

**OCR GCSE IN CLASSICAL CIVILISATION**

**1940**

**SPECIMEN ASSESSMENT MATERIALS**

These specimen assessment materials are designed to accompany the OCR GCSE specification in Classical Civilisation for teaching from September 2001.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared new specifications to incorporate the range of features required by new GCSE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

Qualification Accreditation Number: **100/1175/4**

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**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**CLASSICAL CIVILISATION**  
**PAPER 1: GREEK AND ROMAN CIVILISATION**  
**FOUNDATION TIER TOPICS 1–10**

**1940/11/12**

**Specimen Paper 2003**

Additional materials: Answer Paper

**TIME** Component 11: 1 hour 30 minutes  
Component 12: 2 hours 15 minutes

**INSTRUCTIONS TO CANDIDATES**

- Answer **either** two topics (Component 11); **or** three topics (Component 12).
- Answer **two** questions in Section A and **one** question in Section B of each topic.
- Write your answers on the separate answer paper provided.

**INFORMATION FOR CANDIDATES**

**Marks:** **Section A:** 12 marks each question  
**Section B:** 16 marks each question.  
**Total per topic:** 40 marks

Marks for a part of a question are shown at the end of the part.

Marks will be awarded for the accurate use of spelling, punctuation and grammar.

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## Topic 1

### Greek Religion

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Study the picture and then answer **all** the questions that follow.



A restored model "The Elgin Marbles" B. F. Cook, British Museum Press p15

- (a) Who is this goddess and how do you know? [1 + 1]
- (b) With which city is she associated? [1]
- (c) Which bird is sacred to this goddess and why? [1 + 1]
- (d) Which was the most important religious festival dedicated to this goddess? [1]
- (e) Give **six** details of this festival. [6]

**[Total: 12 marks]**

- 2 Study this picture of the temple of Apollo at Delphi and then answer **all** the questions that follow.



*"These were the Greeks"* Amos and Lang, Stanley Thornes Ltd. p80

- (a) Where, in Greece, was Delphi located? You might like to draw a sketch map to illustrate your answer. [1]
- (b) What was the name of the path which led up from the entrance to the sanctuary to the temple of Apollo? [1]
- (c) Give **two** reasons why visitors might have been impressed by this site. [2]
- (d) Give **two** reasons why people might wish to consult this god. [2]
- (e) Give **six** details about a visit to consult this oracle. [6]

**[Total: 12 marks]**

**3** Read the extract and then answer **all** the questions that follow.

‘How blessed are those who die after seeing these Mysteries, for only to them is given the chance to live again.’

Sophocles, *Dindorf* Fragment 719 (adapted)

- (a) To which mystery religion does the extract refer? [1]
- (b) Which **two** goddesses were worshipped at this Festival? [2]
- (c) Which animal was sacrificed at this Festival? [1]
- (d) Give **six** further details of this festival. [6]
- (e) Give **two** reasons why people wanted to join this religion. [2]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

1 (a) Describe how the Greeks worshipped their gods. You might mention:

- their Temples, cult statues and altars
- their Priests and Priestesses
- how they received messages from their gods and goddesses
- the presents they gave to their gods and goddesses
- who worshipped which gods and goddesses.

(b) Explain how modern religious worship is either similar or different. **[12 + 4]**

**Or**

2 (a) You are a modern time traveller present at a Greek sacrifice. What would you see?

You might mention:

- where the sacrifice is taking place
- the god or goddess to whom the sacrifice is dedicated
- what is being sacrificed
- those present and their reactions
- the preparation
- the procedure
- what happens after sacrifice.

(b) Are there any similarities to a modern religion known to you? Explain your answer. **[12 + 4]**

**[Total: 16 marks]**

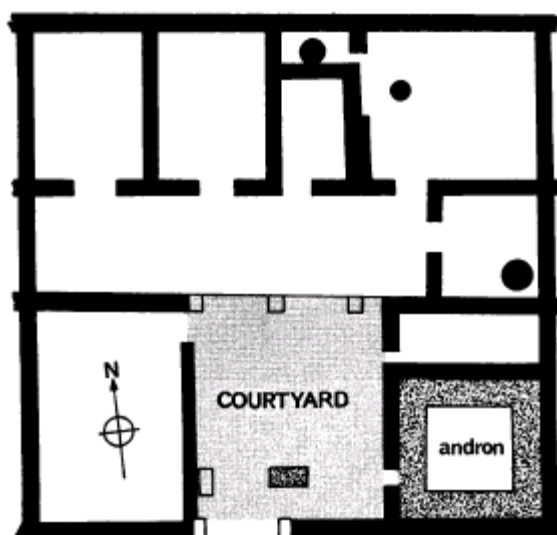
## Topic 2

### Home and Family in Athens

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Study the plan and then answer **all** the questions that follow.



**House at Olynthus: plan**

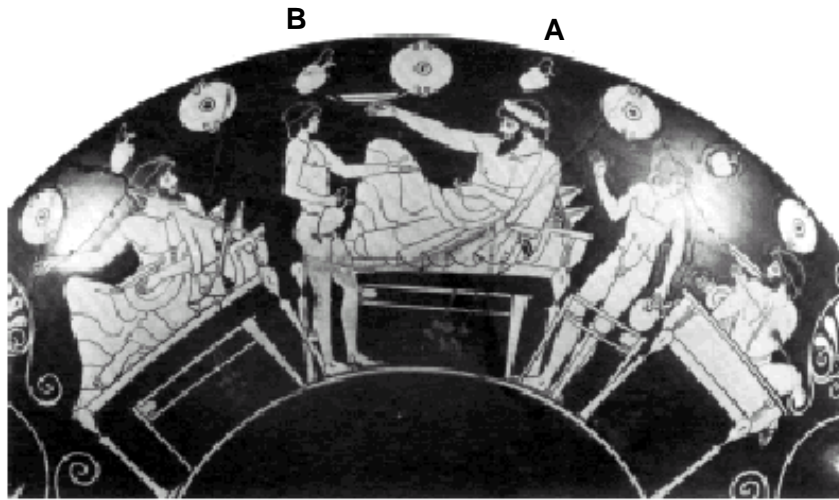
*"These were the Greeks"* Amos and Lang, Stanley Thornes Ltd. p142

- (a) Give **two** reasons why a Greek house was planned like this. [2]
- (b) Name **two** materials used to build a Greek house. [2]
- (c) Give **two** details about the courtyard. [2]
- (d) Describe **two** pieces of equipment which would have been used in the *Gynaikon*. [2]
- (e) Explain **two** reasons why you would be either happy or unhappy living in an Athenian house. [2 + 2]

**[Total: 12 marks]**



2 Study the picture and then answer **all** the questions that follow.



*"These were the Greeks"* Amos and Lang, Stanley Thornes Ltd. p144

- (a) Which event is shown? [1]
- (b) What is person **A** holding and why? [1 + 1]
- (c) Who is person **B** and what is he doing? [1 + 1]
- (d) What **two** things would be drunk at such events? [1 + 1]
- (e) Give **three** examples of food eaten at such events. [3]
- (f) Give **two** examples of entertainment to be expected at such events. [2]

**[Total: 12 marks]**

3 Read the extract and then answer **all** the questions that follow.

‘Those who can, buy slaves to **share** their work with them’

Xenophon “*Memorabilia*”

- (a) Where, and for how much, could a Greek buy a typical household slave? [2]
- (b) Describe **three** ways in which a person could become a slave. [3]
- (c) Describe **three** duties carried out by slaves. [3]
- (d) Who had the harder life, a male or female slave? Explain **two** reasons for your answer. [2 + 2]

[Total: 12 marks]

**Section B.** Answer **one** question in this Section.

**Either**

1 (a) Imagine you are an Athenian boy. Describe your education.

(b) Explain whether you were happy.

You might mention:

- who brought you up
- your toys
- your school room
- your school equipment
- your teachers
- your lessons
- your rewards and punishments.

[12 + 4]

**Or**

2 (a) You are a young Athenian wife who has to help with organising a family funeral. Describe what you would do and see.

(b) Explain your feelings about the dead person, the whole occasion and the future.

You might mention:

- who organised the funeral
- the appearance and behaviour of the mourners
- the preparation of the body
- the funeral procession
- the grave and grave yard
- the grave goods
- the grave stone
- the ritual.

[12 + 4]

[Total: 16 marks]

### Topic 3

#### Greek Athletic and Theatrical Festivals

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Study the pictures and then answer **all** the questions that follow.



**A**

*"The Greek Theatre"*  
H C Baldry, Chatto and Windus



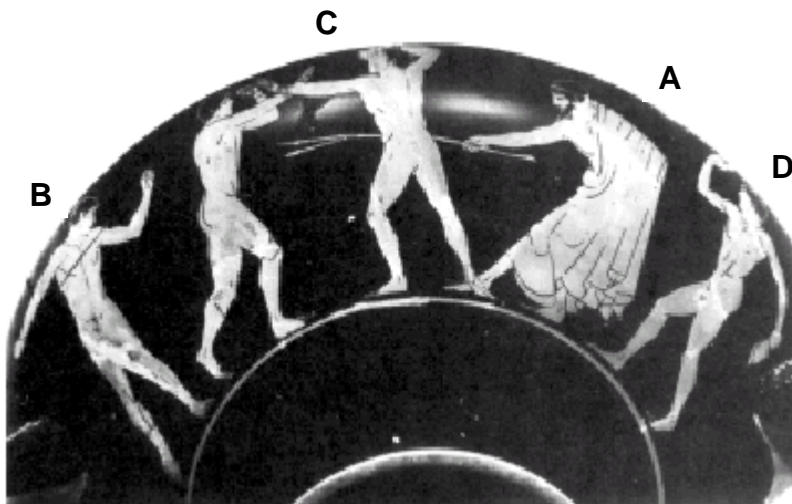
**B**

*"The Comic Theatre of Greece and Rome"*  
F H Sandbach, Chatto and Windus

- (a) What type of actor is **A**? How do you know? [1 + 2]
- (b) What type of actor is **B**? How do you know? [1 + 2]
- (c) Who would have paid for their costumes? [1]
- (d) Give **one** reason why he might have done so. [1]
- (e) Which costume (**A or B**) would you prefer to act in? Give **two** reasons for your answer. [2]
- (f) Give **two** differences between the costumes of a modern and ancient actor. [2]

**[Total: 12 marks]**

2 Study the picture and then answer **all** the questions that follow.



*"Athletics, Sport and Games"* J. Murrell Harper Collins p28

- (a) Who is **A**? How do you know? [1 + 2]
- (b) Person **B** is holding a javelin. How is it different from those used today? [1]
- (c) Person **D** is holding jumping weights. Give **two** ways in which the Greek long jump differs from the same event today. [2]
- (d) Name the event labelled **C**. [1]
- (e) Describe **three** ways in which the appearance of these two athletes is different from their modern equivalents. [3]
- (f) Explain **two** differences between the rules of event **C** and the same event today. [2]

**[Total: 12 marks]**

3 Study the pictures and then answer **all** the questions that follow.



**A**

*"The Ancient Olympic Games"*  
J. Swadding B.M.P. p19



**B**

*"The Dramatic Festivals of Athens"*  
Sir A. Pickard-Cambridge Fig. 13

- (a) God **A** is Zeus. How can you tell? [1 + 1]
- (b) God **B** is Dionysus. How can you tell? [1 + 1]
- (c) With which athletic festival was Zeus connected and why? [1 + 1]
- (d) With which drama festival was Dionysus connected and why? [1 + 1]
- (e) Do you think the religious element of these **two** festivals made them more enjoyable or not?  
Explain your answer. [2 + 2]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

**1** You are a Greek tragic playwright. Describe what you would have to do to put on your play.

You might mention:

- choosing a story
- making sure it is accepted for production
- the Sponsor and Finance
- musicians
- choice of actors
- training of actors and chorus
- machinery and special effects
- choice of scenery
- advertising the plays.

**[16]**

**Or**

**2** Describe the ways in which modern Athletic Competitions are different to ancient Athletic Festivals.

You might mention:

- where they were held
- the events
- how the competitors looked
- rewards and punishments
- spectators
- religious and political elements
- world interest.

**[16]**

**[Total: 16 marks]**

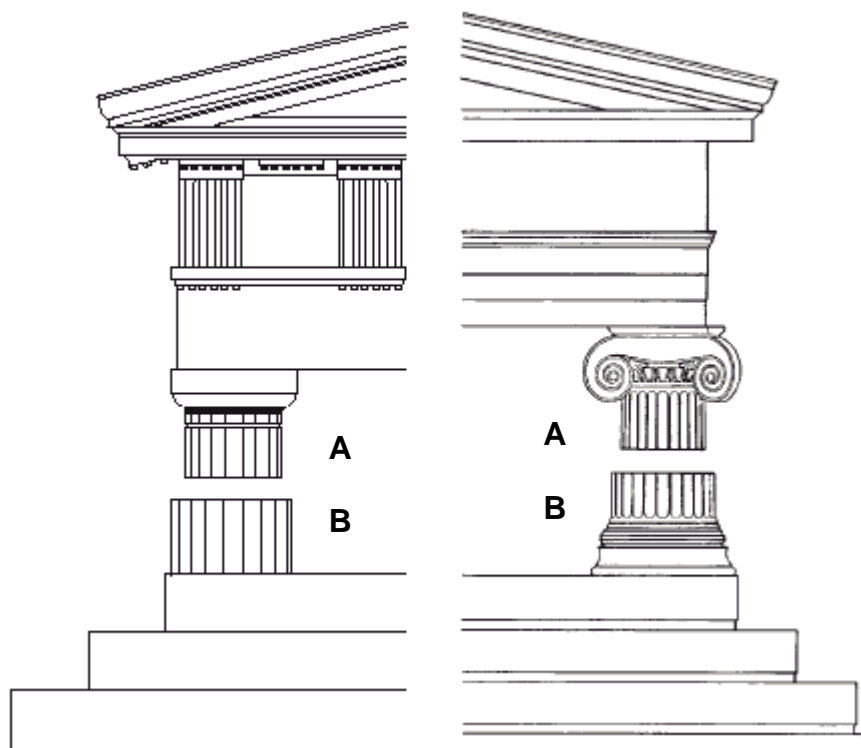
## Topic 4

### Greek Art and Architecture

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Study the diagrams and then answer **all** the questions that follow.



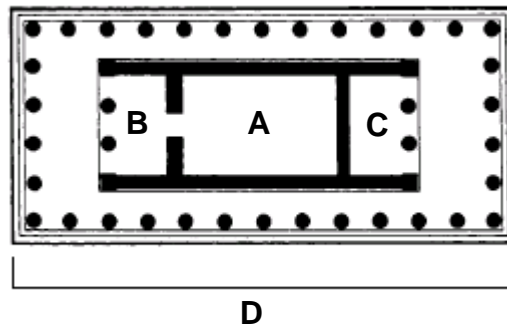
*"A Handbook of Greek Art" G. Richter, Phaidon p25*

- (a) Which orders of architecture are shown? [2]
- (b) Name **one** other order of architecture. [1]
- (c) Name the parts labelled **A** and **B**. [1]
- (d) Give **two** areas on a temple which were decorated with sculpture. [1 + 1]
- (e) Describe **two** ways in which sculpture on temples was made to look attractive. [1 + 1]
- (f) Describe **two** differences between the decoration of a temple and a modern religious building, and give **two** reasons for these differences. [2 + 2]

**[Total: 12 marks]**



2 Study the plan and then answer **all** the questions that follow.



*Handbook of Greek Art* G. Richter, Phaidon, p37

- (a) Name the parts of the temple labelled **A**, **B**, **C** and **D**. [4]
- (b) What would a visitor be likely to see in part **A** of a Greek temple? [1]
- (c) Give **three** materials used in the construction of Greek Temples. [3]
- (d) Describe **two** problems faced by the Greeks in the construction of a temple and explain how they solved these problems. [2 + 2]

[Total: 12 marks]

3 Study the pictures and then answer **all** the questions that follow.



**A**



**B**

*“An Introduction to Greek Art”, Susan Woodford, CUP, p41, p50*

- (a) Which statue is a **Kouros** and which is a **Kore**? [1 + 1]
- (b) From what material were they constructed? [1]
- (c) Describe **two** ways in which the appearance of these statues today is different from their appearance when they were made. [2]
- (d) Where would these statues have originally been displayed? [1]
- (e) Give **two** differences and **two** similarities between these statues. [2 + 2]
- (f) Which statue, **A** or **B**, do you prefer? Give **two** reasons for your answer. [2]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

**1** Describe the Parthenon.

You might mention:

- where it was built
- the size
- the number of columns
- what it was made of
- what it looked like inside
- the sculptures of Pediments, Frieze and Metopes
- why it was built.

**[16]**

**Or**

**2** Explain how a bronze free-standing statue was made.

You might mention:

- the use of wax
- the use of clay
- the use of bronze
- casting in sections
- welding
- finishing
- the advantages of bronze over marble.

**[16]**

**[Total: 16 marks]**

## Topic 5

### Sparta and the Spartan System

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Read the extract and then answer **all** the questions that follow.

“The city of the Spartans had no elaborate buildings nor fortifications. If it were to become deserted, I think there would be few who would believe in Sparta’s reputation.”

Thucydides “*History*” (adapted)

- (a) Where in Greece was the city of Sparta? [1]
- (b) Give **three** reasons why Sparta had no fortifications. [3]
- (c) What did the Spartans think of other Greeks? [3]
- (d) What did other Greeks think of the Spartans? [3]
- (e) With whom do you agree, the Spartans or the other Greeks? Explain your views. [2]

**[Total: 12 marks]**

2 Read the extract and then answer **all** the questions that follow.

“Lykourgos made the women exercise as part of their education.”

Plutarch “*Lives*” (adapted)

- (a) Give **three** ways in which Spartan women exercised. [3]
- (b) Give **three** reasons why Spartan women took part in physical education. [3]
- (c) Give **two** reasons why Spartan women exercising shocked other Greeks. [2]
- (d) Are you shocked by the idea of Spartan women exercising? Give **two** reasons with explanation. [2 + 2]

**[Total: 12 marks]**

3 Read the extract and then answer **all** the questions that follow.

“The Gerousia shall introduce proposals to the Apella who could listen and vote. However if the Apella voted wrongly, the Gerousia shall ignore it. There is no discussion.”

Aristotle *“Politics”* (adapted)

- (a) Who made up the Gerousia? At what age would they join? [1 + 1]
- (b) Give **two** of their duties **not** mentioned in the extract. [2]
- (c) How were members of the Gerousia chosen? [3]
- (d) Which Spartans made up the Apella? [2]
- (e) Give **three** reasons why other Greeks criticised the Spartan system of government. [3]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

**1 (a)** Describe how a Spartan boy would have been raised and educated.

You might mention:

- where he lived
- how he looked
- who supervised him
- the games he played
- his lessons
- his food
- his punishments and rewards.

**(b)** Which educational system is better, the Spartan or yours?

Give reasons for your answer.

**[12 + 4]**

**Or**

**2 (a)** If you were to write a book about Sparta what evidence would you use?

You might refer to:

- Primary and Secondary sources
- Archaeology
- Statues, pottery and bronze works
- Athenian Literature
- Spartan Literature.

**(b)** What problems might this evidence cause you?

Give reasons for your answer.

**[10 + 6]**

**[Total: 16 marks]**

## Topic 6

### Roman Religion

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

- 1 The picture below shows a statue of the goddess Isis. Study the picture and then answer **all** the questions that follow.



*“Religion and the Romans”, Ken Dowden, BCP, p70*

- (a) What is **A** and when would it be used? [2]
- (b) Water was carried in **B**. From which river was it taken? [1]
- (c) From which country did the worship of Isis come? [1]
- (d) Give **two** things which Seth (Isis' brother) did to her husband, Osiris. [2]
- (e) According to the myth, how did Isis get her husband back? [2]
- (f) Give **three** things which Romans did when they celebrated the festival of Isis. [3]
- (g) What reward did Isis give to those who worshipped her? [1]

**[Total: 12 marks]**



2 Study the pictures below and then answer **all** the questions that follow.



**A**

**C**



**B**

*"Roman Religion"*, Michael Massey, Longman, p16

- (a) Name God **A**. What is **C**. [1 + 1]
- (b) What happened when he banged **C** on the ground? [1]
- (c) What was he god of? [1]
- (d) Suggest **one** group of workers which might be keen to honour God **A**.  
Explain your answer. [1 + 1]
- (e) Name God **B**. [1]
- (f) What was he the god of? [1]
- (g) Give **two** pieces of evidence from the picture which confirm this. [2]
- (h) Suggest **one** occupation which might be keen to honour God **B**.  
Explain your answer. [1 + 1]

**[Total: 12 marks]**

3 Study the picture and then answer **all** the questions that follow.



*“Roman Religion”, Michael Massey, Longman, p3*

- (a) What ceremony is about to take place? [1]
- (b) What **two** things in the picture tell you this? [2]
- (c) Where would this take place? [1]
- (d) Give **four** details about the ceremony. [4]
- (e) Who would be in charge of the ceremony? [1]
- (f) What would happen to the animals after this ceremony? [2]
- (g) Give **one** reason why such ceremonies were important to the Romans. [1]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

- 1 Imagine you are a Vestal Virgin who has come to the end of her years of service. Describe your life to the girl hoping to be chosen to take your place.

You might mention

- how you were chosen
- how long you served for
- your duties
- special privileges you had
- how you were expected to behave
- punishments you might suffer.

Finish off by explaining **two** reasons why the Vestal Virgins are so important to Roman religion.

[12 + 4]

**Or**

- 2 Imagine you are the head of a Roman household. Explain to your son what must be done when a member of the family dies.

You might mention:

- the preparation of the body
- who would be in the procession
- what they wore
- how the body was carried
- what happened at the funeral pyre.

Go on to explain why it is important to honour your ancestors and explain briefly how this is done.

[12 + 4]

[Total: 16 marks]

## Topic 7

### Roman Home Life

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Study the picture below and then answer **all** the questions that follow.



*"The Roman Empire"*, James Mason, Longman

- (a) Scenes **A**, **B** and **C** are all part of the same occasion. What is the occasion shown in **B**? [1]
- (b) Who do you think are shown in scenes **A** and **C**? What are they doing in each scene? [1 + 2]
- (c) At what time of day would this occasion take place? [1]
- (d) Give **three** typical details of the layout of rooms where scenes like **B** used to take place. [3]
- (e) From their positions, who do you think the figures in scene **B** might be? [2]
- (f) Give **two** reasons why a Roman family might enjoy this occasion. [2]

**[Total: 12 marks]**

- 2 The picture below shows a household shrine (*lararium*). Study the picture and then answer **all** the questions that follow.



“Pompeii” Ian Andrews, CUP, p35

- (a) Where in the house would this shrine (*lararium*) usually be found? [1]
- (b) Of what were the *lares* the spirits? [1]
- (c) What were the *penates* and why did the Head of Household (*paterfamilias*) honour them? [1 + 1]
- (d) What was Vesta goddess of and why did the Head of Household (*paterfamilias*) honour her? [1 + 1]
- (e) Suggest **two** offerings that the *paterfamilias* might make to any of the spirits referred to above. [2]
- (f) Family religion was one responsibility of a *paterfamilias*. Explain **two** of his other responsibilities. [2 + 2]

**[Total: 12 marks]**

3 Read the funeral inscription below and then answer **all** the questions that follow.

To Gratia Alexandria

She was an outstanding example of modesty and self-restraint. She even brought up her children with the milk from her own breasts. Her husband set up this inscription to a woman who deserved it.

She lived for 24 years and 3 months.

- (a) Gratia fed the baby herself. What did a wealthy Roman family often do instead? [1]
- (b) Give **one** other responsibility which she would have towards her children. [1]
- (c) Why was having children dangerous for a Roman woman? [1]
- (d) Give **two** duties which Gratia would have had in her home. [2]
- (e) Give **one** reason why each of these was important. [1 + 1]
- (f) At what age might a Roman girl be married? [1]
- (g) Who usually chose her husband? [1]
- (h) Give **one** way in which a Roman wife was not equal to her husband. [1]
- (i) 'She was an outstanding example of modesty and self restraint.' Gratia's husband was clearly impressed by the way Gratia behaved.  
Explain **one** situation in which she may have impressed him by such behaviour. [2]

[Total: 12 marks]

**Section B.** Answer **one** question in this Section.

**Either**

1 (a) Imagine that you are a Roman boy who has just completed his school life.

Explain to a foreign visitor what it was like.

You might mention:

- what you studied in the schools of a *litterarius*, *grammaticus* and a *rheto*r
- what the lessons were like
- what the teachers were like
- discipline
- school equipment
- where you were taught.

(b) Explain why you think education today is better or worse than it was in Roman times.

[12 + 4]

**Or**

2 Imagine that you are a Roman citizen from a poor background. Suddenly you have inherited a fortune and have moved to your new town house.

Write a letter to a friend explaining how different your living conditions are now compared to what they were.

You might mention:

- furniture
- number of rooms
- the buildings themselves
- safety
- the design of your home
- decoration.

[16]

[Total: 16 marks]

## Topic 8

### Roman Sport and Leisure

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Read the extract below and then answer **all** the questions that follow.

*The poet Ovid writes a poem to a girl whom he is trying to impress.*

How I envy the charioteer  
He is a lucky man to be picked by you.  
I wish it was me, I'd get my team off to a flying start,  
crack the whip, give them their heads and  
shave the post with my nearside wheel.

Ovid "Ars Amatoria"

- (a) Why does Ovid wish he was the charioteer? [1]
- (b) Give **one** reason why charioteers were so popular. [1]
- (c) How was a chariot race started? [1]
- (d) How many laps did the chariots have to complete in a race and how could a charioteer see how many laps he had completed? [1 + 1]
- (e) What equipment, other than a whip, would a charioteer carry? [1]
- (f) Explain why different colours were important for charioteers **and** spectators. [1 + 1]
- (g) In the last line Ovid talks about the chariot going around the corner. What was the best tactic for a charioteer to steer around the corner? [1]
- (h) Why was this part of the race particularly exciting? [1]
- (i) Mention **one** sport today which has similar appeal and explain **two** reasons why. [2]

[Total: 12 marks]



- 2 The picture below shows the *Caldarium* (hot room) in the baths at Herculaneum. Study the picture and then answer **all** the questions that follow.



"Roman Towns", Peter Hodge, Longman, p45

- (a) What do you notice about the shape of the ceiling in this room? Why do you think that it is this shape? [1 + 1]
- (b) Mention **two** rooms which a bather would go into before this room. [2]
- (c) How were oil and a strigil used to finish off the bathing process? [1 + 1]
- (d) Explain how Romans heated the rooms in the baths. [3]
- (e) Mention **two** other things that a Roman might do at the baths. [2]
- (f) Without referring to anything that you have already said give **one** reason why baths were important to Romans. [1]

[Total: 12 marks]

- 3 The picture below shows a scene from a Roman Comedy. Study the picture and then answer **all** the questions that follow.



*"Roman Sport and Entertainment"*, David Buchanan, Longman, p58

- (a) Explain how you can tell that **A**, **B** and **C** are different characters in the play. [1]
- (b) **C** was usually the funniest character in a Roman Comedy. What would he be? [1]
- (c) Give **two** ways that he might make the audience laugh. [2]
- (d) Give **two** other types of character you might find in a Roman Comedy. [2]
- (e) If you looked at the scenery for a Roman Comedy, describe what you would see. [3]
- (f) **D** is playing a flute. What role did music play in Roman comedies? [1]
- (g) Give **one** way in which comedy today is different from comedy in Roman times. [2]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

- 1 Imagine that you are a slave whose job it is to plan a hunting expedition for your master. Describe all the things you would need to think of getting ready and why these were important for the hunt.

Explain two reasons why you think that your master enjoys hunting so much.

You might mention:

- different weapons used and their purposes
- the nets
- those who accompanied their master
- their various jobs
- techniques of hunting
- the different animals hunted.

[12 + 4]

**Or**

- 2 Imagine you are a citizen in ancient Rome. Write a letter to a friend who has never been to Rome explaining why the shows in the amphitheatre are very important to you, your fellow Romans and the Emperor.

You might mention:

- the different animals you see
- the different types of fighters
- the different countries that they come from
- criminals
- the atmosphere
- how it makes you feel about being a Roman
- the important people that you see there, including the Emperor.

[16]

[Total: 16 marks]

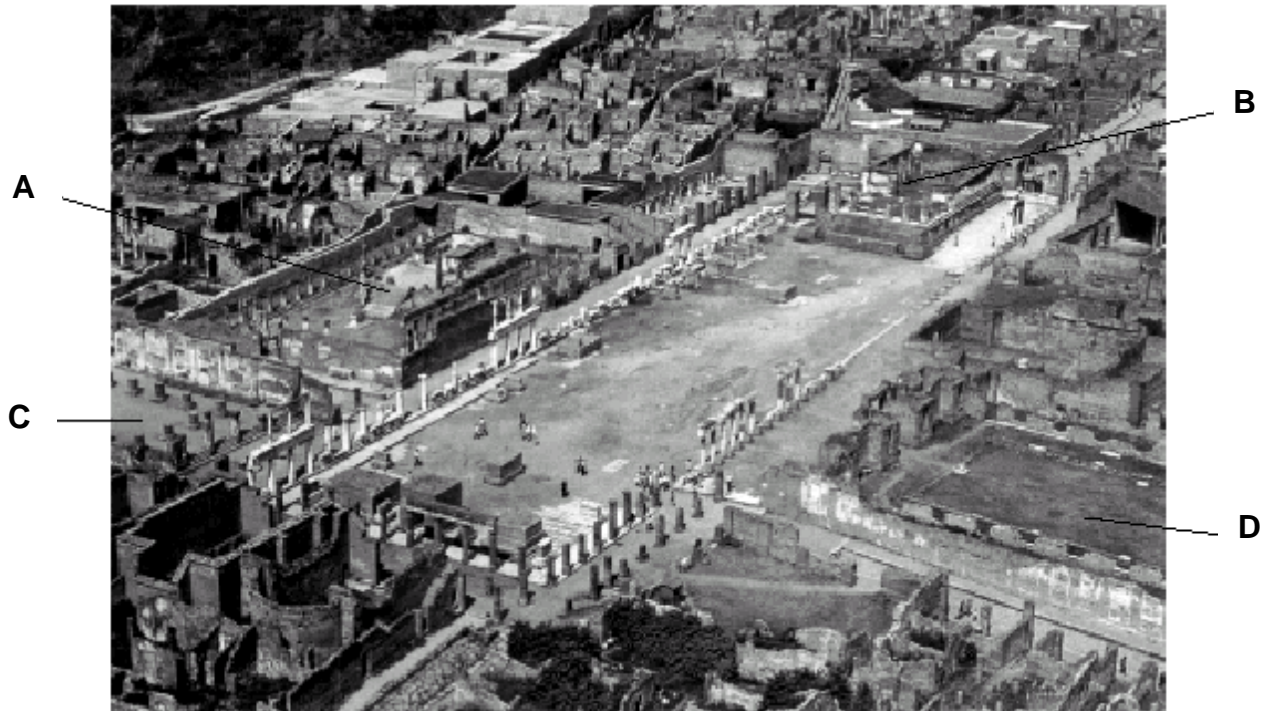
## Topic 9

### Pompeii

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

- 1 The picture below shows the Forum of Pompeii. Study the picture and then answer **all** the questions that follow.

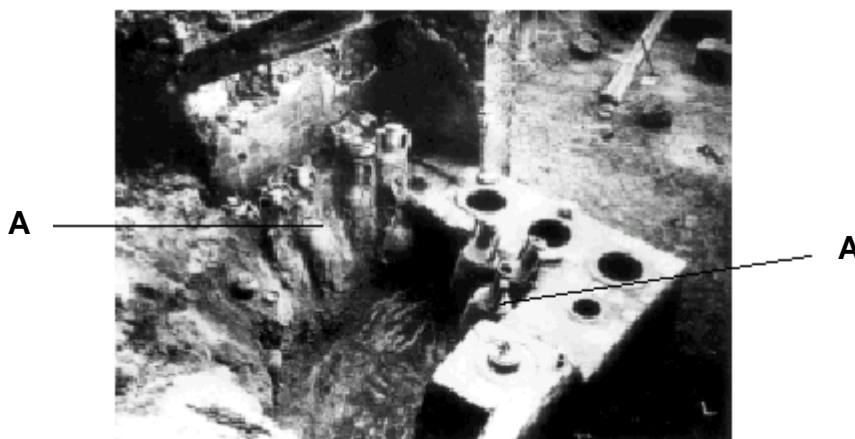


*"Pompeii: Civilization and Art", A de Franciscis, Interdipress, p22*

- (a) Name temples **A** and **B**. [2]
- (b) **C** is the Basilica. Give **two** things which Pompeians did there. [2]
- (c) **D** is the Eumachia building belonging to the cloth traders (Fullers). Give **two** details about the job the Fullers did. [2]
- (d) Give **two** things that you might see happening in the open area of the Forum. [2]
- (e) Explain **two** ways in which the Forum is similar to a modern town centre. [2 + 2]

**[Total: 12 marks]**

- 2 The picture below shows a partly excavated shop in Pompeii. Study the picture and then answer **all** the questions that follow.



*"Pompeii"*, Salvatore Nappo, Weidenfeld and Nicholson, p18

- (a) Give **one** thing which might have been bought from this shop. [1]
- (b) What were the items marked **A** used for? [1]
- (c) This shop has not yet been fully uncovered. Give **two** substances which archaeologists removed to uncover it. [2]
- (d) Give **two** other kinds of shop which have been discovered in Pompeii. [2]
- (e) Explain briefly how Pompeii was buried. [3]
- (f) Name **one** archaeologist who excavated Pompeii. Give **two** reasons why this work was important. [1 + 2]

**[Total: 12 marks]**

3 Study the picture and then answer **all** the questions that follow.



*"The Roman Empire"*, James Mason, Longman, p22

- (a) What are **A** and **B**? [2]
- (b) What were Roman water pipes made from? [1]
- (c) What was a Pompeian street made from? [1]
- (d) Why were the pavements so high? [1]
- (e) What were **C** used for? [1]
- (f) Pompeian streets were laid out on a 'Grid Plan'. Explain briefly what this was. [2]
- (g) What were usually found at the end of the main streets? [1]
- (h) Where were Pompeian tombs built? [1]
- (i) Give **two** details of what you would see if you walked down this street on a normal day in ancient times. [2]

**[Total: 12 marks]**

**Section B.** Answer **one** question in this Section.

**Either**

- 1 Imagine you are a Classics teacher who has to tell your students about the history of Pompeii. What would you tell them were the most important things to remember about the building and growth of Pompeii?

Explain your choices.

You might mention:

- why the Oscans first built the town
- the natural benefits of the area
- the arrival of Greeks in the area
- ways in which Pompeii changed as a town
- how the lives of the Pompeians changed
- changes brought about by the Samnites
- conflicts with Rome and what these meant to Pompeii
- Rome finally taking over Pompeii.

[16]

**Or**

- 2 Imagine that you are a guide given the job of taking a party of school children to an impressive Pompeian house or villa.

Which one would you choose and what would you want to show in particular to the school children? Explain your choices.

You might mention

- the name of the house you have chosen
- anything interesting about its design or layout
- particular rooms of interest
- impressive decoration
- particular things which have been discovered in the house
- what we can learn about the person who lived there.

[16]

[Total: 16 marks]

## Topic 10

### Roman Britain

Answer **two** questions in Section A **and one** question in Section B.

**Section A.** Answer **two** questions in this Section.

1 Read the passage below and then answer **all** the questions that follow.

Prasutagus, King of the Iceni and famous for his wealth, had made Caesar his heir together with his two daughters. He thought that by this kind gesture he would be able to prevent his family and his kingdom from coming to any harm. However, things turned out differently, so much so that his kingdom was plundered by the Roman centurions and his house was plundered by Roman slaves.

Tacitus, "Annals" 14.31

- (a) Name the wife of King Prasutagus. [1]
- (b) What **two** things had the Romans done to her and her daughters? [2]
- (c) Give **one** way in which the Romans had treated the King's people (the Iceni) badly. [1]
- (d) How did the Queen and her people respond to this bad treatment? [1]
- (e) Give **three** things which the Queen and her people did at Camolodunum (Colchester). [3]
- (f) Give **one** other success which the Queen and her people had against the Romans. [1]
- (g) Do you think that the Queen was a good leader or not? Explain your answer. [2]
- (h) How did the Queen die? [1]

**[Total: 12 marks]**



- 2 The temple of Mithras shown below was found at Carrawburgh near Hadrian's wall.  
Study the picture and then answer **all** the questions that follow.



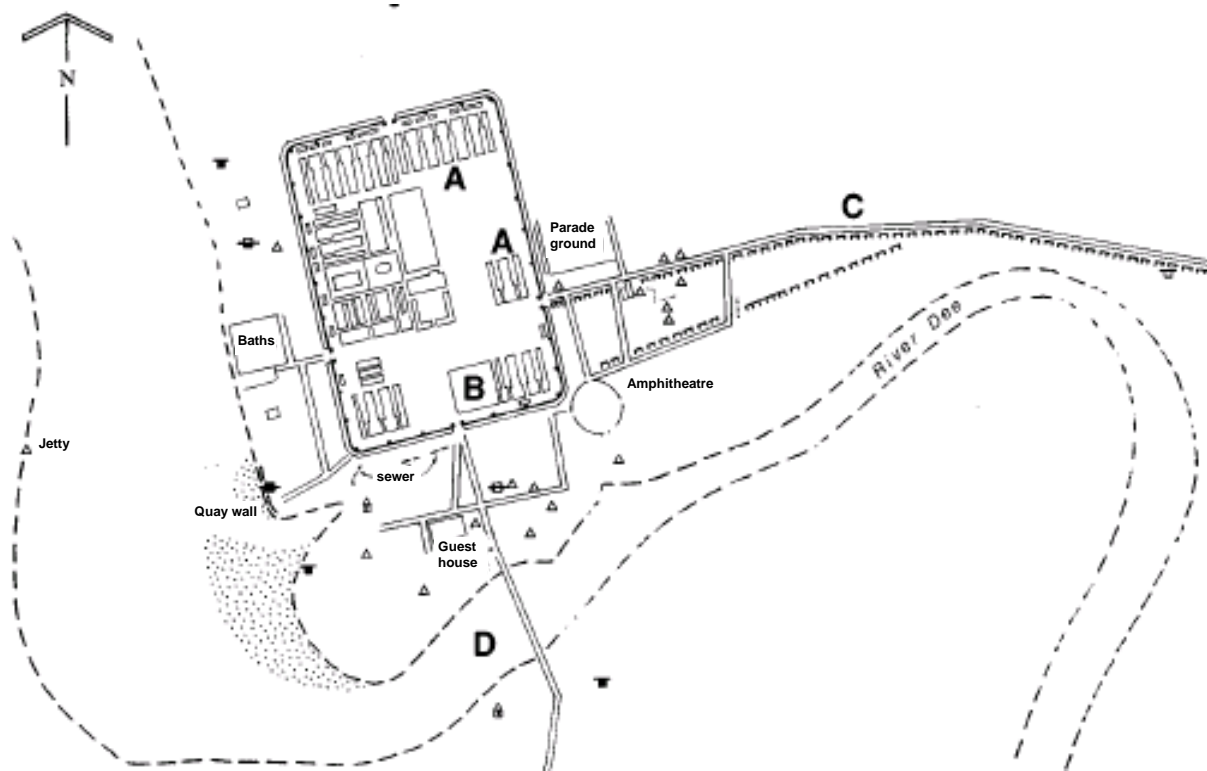
*"Hadrian's Wall"*, Stephen Johnson, Batsford, p91

- (a) Give **two** details of what this temple would have looked like inside. [2]
- (b) What was Mithras usually shown killing? [1]
- (c) Give **two** reasons why Mithras was particularly popular with soldiers. [2]
- (d) Give **one** other god who was worshipped by Roman soldiers in Britain. [1]
- (e) Give **one** piece of evidence which tells us that Romans also worshipped British gods. [1]
- (f) (i) Apart from temples give **one** other type of building which was built to benefit Roman soldiers in Britain. [1]
- (ii) Explain what benefit it would bring. [1]
- (g) The Romans built forts and mile castles on Hadrian's wall.  
Name **one** of the main forts. [1]
- (h) What were forts and mile castles used for? [2]

**[Total: 12 marks]**

3 The plan below shows the Roman fortress at Chester.

Study the plan and then answer **all** the questions that follow.



“Chester”, Peter Carrington, Batsford, p37

- (a) What were the areas labelled **A** used for? [1]
- (b) The Roman soldiers were able to relax in building **B**. What was it? [1]
- (c) Why were the Parade ground and Amphitheatre important to the Roman army in Chester? [1 + 1]
- (d) What was structure **C**? Give **one** reason why it was important. [1 + 1]
- (e) Give **two** reasons why the Romans thought it was a good idea to build their fortress near the river (labelled **D**) [2]
- (f) Give **two** things that we learn from Chester about life in the Roman army. [2]
- (g) Give **two** pieces of evidence which confirm this. [2]

[Total: 12 marks]

**Section B.** Answer **one** question in this Section.

**Either**

- 1 If you were an inhabitant of Britain who had lived through the times before and after the Romans had arrived, what would you say about the way your life had changed? When you look back, would you be glad that the Romans had taken over Britain?

You might mention:

- what you can buy and sell
- transport and roads
- health and hygiene
- religion
- government of Britain
- leisure and the way you relax.

[12 + 4]

**Or**

- 2 Describe a Roman villa with which you are familiar.

Explain **two** reasons why Roman villas were an important part of life in Roman Britain.

You might mention:

- the design and layout of the villa
- particular rooms of interest
- what the villa was used for
- how it developed
- why it was built where it was
- the occupations of the people who owned it.

[12 + 4]

[Total: 16 marks]



**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**CLASSICAL CIVILISATION**  
PAPER 1: GREEK AND ROMAN CIVILISATION  
FOUNDATION TIER TOPICS 1–10

**1940/11/12**

MARK SCHEME

**Specimen Paper 2003**

## Topic One: Greek Religion

### Section A.

Question	Expected answers	Marks
<b>1 (a)</b>	Any <b>two</b> from: Athena; armour, Nike, snake.	<b>[1 + 1]</b>
<b>(b)</b>	Athens	<b>[1]</b>
<b>(c)</b>	Owl + wisdom	<b>[1 + 1]</b>
<b>(d)</b>	(Greater) Panathenaia / festival of all Athenians	<b>[1]</b>
<b>(e)</b>	Any <b>six</b> details from: Peplos/ship/procession/ <i>apobates</i> /allies/sacrifices/contests/ organisation	<b>[6]</b>
<b>[Total: 12]</b>		

<b>2 (a)</b>	Central Greece	<b>[1]</b>
<b>(b)</b>	Sacred Way	<b>[1]</b>
<b>(c)</b>	Any <b>two</b> points from: Location / difficulties of access / buildings.	<b>[2]</b>
<b>(d)</b>	For advice / to anticipate the future	<b>[2]</b>
<b>(e)</b>	Any <b>six</b> details from: <i>Goat/pelanos</i> /purification/ <i>Pythia</i> /tripod/drugs/question priest /response in riddles/display/state and public approach.	<b>[6]</b>
<b>[Total: 12]</b>		

<b>3 (a)</b>	Eleusis/Eleusinian	<b>[1]</b>
<b>(b)</b>	Demeter/Persephone	<b>[2]</b>
<b>(c)</b>	Pig	<b>[1]</b>
<b>(d)</b>	Any <b>six</b> details from: Organisation in Athens/priests/guides/proclamation/ Piraeus march plus pig/march to Eleusis/initiation and things said, done and seen.	<b>[6]</b>
<b>(e)</b>	Any <b>two</b> valid responses: Promise of afterlife/exclusivity/personal involvement with deity/deities.	<b>[2]</b>
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		

**Section B.**

Question	Expected answers	Marks
1 (a)	The Temple - details of altar/cult statue/priests and priestesses /details of Pythia/hierophant/mantis/duties/omens/divination /prayer/ sacrifice - details. Votive offerings - Details of state and personal gods / polytheism / details of Olympian and chthonic deities. State festivals.	
(b)	Accept <b>two</b> valid responses <b>with</b> explanation.	
Expect a wide variety of approaches, especially dependant upon faith. There is no “set” response to this question.		<b>[12 + 4]</b>
2 (a)	Details might include reference to: reason for sacrifice / choice of deity / type of sacrifice-animal/ libation/vegetable. Preparation of victim (detail) type of priest/priestess and appearance; ritual hand washing/clean altar/lead beast to altar/grain and sprinkle of water/stun/cut throat/sacred silence/ paeon/skinning/entrails/thysia/distribution of meat/skin and skull	
(b)	Accept <b>two</b> valid responses <b>with</b> explanation.	
		<b>[12 + 4]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Two: Home and Family in Athens

### Section A.

Question	Expected answers	Marks
1 (a)	Privacy / separation of sexes.	[2]
(b)	Clay/stone/plaster/wood/iron	[2]
(c)	Paving/pool/well/altar	[2]
(d)	Loom/shuttle/ <i>epineitron</i> /spindle	[2]
(e)	Accept <b>two</b> reasonable responses <b>with</b> explanation.	[2 + 2]
<b>[Total: 12]</b>		

2 (a)	Symposium/drinking party	[1]
(b)	Kylix/drinking cup (1) refill/toast	[1 + 1]
(c)	Slave (1) refill (1)	[1 + 1]
(d)	Wine and water	[1 + 1]
(e)	Olives/figs/poultry/meat/fish/cucumber/onions/garlic/bread/grapes.	[3]
(f)	Music/dancing/ <i>kottabos</i>	[2]
<b>[Total: 12]</b>		

3 (a)	Agora/slave market; confiscated adult slaves after the mutilation of the Hermae were sold at 114-240 drachmae. Accept sensible suggestions close to this range	[2]
(b)	Any <b>three</b> from: War/piracy/birth/sale.	[3]
(c)	Any <b>three</b> from: Paedagogos/serving/shopping/general domestic chores – cooking, cleaning, collecting water/ weaving/spinning / looking after children / trade.	[3]
(d)	Accept <b>two</b> valid responses <b>with</b> explanation.	[2 + 2]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		



## Section B

Question	Expected answers	Marks
1 (a)	Details might include games and toys/ role of paedagogos/ role model of father/school buildings, equipment, punishment, number of pupils, <i>paidotribes</i> , <i>palaestra</i> , importance of athletic events/ <i>grammatistes</i> , reading and writing, teaching by rote/ <i>kitharoides</i> , lyre singing. Any 12 details	
(b)	Accept <b>two</b> valid responses <b>with</b> explanation.	
		[12 + 4]

2 (a)	Paid for by family/organised by women/scratch faces, pull out hair/ <i>prothesis</i> - preparation and laying out of body, water outside oikos for purification/ <i>moirologia</i> to lead ritualised wailing/performance of threnos/ ekphora - carrying out ceremony plus attendants/to Kerameikos/ grave and stele/grave goods and libation/ burial or partial cremation and funerary urn./ <i>Genesisia</i> and subsequent anniversary festivals. Any 12 details	
(b)	Sadness tempered by importance of family members position in oikos. Kyrios and first born son a greater loss than Mother or Daughter, because of finance and social position. Any <b>two</b> points <b>with</b> valid explanation.	
		[12 + 4]
<b>[Total mark available for Section B: 16]</b>		

### Topic Three: Greek Athletic and Theatrical Festivals

#### Section A.

Question	Expected answers	Marks
1 (a)	Tragic (1) Serious mask/decorative robes (2)	[1 + 2]
(b)	Comic (1) Exaggerated mask/tights/phallus/padding (2)	[1 + 2]
(c)	Sponsor / <i>choregos</i>	[1]
(d)	Image / status / formal obligation (liturgy)	[1]
(e)	Accept any valid answer <b>with</b> explanation.	[2]
(f)	Accept any valid answer <b>with</b> explanation.	[2]
<b>[Total: 12]</b>		

2 (a)	Trainer/coach; costume/staff	[1 + 2]
(b)	Thong	[1]
(c)	Swing weights/from standing start	[2]
(d)	Boxing	[1]
(e)	Shorts/gloves/boots/ring.	[3]
(f)	Death/beating by trainer/fewer rules. No controlled rounds or ring.	[2]
<b>[Total: 12]</b>		

3 (a)	Any <b>two</b> from: Throne/Nike/eagle/Pheidias statue.	[1 + 1]
(b)	Vine/satyrs/ship cart	[1 + 1]
(c)	Olympic games (or Nemean games); son Herakles	[1 + 1]
(d)	City Dionysia/Lenaea/ Rural Dionysia - Any one (1) God of theatre/fertility.	[1 + 1]
(e)	Accept <b>one</b> valid response <b>with</b> explanation for each festival	[2 + 2]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		

**Section B.**

Question	Expected answers	Marks
1	<p><b>Eight</b> details with explanations:</p> <p>Choice of plot and religious/ethical overtones/presentation before and acception by Archon/allocation of sponsor by lot, his skills and duties/ flute player and others if required/ allocation of actors by choice and lot/ training by playwright and <i>choregos</i> or by professional/ <i>ekkyklema</i> and <i>mechane</i>/ little scenery and simple/<i>proagon</i>.</p>	
		<b>[16]</b>
2	<p><b>Eight</b> details with explanations:</p> <p>Athenian and Panhellenic sites compared to modern variety/differing events, styles and rules/males of three age groups and no women/nude compared with today's athletic strip and accessories/eligibility of competitors/differing prizes, sponsorship and honour/differing punishments/composition of audience and geographical range/ more political today/less direct religious content today.</p>	
		<b>[16]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Four: Greek Art and Architecture

### Section A.

Question	Expected answers	Marks
1 (a)	Doric and Ionic	[2]
(b)	Corinthian	[1]
(c)	<b>A</b> -Capital <b>B</b> -Shaft/Drums – or simply column(?)	[1]
(d)	Any <b>two</b> from: Metopes/pediment/roof(acroteria and antefixes)	[1 + 1]
(e)	Any <b>two</b> from: Colour/metal (gilded) accessories/position	[1 + 1]
(f)	Accept any <b>two</b> valid reasons <b>with</b> explanation E.g. stained glass and manufacture or subject matter depending on religion	[2 + 2]
<b>[Total: 12]</b>		

2 (a)	<b>A</b> - Naos/cella <b>C</b> - Pronaos	<b>B</b> - Opisthodomos <b>D</b> - Peristyle	[4]
(b)	Cult statue		[1]
(c)	Any <b>three</b> from: Marble/limestone/wood/terracotta/bronze/wax//iron/lead		[3]
(d)	Quarrying /transport of materials to site/levering of blocks/accidents to workforce/damage to materials/finance/technicalities E.g. <i>anathyrosis</i> and <i>entasis</i> . Any <b>two</b> valid responses.		[2 + 2]
<b>[Total: 12]</b>			

3 (a)	<b>A</b> - Kouros <b>B</b> - Kore		[1 + 1]
(b)	Limestone/Marble		[1]
(c)	Any <b>two</b> from: Colour/accessories/damage//inscription		[2]
(d)	Graves/sanctuaries		[1]
(e)	Any <b>two</b> valid responses from: Male/female; hair back/forward; striding/static/fists clenched/fixed to body/archaic smile.		[2 + 2]
(f)	Accept any <b>two</b> sensible reasons with explanation		[2 + 2]
<b>[Total: 12]</b>			
<b>[Total mark available for Section A: 24]</b>			

**Section B.**

Question	Expected answers	Marks
1 (a)	Dimensions/ 9:4 ratio/position on Acropolis/Ionic columns/tiered columns/cult statue. "The Parthenon" S. Woodford C.U.P. p32  W Metopes = Greeks v Amazons E Metopes = Gods v Giants S Metopes = Lapiths v Centaurs N Metopes = Capture of troy E Pediment = Birth of Athena W Pediment = Conflict Athena and Poseidon	
(b)	Celebration of Athena's power/power of Athens/civilisation v barbarism/ explanation of the frieze (Panathenaia and/or Marathon) Boardman or Vickers theories.	
		<b>[16]</b>

2 (a)	Lost wax method/clay models/coated with wax/encased in a mould/turned upside down/molten bronze poured into displace wax/moulds removed/hollow pieces welded together/accessories attached/burnishing.	
(b)	Improved naturalism-colour and stance. Large scale pieces-weight No need for plinth-fastenings via soles Economy-casting in separate pieces. Accept any <b>three</b> valid points with explanation.	
		<b>[16]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Five: Sparta and the Spartan System

### Section A.

Question	Expected answers	Marks
<b>1 (a)</b>	South/Peloponnese	[1]
<b>(b)</b>	Any <b>three</b> from: Distance/mountain ranges/control of passes/rugged sea line/army/position of allies.	[3]
<b>(c)</b>	Weak/corrupt/lazy/disorganized. Any <b>three</b> valid responses.	[3]
<b>(d)</b>	Any <b>three</b> from: Stupid/old fashioned/frightening/cruel/barbaric.	[3]
<b>(e)</b>	Accept <b>two</b> valid reasons	[2]
<b>[Total: 12]</b>		

<b>2 (a)</b>	Any <b>three</b> from: Running/wrestling/javelin/discus.	[3]
<b>(b)</b>	Any <b>three</b> from: Female health/health of babies/prevent miscarriage/endure labour.	[3]
<b>(c)</b>	Any <b>two</b> from: Naked/with men/not confined to home.	[2]
<b>(d)</b>	Accept any <b>2</b> valid reasons with explanation.	[2 + 2]
<b>[Total: 12]</b>		

<b>3 (a)</b>	Male Equals (1) over 60 yrs (1)	[1 + 1]
<b>(b)</b>	Details of any <b>two</b> from: Foreign policy/changes in law/matters of peace and war/summon <i>Apella</i> /judicial functions.	[2]
<b>(c)</b>	In front of <i>Apella</i> /judges locked away/shouting.	[3]
<b>(d)</b>	Equals/over 30.	[2]
<b>(e)</b>	Any <b>three</b> from: Kings/no discussion/age of <i>Gerousia</i> /method of election/lack of balance (role of <i>ephors</i> ).	[3]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		

**Section B.**

Question	Expected answers	Marks
1 (a)	Before seven - at home, strict upbringing by nurses. After seven - in barracks / companies platoons/ <i>paidonomos/eirens</i> /shaven heads/little clothing and food/rush bedding/athletic/and musical competitions/basic literacy and numeracy/tough games/highly competitive/stealing/obedience and conformity encouraged.	
(b)	A variety of responses expected, but ideally ones which refer to appropriateness regarding society.	
		<b>[12 + 4]</b>

2 (a)	<p>1 Archaeological remains in situ</p> <p>2 Bronze works, pottery, sculpture</p> <p>3 Spartan literature - Tyrtaios, Alkman, Terpander.</p> <p>4 Athenian Literature - <b>a</b> Aristophanes, <b>b</b> Plutarch, <b>c</b> Xenophon, <b>d</b> Thucydides.</p> <p>5 Secondary sources - text books, films, lectures, research papers.</p> <p>Reference to and detail of each of the above.</p>	
(b)	<p>1 Meagre and misleading.</p> <p>2 Little direct Spartan testimony</p> <p>3 Interpretation, bias and misunderstanding.</p>	
A difficult question and one not offered before. Candidates either will have been prepared thoroughly or will write in desperation!		<b>[10 + 6]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Six: Roman Religion

### Section A.

Question	Expected answers	Marks
1 (a)	Sistrum/rattle + shaken at ceremonies/festivals	[2]
(b)	Nile	[1]
(c)	Egypt	[1]
(d)	Any <b>two</b> from: Killed him (1) cut him into pieces (1) scattered parts over world (1)	[2]
(e)	Gathered up parts + put him together/reborn	[2]
(f)	Any <b>three</b> from: Procession/ hymns/ music/ dressed up/ carried sacred emblems etc.	[3]
(g)	Life after death	[1]
<b>[Total: 12]</b>		

2 (a)	Neptune/ Poseidon + trident	[1 + 1]
(b)	Earthquakes	[1]
(c)	Sea	[1]
(d)	Sailors + safety or traders + success of import/export	[1 + 1]
(e)	Mars/Ares	[1]
(f)	War/ accept agriculture	[1]
(g)	Armour (1) or helmet (1) shield (1) breast plate (1)	[2]
(h)	Soldiers + protection/ victory/ personal success	[1 + 1]
<b>[Total: 12]</b>		

3 (a)	Sacrifice	[1]
(b)	Any <b>two</b> from: Animals/ altar man with ceremonial "hammer"/ priest (covered head)	[2]
(c)	At altar/ outside temple	[1]
(d)	Decorated animal/running of knife along back/stunning of animal/ throat slit/Head up or down. Any <b>four</b> valid details. Haruspices can be rewarded here but not again in question (f)	[4]
(e)	Chief priest/ <i>pontifex</i>	[1]
(f)	Entrails examined or cut up and burnt on altar/ eaten at banquet	[2]
(g)	Placatory purpose or explanation.	[1]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		



**Section B.**

Question	Expected answers	Marks
1	<p>Candidates may include the following:</p> <p>Selection from noble families/ by Pontifex Maximus/ aged around 12 years/ honour of being chosen/ 30 year service/ guard sacred flame/ live in temple quarters/ remain chaste/ make sacred meal for sacrifices/ attend sacrifices/ festival of <i>Bona Dea</i>/ ceremony of first harvest/ only women to go to sacrifices/ special seats at shows/ buried alive if vows broken/ whipping if flame went out.</p> <p><b>Max 12</b> marks but only if <b>all</b> bullet points covered.</p> <p><b>Plus:</b> Two reasons explained: Flame meant security of Rome having come from the ashes of Troy/ Responsibilities for religion of women, links to fertility of crops/ Production of "<i>mola salsa</i>" – integral part of sacrifice. Reward all worthwhile suggestions.</p>	
		<b>[12 + 4]</b>
2	<p>Candidates may refer to the following:</p> <p>Purification of the house/ sacrifice to the Lares/ washing/ anointing of body/ dressed in fine clothes/ coin in mouth.</p> <p>Procession/ paid mourners/ open coffin/ masks of ancestors/ even entertainers present/ family members all present.</p> <p>Cremation/ body on funeral pyre/ eyes opened and closed for last time/ kissed/ wine poured over ashes/ collection of ashes in urn/ off to family tomb.</p> <p><b>Max 12</b> but only if <b>all</b> three areas of bullet points are covered.</p> <p><b>Plus:</b> Ancestors had to be kept happy as a mark of respect and to stop haunting of family. This was done in a number of ways: Sacrifice to Lares regularly/ wine was poured into tombs/ banquets held in honour of dead relatives/ Festivals; Candidates may be credited for reference to the Parentalia or the Lemuria.</p>	
		<b>[12 + 4]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Seven: Roman Home Life

### Section A.

Question	Expected answers	Marks
1 (a)	<i>Cena</i> /dinner/banquet	[1]
(b)	Slaves. A = preparing/pouring wine C = cooking/preparing bread	[1 + 2]
(c)	Evening	[1]
(d)	Couches/along three sides/table in middle	[3]
(e)	Husband/ <i>Paterfamilias</i> + wife	[2]
(f)	Chance to be together/invite guests/business possibilities/good food Any reasonable suggestion	[2]
<b>[Total: 12]</b>		

2 (a)	<i>Atrium</i> /hall	[1]
(b)	Ancestors	[1]
(c)	Spirits of store room + idea of keeping family healthy or similar	[1 + 1]
(d)	Fire/hearth + warmth/cooking (possibility of reference to State Vestals)	[1 + 1]
(e)	Food/wine/flowers/incense.	[2]
(f)	Finance/conducting business/education/clients/state worship. Any <b>two</b> explained.	[2 + 2]
<b>[Total: 12]</b>		

3 (a)	Wet-nurse	[1]
(b)	Early education	[1]
(c)	Could die in child birth	[1]
(d)	Weaving/supervision of slaves - most likely	[2]
(e)	Family clothing/traditional " <i>matrona</i> " + running of household/food/chores	[1 + 1]
(f)	12-14	[1]
(g)	Father/ <i>paterfamilias</i>	[1]
(h)	Property/legal status	[1]
(i)	Numerous possibilities which can be taken on their own merits.	[2]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		

**Section B.**

Question	Expected answers	Marks
1 (a)	<p>In the first part candidates may refer to:</p> <p><b>Litterator:</b> Basics of reading and writing/ mathematics and shorthand</p> <p><b>Grammaticus:</b> Learning Latin + Greek/ reciting passages/ commentaries on texts: style, form, content. Variety of material, particularly Greek works: Philosophy/ poetry/ drama/ medicine/ science. Analysis/ question+answer sessions. Reward specific examples, eg “how many verbs?” etc.</p> <p><b>Rhetor:</b> Art of speaking/ debate/ forming arguments/ looking at texts/ question+answer debates/ comparison of characters/ events from history/ suasoria/ controversia/ monologues in character. Strict teacher/ beatings/ wax tablets/ stilus/ room at back of shop/ any details of physical environment.</p>	
(b)	<b>Plus</b> Reasonable explanations/ comparisons with modern society	
		<b>[12 + 4]</b>

2	<p>Candidates may include details of their new homes:</p> <p>Inward facing / rooms off central hall/ atrium/ let in light and air. Family rooms: bedrooms/ tablinum – business/ summer/ winter dining rooms/ garden/ peristyle/ slaves quarters. Sparse furniture: chair/ table/ couch/ bed/ kitchen/ latrine/ baths - near water supply/ family could socialise/ dine/ keep slaves separate/ meet to be a family/ recline/ relax/ light/ air – go for a stroll.</p> <p>As opposed to: Tenements/ dangers of fire/ cramped conditions/ sparse furniture/ poor sanitation/ crime rate etc.</p>	
		<b>[16]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Eight: Roman Sport and Leisure

### Section A.

Question	Expected answers	Marks
1 (a)	Popularity with women	[1]
(b)	Heroic/risked lives/people won money/supported teams - accept any other plausible suggestion	[1]
(c)	Dropping of starched towel/napkin	[1]
(d)	7 + Eggs/ <i>ova</i> /dolphins	[1 + 1]
(e)	Dagger	[1]
(f)	Charioteers wore them as part of their team + people supported/bet on colours	[1 + 1]
(g)	Inside lane + graze <i>meta</i> with wheel	[1]
(h)	Most dangerous/crashes often occurred	[1]
(i)	Any reasonable comparison	[2]
<b>[Total: 12]</b>		

2 (a)	Curved/domed + moisture ran down sides/did not drip	[1 + 1]
(b)	<i>Tepidarium</i> + <i>apodyterium</i> or English equivalent	[2]
(c)	Rubbed with oil + scraped off	[1 + 1]
(d)	Hypocaust: Furnace stoked by slaves/warm air circulates under/raised floors/Flues in walls/cool as it moves away from furnace. <b>Three</b> relevant details but overall picture should be presented for full marks.	[3]
(e)	Socialise/conduct business/manicure, armpits etc/exercise. Specific examples can be rewarded.	[2]
(f)	Relaxation/cleanliness after the morning's work/preparation for evening meal. Candidates may use answers in MS to question (e) if they are not repeating themselves.	[1]
<b>[Total: 12]</b>		

Question	Expected answers	Marks
3 (a)	Masks	[1]
(b)	Slave	[1]
(c)	Visual: dress, mask/slapstick/verbal wit. Explanations of possible scenes which reflect these aspects are acceptable.	[2]
(d)	Old man/young son/parasite/pimp/prostitute/soldier etc.	[2]
(e)	Street scene/three doors/altar/temple	[3]
(f)	Background music/atmosphere	[1]
(g)	Any reasonable explanation	[2]
<b>[Total: 12]</b>		

### Section B.

Question	Expected answers	Marks
1	<p>Candidates may include the following:</p> <p>Weapons included; slings/javelins/knives/particularly hunting spears for face to face combat/nets; wide and thin meshed/horses and dogs and slave followers to drive animals into the open.</p> <p>Animals were tracked down and then driven into the open/in the desired direction for the benefit of the “hunter”/use of dogs important here/feathers used to drive innocuous animals towards hunters.</p> <p><b>Plus</b></p> <p>Social aspect and personal challenge explained also trapping of animals for shows acceptable.</p>	
		<b>[12 + 4]</b>

2	<p>Candidates may include the following:</p> <p><i>Secutors</i> of various types against <i>retiarii</i>.</p> <p>Spectacular/vicious animals, from Africa/Egypt/Asia/Europe/hunted or pitted against each other/used as means of execution/</p> <p>Audience involvement/signalling life or death</p> <p>Roman patriotism/in control of so many areas of the world/accept the moral negative attitude. Yet in the company of the Emperor.</p> <p>Emperor gains loyalty of the people/replaces “the vote” Personal prestige/accessibility etc.</p> <p>Candidates <b>must</b> refer to <b>all three</b> referred to in question or max 14.</p>	
		<b>[16]</b>
<b>[Total mark for Section B: 16]</b>		

## Topic Nine: Pompeii

### Section A.

Question	Expected answers	Marks
1 (a)	A = Apollo B = Jupiter.	[2]
(b)	Law/speeches	[2]
(c)	Cleaned and dyed cloth	[2]
(d)	Speeches/stalls/social "walking area"	[2]
(e)	Traffic denied/modern markets/key buildings - any reasonable suggestions Specific examples are acceptable.	[2 + 2]
<b>[Total: 12]</b>		

2 (a)	Hot snack etc.	[1]
(b)	Storage jars/wine	[1]
(c)	Ash, pumice/collapsed building	[2]
(d)	Bread/jewellery/meat/any reasonable suggestion (try to pick out guesswork based on modern towns)	[2]
(e)	Earthquakes so buildings collapse/Vesuvius erupts/showers ash and pumice/allow for further details including pyroclastic surge/buildings collapse/ash settles and hardens.	[3]
(f)	Fiorelli most likely + dividing Pompeii into regions/numbering finds, doors/plaster casting.	[1 + 2]
<b>[Total: 12]</b>		

3 (a)	A = water tower B = Fountain	[2]
(b)	Lead	[1]
(c)	Lava stone/blocks	[1]
(d)	Drainage/sewage explained.	[1]
(e)	Stepping stones	[1]
(f)	Streets at right angle/accommodation blocks in between	[2]
(g)	Gates	[1]
(h)	Outside town/along outside roads	[1]
(i)	Reasonable explanations as candidates use their imagination.	[2]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		

**Section B.**

Question	Expected answers	Marks
1	<p>Candidates may include:</p> <p>Oscans local tribe/site on main North-South trade route/flat ridge defensible. River Sarno navigable/water supply/ irrigation/good agricultural climate. Bay of Naples gave good prospects for trade.</p> <p>Greek colonies nearby/good relations/trade goods/possible influence on grid pattern during expansion/more businesses grew/people had access to luxury goods/artistic novelties/Greek temples built in Pompeii/basic house design.</p> <p>Samnite threat caused building of wall/more military minded.</p> <p>Conflict with Romans took Rome to Pompeii/Social wars: Pompeii becomes ally of Rome. Roman form of government/expansion of trade/ baths/amphitheatre/luxury houses/villas nearby/security allowed Pompeii to enjoy Augustan "Golden Age". Reward specific examples.</p>	
		<b>[16]</b>
2	<p>Candidates will be able to show off their knowledge of a particular house <b>but</b> marks can only be awarded if the candidates discuss a particular house and include specific details of that house.</p> <p>(See specification for notable features of specified houses.)</p>	
		<b>[16]</b>
<b>[Total mark available for Section B: 16]</b>		

## Topic Ten: Roman Britain

### Section A.

Question	Expected answers	Marks
<b>1 (a)</b>	Boudicca	[1]
<b>(b)</b>	Flogged + assaulted/raped	[2]
<b>(c)</b>	Lands confiscated	[1]
<b>(d)</b>	Rebellion	[1]
<b>(e)</b>	Attacked city/burnt shops and homes/killed all inhabitants/pulled down temple. Reward specific details.	[3]
<b>(f)</b>	Defeat of Cerealis/attacks on St Albans/London	[1]
<b>(g)</b>	Reward opinions which show some analysis. Repetition of information already used can score a max of 1	[2]
<b>(h)</b>	Poisoned herself/committed suicide	[1]
<b>[Total: 12]</b>		

<b>2 (a)</b>	Dark/benches/bull slaying depiction etc	[2]
<b>(b)</b>	A bull	[1]
<b>(c)</b>	Warrior god in the first place/strict moral code/myth	[2]
<b>(d)</b>	Allow flexibility. Question <b>(e)</b> should identify guesswork	[1]
<b>(e)</b>	Allow whatever supports question <b>(d)</b>	[1]
<b>(f) (i)</b>	Baths most likely	[1]
<b>(ii)</b>	Relaxation/cleanliness	[1]
<b>(g)</b>	Housteads/Chesters (less well known acceptable).	[3]
<b>(h)</b>	Forts: Billeting of soldiers/administration of Roman army/ headquarters. Mile Castle: look out point/supervision of parts of wall not covered by gates. Differentiation is the key.	[2]
<b>[Total: 12]</b>		



Question	Expected answers	Marks
3 (a)	Barracks	[1]
(b)	Baths	[1]
(c)	Display of military force/discipline + training of Roman army	[1 + 1]
(d)	Aqueduct + water supply to fort/town	[1 + 1]
(e)	Transport of supplies/movement of army	[2]
(f)	Partnerships/foreign legionaries/integration with local community/ hierarchy of officers. Be flexible in rewarding examples.	[2]
(g)	Grave stones/inscriptions/specific finds etc.	[2]
<b>[Total: 12]</b>		
<b>[Total mark available for Section A: 24]</b>		

### Section B.

Question	Expected answers	Marks
1	<p>Candidates may refer to the following:</p> <p>Security of markets and trade/local produce widely circulated but also the possibility of imported goods/ability for swifter and more secure transport of produce/water supply/sanitation/medicine/integration of Roman religion thus feeling part of Empire. Governors representing emperor/commanding army /security of province military recruitment/ diplomatic relations/oversee government of individual cities/dealing with town magistrates/acting as ultimate judicial authority/legal cases involving Roman citizens/travelled province hearing cases in person. Aided by clients, friends and staff.</p> <p>Procurator controlled finances: collection of revenue and dues/taxes/ expenditure/army salaries/supervised mines/acted as bailiffs.</p> <p>Role of the Baths/shows etc.</p> <p>This topic is wide ranging. Variety is necessary for highest marks.</p> <p>Reward valid observations for the second part only when they show new ideas or development of information already given in the first part.</p>	
		<b>[12 + 4]</b>

Question	Expected answers	Marks
2	<p>In this question candidates are free to show their knowledge of a particular villa. Many villas brought the luxury of the towns to the country. Owned most likely by pre-Roman aristocracy whose positions under the Romans (councillors etc) had allowed them to continue to prosper and this wealth is reflected in the mosaics, wall paintings, dining rooms and sumptuous suites of baths. Evidence suggests that more than one family may have lived in them.</p> <p>As farms they were often food-producing machines/ estates with forests, meadows and cultivated fields. The scattered buildings could vary greatly; cow sheds, corn-storage/drying, watermills, wine cellars. Some villas went beyond food production into the by-products such as; leather, tallow and wool - thus evidence of fulling. There were also potteries and tile-kilns.</p> <p>Reward valid observations for the second part only when they show new ideas or development of information already given in the first part.</p>	
		<b>[12 + 4]</b>
<b>[Total mark available for Section B: 16]</b>		