

GCSE

Classical Civilisation

40203H 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

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
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 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.

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
Level 1	Opinion supported by simple reason	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Allow any reasonable judgement. 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/brave 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)(i) What did the oracle tell the Athenians at Delphi in the final prophecy? In what different ways did people interpret what the oracle meant?**

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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

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.

Some thought the 'wooden wall' was a reference to the original fence around the acropolis, so indicating the acropolis would hold out; others, that it referred to the navy, which should be prepared for battle; some felt it meant Athens should fight a sea battle at Salamis but would lose. Themistocles argued that the wooden wall = navy, while 'blessed Salamis' implied that that Athens would win a sea battle there.

AO1 [8 marks]

(a)(ii) Explain why Leonidas and his Spartans marched north to Thermopylae and explain why so few Greeks took part in the defence of the pass.

Levels of Response

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

Students may mention:

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.

Spartans' desire for glory and to fulfil prophecy (Spartan king must fall, or Sparta will be overthrown).

Few Greeks because Spartans celebrating Carneia, others the Olympic festival.

No one thought a decisive battle at Thermopylae was imminent.

Or there was concern that if the fleet was beaten at Artemisium then the Persians could land troops by sea to the south of the pass and overrun the Greeks.

AO2 [8 marks]

(a)(iii) How far do you think that all the Greeks behaved well at the battle of Thermopylae? Refer to Greeks from different states.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	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
Level 4	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
Level 5	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:

Spartans: calm preparation (combing hair and exercising) / good tactics vs Persians / suffer few casualties / but inflict many / Leonidas' self-sacrifice to save Sparta / advance on 3rd day / fight with all strength / and suicidal fury / as free men (vs Persian slaves whipped on by their officers) / fight with swords once spears broken / Leonidas dies bravely / tremendous fight over Leonidas' body / 4 times Persians pushed back / fight with bare hands and teeth / Persians have to finish them with arrows and spears / Dieneces' joke about "fighting in the shade."

Thespians: refuse to leave / die with Spartans

Phocians: hold pass / and prepare to fight / but fail to block

Thebans: unwilling to stay / surrender

Ephialtes: treachery

Greeks sent away by Leonidas: Herodotus says they didn't want to fight

Leonidas: Herodotus says he wants all glory for Spartans by sending others away.

AO3 [10 marks]

- 3 (b)(i) ‘Herodotus’ style of writing makes his History of the Persian War interesting to read.’ What methods does he use to achieve this?

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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:

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.

Allow other reasonable points, supported by reference to the text.

AO1 [8 marks]

(b)(ii) Explain how Herodotus emphasises the terrible nature of war in his account of the Persian invasion.

Levels of Response

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

Wide range of ideas possible, most likely focusing on portrayal of brutality, destruction, suffering, grief. Details on the following areas are likely:

Xerxes' harsh discipline: bridge builders executed when preparations go wrong; Pythius terrified for sons and Xerxes has eldest one executed; Phoenician sailors beheaded at Salamis.

Thermopylae – ferocity of fighting (many examples), brutality of treatment of Leonidas' corpse.

Capture of Acropolis – desperate last stand of Athenians; slaughter and destruction of buildings; Athenians forced to abandon their city/homes.

Grief when news of defeat reached Persia.

Loss of life in battles – huge Persian losses and annihilation of Greek defenders at Thermopylae; destruction of Persian ships in storm and fighting at Artemisium; chaos at Salamis, destruction of Persian fleet, Artemisia 'friendly fire' incident, many Persians drown when ships sink as can't swim, Aristides slaughters all the Persians on Psyttalea.

Credit other valid points / incidents.

AO2 [8 marks]

(b)(iii) Do you think Herodotus shows Athenians to be more important than Spartans in the war against Xerxes? Give reasons for your answer.

Levels of Response

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

Athens:

Prepared to ignore expert interpretation of Salamis prophecy and fight at sea:

Herodotus actually says they saved Greece.

Had the largest navy of any Greek state (Themistocles' foresight in use of silver from Laurium).

Allowed Eurybiades to command at Artemisium to preserve unity.

People competed to capture an Athenian ship as that was main topic of conversation in Persian camp: Athenian ships seen as the prize targets.

Says they were the best fighters at Artemisium. Lists the number of ships they contributed and lost.

Defence of Acropolis.

Role of Themistocles at Artemisium and in lead up to Salamis; ensures battle fought there, and victory.

According to one version of events the Athenians started the battle of Salamis.

Aristides captured Psyttalea and killed all Persians there.

Sparta:

Leader of Peloponnesian states; recognised as pre-eminent military state on land;

Damaratus emphasises Spartans' formidable nature to Xerxes.

Heroism at Thermopylae; psychological impact of the battle on Greeks and Persians.

Eurybiades commands at Artemisium.

Credit comparative evaluation comments, eg Sparta possibly reluctant to commit fully beyond the Isthmus; Athens takes the lead in ensuring Greeks take the initiative; set example of self-sacrifice by abandoning their city; sea power vital in this war, in which area Sparta is deficient etc.; Athens not popular with many states, thus Sparta's role in preserving unity through its participation and leadership.

AO3 [10 marks]

Topic B Virgil, ‘Aeneid’

4 (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: the spear made an echoing sound. 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
Level 1	Opinion supported by simple reason	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Allow any reasonable 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

AO3 [3 marks]

- 5 (a) **Name the ferryman (line 1).**

Charon

AO1 [1 mark]

- (b) **What is the name of the river mentioned in line 4?**

Styx / Acheron / Cocytus

AO1 [1 mark]

- (c) **Which souls of the dead did the ferryman refuse to take across the river?**

Souls of the unburied dead

AO1 [1 mark]

- (d) **Explain why it had been a ‘grim day’ (line 6) when Hercules crossed the water.**

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

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
Level 1	One simple, relevant reason	1 mark
Level 2	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.**

Level 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

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]

6 (a)(i) Describe what gods and goddesses did to help and protect Aeneas after he left Troy.

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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:

Book 1: Neptune calms the storm, frees ships from rocks and guides them to shore. Jupiter sends Mercury to Carthage to ensure a warm welcome for Aeneas. Venus tells him about Carthage and Dido's history; gives directions; reassures him about lost crews; protects him in a mist; enhances his appearance. Cupid causes Dido to fall in love with Aeneas as further insurance for his safety.

Book 4: Venus agrees to Juno's 'cave' plan. Mercury (2nd visit) warns Aeneas that Dido is a threat and to leave urgently.

Book 6: Charon ferries Aeneas across the Styx.

Credit also any appropriate references to incidents outside the prescribed sections of the Aeneid – eg Venus sending doves to guide Aeneas to the golden bough (Book 6)

AO1 [8 marks]

(a)(ii) Explain why Juno hated Aeneas and the Trojans, and how she caused trouble for them.

Levels of Response

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

Her hatred:

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

Trouble caused:

Tossed the Trojans about on the seas for many years and kept them from Latium.

Persuaded Aeolus / god of the winds to release the winds and wreck Aeneas' ships in a storm by offering in marriage a beautiful nymph. 'Cave' plan in an attempt to delay Aeneas in Carthage.

AO2 [8 marks]

(a)(iii) Do you think Aeneas was a good choice to be the founder of a new nation? Give reasons for your answer.

Levels of Response

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

Allow for any reasonable interpretation of some of the following:

Book 1: “A story of war and a hero”

“He endured many hardships...until he could build a city and install his gods in Latium”

“the hero whose devotion to duty so marked him out”

Aeneas in the storm would have preferred death at Troy

Aeneas reconnoitres African coast and kills one deer per ship

Shares out supplies and encourages men

Meeting with Venus

Aeneas is described as the son of a goddess

Aeneas’ gifts for Dido and care for Ascanius

Marked out by Fate

Book 2: Aeneas wants to fight like an Homeric hero

Hector tells him he has done his duty

He is entrusted with Troy’s holy relics

Rescues father, son and relics from Troy

Finally obeys messages from gods and ghosts

He panics and loses Creusa but returns to look for her

Book 4: Dido’s sympathy for Aeneas’ suffering

Dido and Aeneas forget their duties

Aeneas compared to Apollo

Aeneas’ and Dido’s debauchery following the ‘marriage’

Iarbas’ insults: effeminacy etc.

Jupiter sends Mercury to remind Aeneas of his fate and responsibilities to son

Aeneas’ secret plans to leave, but he was obeying Jupiter / Mercury and was

intending to tell Dido

Confrontation between Dido and Aeneas
 Dido's fate
Book 6: Aeneas journeys into the Underworld
 Aeneas pities the fate of the unburied
 Aeneas meets Dido: he is stricken by her unfair plight
 Aeneas' love brings him to his father
 Aeneas will found the Roman race

AO3 [10 marks]

- 6 (b)(i) Describe how Dido and her people treated Aeneas and the Trojans after they landed in Africa and in Carthage itself.**

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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:

Initially Dido's people tried to burn the Trojan ships.
 She promises to help the shipwrecked Trojans on their way to Italy or Sicily
 Invites them to join her people and settle in Carthage
 Trojans and Carthaginians will be treated the same
 She offers to send men to look for Aeneas
 Invites Aeneas and Trojans into her home
 She sends animals and wine to the crews on the shore
 She hosts a banquet for the Trojans – wash / food / drink / couches
 Her affection for 'Cupid'/Iulus'

Allow reasonable comments on Dido's relationship with Aeneas (Book 4) and on her final hostility as he leaves (calls on her people to man ships and attack; curses Trojan descendants, etc).

AO1 [8 marks]

(b)(ii) Explain how Venus and Juno are both partly to blame for Dido’s death.

Levels of Response

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

Juno – her anger and the storm she requested bring Aeneas to Dido; Venus – wants to end her son’s suffering; shows him to Carthage; enhances Aeneas’ appearance, making him more attractive to Dido; has Cupid impersonate Ascanius; she takes the boy to the East and orders Cupid to make Dido fall in love with Aeneas; Juno - suggests the “marriage”; Venus does not disagree with Jupiter’s wife; Juno conducts the “marriage”, but the “marriage” has no human witnesses, therefore causing confusion between Dido and Aeneas: Dido views the relationship as marriage.

Neither Juno nor Venus have permission to carry out this plan from Jupiter – it runs contrary to the plan of fate; consequently Jupiter forces Aeneas to remember his fate and leave Carthage; Dido’s descent into despair, madness and suicide.

AO2 [8 marks]

(b)(iii) If you had been one of Dido’s people at Carthage, would you have respected her as your queen? Give reasons for your answer.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	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
Level 4	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
Level 5	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 express a range of positive and / or negative views on Dido’s qualities, most likely based on details of some, but not necessarily all, of the following:

Flight from Tyre; foundation of Carthage; ‘Bull’s hide’.
 Her vow to Sychaeus and rejection of Iarbas’ marriage proposal.
 Dido’s beauty; comparison with Diana.
 Dispensing laws/justice to her people; fair in assigning duties.
 Hospitality and sympathy to refugees (Trojans) and offer of help.

Growing infatuation with Aeneas; breaking of vow to Sychaeus; “marriage”; work on Carthage grinds to a halt.
 Relationship with Aeneas puts Carthage in danger from Libyan kings (Iarbas)
 Her emotional disintegration/madness in the final days.
 Vengefulness against Aeneas and Trojans at the end; her curse.

AO3 [10 marks]

Topic C The Ancient Olympic Games and the Panathenaia

7 (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
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

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 marks]

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

Levels of Response

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

Students may refer to 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.**

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 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; not competing naked

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 marks]

- 8 (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
Level 1	One simple, relevant reason	1 mark
Level 2	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 marks]

- (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]

- 9 (a)(i) Describe the layout of the stadium at Olympia and give brief details of the events which took place in the stadium.

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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

Layout:

Track roughly rectangular, straight and around 200m, with turning posts for multi-lap races; clay and sand surface; stone sills with grooves doubling as start and finish lines.

Evidence of a water trough around sides for spectators.

Raised earth embankments at either side (and later at each end) for spectators – no seating; slight curvature in the line of the side embankments (to facilitate view for all spectators).

Special seating area for *Hellanodikai* and priestesses..

Entrance tunnel (the ‘secret entrance’) for athletes leading from the Altis.

Events:

Running (stade race, *diaulos*, *dolichos*, *hoplitodromia*); javelin; pentathlon.

AO1 [8 marks]

(a)(ii) Explain how the Hellanodikai (judges) tried to make sure that the competition was fair for all the athletes, both before and during the Games.

Levels of Response

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

Students may mention:

Renowned for their impartiality, swore oath to judge fairly; 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).

AO2 [8 marks]

(a)(iii) To what extent do you think that the fighting events in the ancient Olympic Games (boxing, wrestling, pankration) were more dangerous than fighting events are in the modern Olympics?

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	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
Level 4	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
Level 5	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:

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; no canvas ring.

Modern full-contact combat sports (eg martial arts) require a range of body-protectors; some ban strikes at vital body areas.

Medical personnel in modern Games immediately on hand to treat injuries.

AO3 [10 marks]

- 9 (b)(i) **The Great Panathenaia was held in honour of Athene. Describe how the peplos was made and taken to her at this festival.**

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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:

Work began on the peplos 9 months before the Panathenaia at the festival of the Chalkeia, which honoured Athena as the goddess of arts and crafts. The loom was set up by the priestess of Athena and four young aristocratic girls, the *Arrephoroi*. The weaving was done by a team of young women, the *Ergastinai*. Brightly-dyed wool - saffron (yellow), blue and purple - was used to produce the cloth. The design featured scenes from the mythological battle between the Olympian gods and the Giants, with special prominence given to Athena and her defeat of Enkelados. The *peplos* was conveyed in the great procession from the Dipylon Gate of the city, through the agora, to the Acropolis, where it was placed by the priestess on the wooden statue of Athena Polias in the Erechtheion. After the completion of the Parthenon, an additional, huge *peplos* was also produced: this was carried on a 'ship-cart', a wheeled cart with a ship's mast; it was draped on the mast. This *peplos* was dedicated to Athena and displayed in the Parthenon itself.

AO1 [8 marks]

(b)(ii) Explain how all Athenians, both male and female, had the opportunity to be involved in the festival of the Great Panathenaia in some way.

Levels of Response

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

Students may mention details of:

Pannychis

Members of procession: various special groups, followed by rest of population in tribes

Special roles/importance of women

Spectators: short route of procession through Athens; venues of events.

Competitors: varied events to suit different abilities/interests etc – athletic, cultural, military events; Tribal contests.

Judges of competitions

Priests/priestesses supervising sacrifices and rituals.

AO2 [8 marks]

(b)(iii) What do you think were the purposes of the different types of competition at the Great Panathenaia? Refer to specific competitions in support of your answer.

Levels of Response

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

Credit any reasonable judgements supported by details of specific events.
Students may mention:

Military aspects/preparation: 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, greatness, cultural superiority.
Religious aspects: torch race.

AO3 [10 marks]

Topic D Pompeii and Herculaneum

10 (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
Level 1	One simple, relevant reason	1 mark
Level 2	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
Level 1	Something relevant and worthy of credit	1 mark
Level 2	Some clear, relevant knowledge	2 marks
Level 3	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
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 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]

- 11 (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 white 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
Level 1	Opinion supported by simple reason	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Credit any 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]

- 12 (a)(i) **There were many different businesses in Pompeii and Herculaneum. What types of evidence show us this? Do not refer to the laundry business (fullonica).**

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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 refer to some but not necessarily all of:

Buildings and contents, artifacts: bars and taverns; bakeries; brothel; baths; bronzesmiths; ironmongers; cobblers' tools; tannery; potters' shops and kilns; House of the Surgeon

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

Graffiti and inscriptions: over 50 trades/occupations recorded from Pompeii.

Documents: Caecilius Lucundus' business records.

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

Casts: root systems from vineyard.

Allow reasonable inferences re occupations from temples (priests), basilica/government buildings (lawyers, government officials/administration), theatres (actors), amphitheatre (*Ianistae*)

AO1 [8 marks]

(a)(ii) In what different ways was the forum in Pompeii important to the people of the town? Support your answer by referring to the evidence.

Levels of Response

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

Business: *Macellum*; fish market; 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 [8 marks]

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

Levels of Response

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

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)

Unpleasant odours (urine pots, fish)

AO3 [10 marks]

- 12 (b)(i) **What kinds of entertainment and leisure activities did the people of Pompeii and Herculaneum enjoy? Support your answer by referring to the archaeological evidence.**

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	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:

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

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

Using public and/or private baths; three sets of public baths in Pompeii.

Exercising in the Large Palaestra, with its swimming pool.

Bars and taverns.

Shopping in the forum or Via dell'Abbondanza.

Enjoying the fine architecture and decoration of the forum district, and sea views from around the Marine Gate.

Watching trials in the *basilica*.

Socialising in the forum

Spending time in the garden or reading in the *tablinum*.

Visiting relatives' tombs.

Visiting a temple.

Dining at home.

Insist on points being backed up by archaeological evidence.

AO1 [8 marks]

- (b)(ii) How did wall paintings and mosaics make houses in Pompeii and Herculaneum look attractive? Include evidence from houses you have studied to support your answer.**

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	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 the following features:

Wall painting:

Four different styles evolved creating various aesthetic effects, eg: vibrant/contrasting colours; imitating marble; architectural features and ‘views’ through windows/doors giving a ‘3-D style’ illusion of depth and space; pictures showing scenes from mythology, real life, the natural world, etc.

(1st style) Moulded and/or coloured stucco imitating marble blocks and panels;

(2nd style) Landscape views through windows/doors and other architectural details create depth and illusion of space, eg Villa of the Mysteries (columns topped by arches apparently ‘in front’ of coloured ‘marble’ blocks);

(3rd style) Black and red panels dominate, and are used to ‘frame’ pictures, to which the eye is drawn; very slender architectural columns;

(4th style) A development of 3rd style - very elaborate and intricate, but wiry, architectural features framing a tiny picture.

NB: detailed knowledge of the 4 styles is not essential: the focus is on the notion of attractiveness.

Mosaics:

Floor mosaics of varying complexity: plain monochrome or geometric patterns; colourful mosaics with tiny *tesserae* (especially in House of the Faun); “Beware of the dog” motifs were popular, as were other animal mosaics; historical scenes, eg ‘Alexander mosaic’ in the House of the Faun; mosaics depicting actors and theatrical scenes.

Wall mosaics are rare – spectacular nature/hunting images in the House of Neptune and Amphitrite (Herculaneum).

Max. Level 3 if only one aspect is discussed.

- AO2 [8 marks]**
- (b)(iii) If you were an archaeologist, which town would you prefer to work on – Pompeii or Herculaneum? Give reasons for your answer.**

Levels of Response

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

Allow mixed personal responses to appropriate material that might include:

Pompeii:

- Buried in ash; easier to dig out ash.
- Possible to produce casts from cavities.
- Larger, more famous and commercial site, providing greater range/variety of evidence for life/lifestyles.
- Wider range of building types.
- Absence of preserved organic material due to nature of destruction.

Herculaneum:

- Harder to dig through solidified deposits.
- Organic artefacts better preserved.
- Upper floors better preserved.
- Generally more violent deaths of inhabitants on beach and in boat sheds.
- Casting unnecessary or not possible.
- Pumping out water necessary in some of site.
- More of site remains to be excavated at Herculaneum.
- Has modern town above.
- Smaller town, less 'cosmopolitan' than Pompeii.

Give credit to students who recognise that both sites offer less opportunity to reveal extraordinary new finds than in the past, and that conservation is a priority along with smaller scale research projects.

AO3 [10 marks]

Assessment Objective Grid

Topic A – Herodotus, ‘The Persian Wars’

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

Topic B – Virgil, ‘Aeneid’

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

Topic C – The Ancient Olympic Games and the Panathenaia

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

Topic D – Pompeii and Herculaneum

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