors in the games

Ordinary Athenians organised into their demes

**AO1**

**[4 marks]**



**(b) Explain how the events of the Great Panathenaia show us that the worship of Athena was important.**

**Levels of Response**

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

Explanations may be supported by reference to some, but not necessarily all, of:

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

The torch-race Panathenaic procession including the *peplos*, sacrificial animals, cakes, honey and holy water.

Old men carrying olive branches.

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

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

Image of Athena stamped on the amphorae given as prizes.

**AO2**

**[4 marks]**

**(c) Would you have enjoyed taking part in the competitions at the Great Panathenaia? Give reasons for your answer.**

**Levels of Response**

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

Students may give a positive, negative or mixed response relating to issues like atmosphere, types of events, rewards etc.; for example:

Military aspects: equestrian events; javelin; combat events; boat race.

Athletics events, same as those of the 4 great 'circuit' festivals.

Cultural events: rhapsodic and musical contests.

Reinforcing national unity and pride: Tribal contests.

Display of Athens' power, wealth, cultural superiority.

Religious aspects: torch race.

Prizes: amphorae, olive oil, cash, livestock

**AO3**

**[5 marks]**

## Topic D Pompeii and Herculaneum

13 (a)(i) Who is Pliny speaking to in the passage?

His mother

AO1 [1 mark]

(a)(ii) Explain why Pliny and this person had decided to leave their home in the town at this point.

Danger of building(s) collapsing/ earthquake.

AO2 [1 mark]

(b) Explain how the 'darkness' (line 3) was caused.

Levels of Response

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

The eruption had thrown huge amounts of ash and pumice into the sky; the ash fell to earth as a dense cloud that billowed over the land and blocked out light from the sun.

AO2 [2 marks]

(c) What was Pliny's uncle doing at this time and what happened to him?

Levels of Response

	Nothing worthy of credit	0 marks
<b>Level 1</b>	Something relevant and worthy of credit	1 mark
<b>Level 2</b>	Some clear, relevant knowledge	2 marks
<b>Level 3</b>	Some clear, relevant knowledge with good development	3 marks

He had gone/attempted to rescue his friend and other people trapped on the other side of the bay; he got trapped on land there himself as it was too dangerous to put back to sea; he died from suffocation/fumes on the shore (after having gone to check on the condition of the sea).

AO1 [3 marks]

**(d) Do you think Pliny gives a clear picture of the panic at the time of the eruption? Give reasons for your answer.**

**Levels of Response**

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

Students may offer a range of opinions based on some, but not necessarily all of:

Mob of people desperately looking for leadership; crowd surging from behind pushes Pliny forward; women and children screaming; people calling for loved ones in the darkness, trying to locate by voices; some prayed for death in their terror; some prayed to the gods for help; some thought the gods had abandoned them; people exaggerating or inventing dangers.

Pliny's mother urging him to abandon her.

Allow other valid points from the *Letters*.

**AO3 [3 marks]**

**14 (a) What is the person in the centre of the picture doing to the sheet of cloth?**

Combing/brushing/carding/smoothing it.

**AO1 [1 mark]**

**(b)(i) Explain the purpose of the frame which the man is carrying.**

Bleaching cloth – by burning sulphur/brimstone beneath it.

**AO2 [2 marks]**

**(b)(ii) Where in the laundry would this frame usually be set up?**

B / Roof

**AO2 [1 mark]**

**(c) Explain briefly how the vats were used in the fulling (laundry) process.**

Two from:

Vats used to soak clothes in urine (to stiffen them) – clothes trodden/use of fuller's earth, to remove grease/dirt/stains – rinse in water, to remove chemicals – repeated rinsing in different vats, to clean gradually.

(To wash clothes = 1 mark)

**AO2 [2 marks]**

- (d) **Apart from vats and the picture opposite, state one other piece of archaeological evidence that helps us to identify a fullonica (laundry).**

Treading bowls (or painting of) / press / urine collection pots/signs on walls/  
impluvium converted into a vat in House of Stephanus.

**AO1 [1 mark]**

- (e) **Why might it have been better to work in a bakery rather than in a fullonica (laundry) in Pompeii?**

**Levels of Response**

	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

Credit any reasonable opinion relating to points such as:

**Bakery:** Comparatively pleasant working environment; smell of baking bread; tasks not physically demanding (putting grain into the mill, kneading dough, supervising ovens) – donkey did the heavy work of grinding grain; opportunity to interact with customers if selling the bread (wall painting of baker distributing loaves).

**Fullonica:** unpleasant working environment; noxious and smelly chemicals used in the process (urine, sulphur, brimstone); unpleasant tasks eg soaking/treading cloth in urine (wall painting of treading-bowls, using child labour); physically demanding tasks (such as treading, stirring, lifting wet cloth).

**AO3 [3 marks]**

- 15 (a) **There were many thermopolia (bars) in Pompeii. What archaeological evidence tells us this?**

**Levels of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Students may refer to some of the following evidence:

(L-shaped) counters, often decorated with marble or paintings; *dolia*; ovens; amphorae; bronze / terracotta jugs; bronze cooking vessels; kettle; snack dishes; graffiti. Many bars clustered round the forum baths

- AO1 [4 marks]**
- (b) For what different reasons might people have visited the forum in Pompeii?  
Refer to evidence from the forum in your answer.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Students may mention some but not necessarily all of:

Business: *Macellum*; grain market; weights and measures table; open space to set up stalls; basilica; Eumachia

Politics and the law: *curia*; offices of the *duoviri* and *aediles*; voting hall; open space for electioneering; tribunal of basilica for law cases

Public notices: posted on boards

Sightseeing / appreciating the architecture: statue bases once supported images of the city's great citizens; use of white stone in double colonnade to create impressive sight; triumphal arches; impressive temples

Religion: temples to several gods and emperors

Socialising: it was the largest public meeting place; convenient meeting place – especially with no road signs

**AO2 [4 marks]**

- (c) **Would you have enjoyed a day shopping in the streets of Pompeii? Refer to the archaeological evidence in your answer. Do not talk about the forum.**

**Levels of Response**

	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 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.	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Allow imaginative use of the archaeological evidence that might include:

Location: many bars and baths for periods of relaxation amid shopping; bakeries distributed throughout city; Via dell' Abbondanza with its numerous shops and bars, including shop selling bronze objects; other streets with concentration of particular shop-types.

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

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

**But:**

Many back streets are narrow, with narrow pavements, and have few businesses; back streets may be more dangerous (quieter and narrower).

Household security shows fear of thieves in streets.

Wall painting shows riot at amphitheatre spilling out into streets.

Brothels / prostitution.

Carts / traffic

Smelly sewage in streets (lack of drainage system)

**AO3 [5 marks]**

- 16 (a) **What types of public entertainment were provided for the people of Pompeii and Herculaneum? Describe the evidence that tells us this.**

**Levels of Response**

	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 mark
<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.	2-3 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 clear.	4 marks

Amphitheatre: gladiatorial spectacles; gladiator barracks; (women) fraternizing with gladiators in their barracks (bejeweled skeletons); graffiti indicates popularity; painting of the riot in amphitheatre; gladiatorial equipment.

Two theatres: plays in the large theatre; recitals and concerts in the small; evidence of actors' fan clubs and adulation from graffiti.

**AO1 [4 marks]**

- (b) **What do we know about the purposes of the atrium in the houses of Pompeii and Herculaneum? Refer to evidence of design and furniture.**

**Levels of Response**

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

*Compluvium / impluvium*: collection and storage of water

Reception area for visitors / clients: large and spacious; stone benches; architectural features designed to impress; access from there to *tablinum*.

Family worship: *lararium*

Strongbox.

Allow other plausible purposes, backed up by evidence

**AO2 [4 marks]**



- (c) **Do you think the gardens in the houses of Pompeii and Herculaneum would have been pleasant places to spend time? Refer to the archaeological evidence in your answer.**

**Levels of Response**

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

Credit evaluative comments relating to aspects such as:

Surrounding walls often painted with outdoor scenes, eg. hunting scenes.  
 Statuary and fountains / water features (eg. House of the Vettii).  
 Evidence of formal planting of trees, vines: pergolas, trellises; plaster casts of tree roots.  
 Peristyle / colonnades; reflective *oscilla* (marble discs) hung between columns.  
 Summer *triclinia*.

Credit references to specific named houses.

**AO3 [5 marks]**

**Assessment Objective Grid****Topic A – Herodotus, ‘The Persian Wars’**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1</b>			
(a)	1		
(b)	2		
(c)		2	
(d)		2	
(e)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 2</b>			
(a)	1		
(b)	1		
(c)	2		
(d)		3	
(e)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 3</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 4</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>	<b>15</b>	<b>15</b>	<b>16</b>

**Topic B – Virgil, ‘Aeneid’**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 5</b>			
(a)	1		
(b)	2		
(c)		2	
(d)		1	
(e)	1		
(f)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 6</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 7</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 8</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>			
	<b>15</b>	<b>15</b>	<b>16</b>

**Topic C – The Ancient Olympic Games and the Panathenaia**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 9</b>			
(a)	1		
(b)		3	
(c)	3		
(d)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 10</b>			
(a)		2	
(b)	2		
(c)	1		
(d)		2	
(e)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 11</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 12</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>	<b>15</b>	<b>15</b>	<b>16</b>

**Topic D – Pompeii and Herculaneum**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 13</b>			
(a)(i)	1		
(a)(ii)		1	
(b)		2	
(c)	3		
(d)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 14</b>			
(a)	1		
(b)(i)		2	
(b)(ii)	1		
(c)		2	
(d)	1		
(e)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 15</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 16</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>	<b>15</b>	<b>15</b>	<b>16</b>