

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

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

1940/21/22

Specimen Paper 2003

Additional materials: Answer Paper

TIME Component 21: 1 hour 30 minutes
Component 22: 2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES

- Answer **either** two topics (Component 21); **or** three topics (Component 22).
- 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.

You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

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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) Name **three** things controlled by this goddess. [3]
- (c) Give **three** unusual things about the birth of this goddess. [3]
- (d) Give **two** reasons why this goddess was important. Explain your answer. [2 + 2]

[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) Why might visitors have been impressed by this site? Give **two** reasons. [2]
- (b) Give **two** reasons why people might wish to come to Delphi to consult Apollo.
Explain your answer. [2 + 2]
- (c) How **and** where would people purify themselves before consulting this god? [1 + 1]
- (d) Give **two** reasons why people might not be happy with the consultation. Explain your answer. [2 + 2]

[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) Give **two** qualifications necessary for membership of this mystery religion. [2]
- (d) Why were members of this mystery religion described as “three times blessed”. [3]
- (e) How did this Festival differ from other state Festivals? [4]

[Total: 12 marks]

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

Either

- 1 In what ways did the Greeks worship and honour their gods?
Is modern religious worship any different? Explain your views.

[16]

Or

- 2 Describe what happened at a Greek sacrifice.
Do we have any similar rituals today? Explain your views.

[16]

[Total: 16 marks]

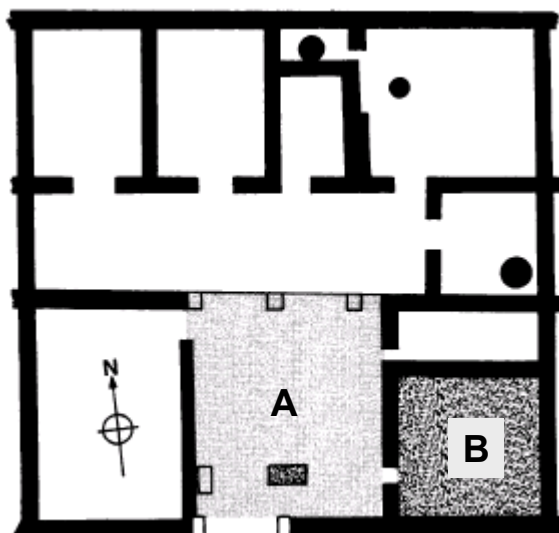
Topic 2

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.



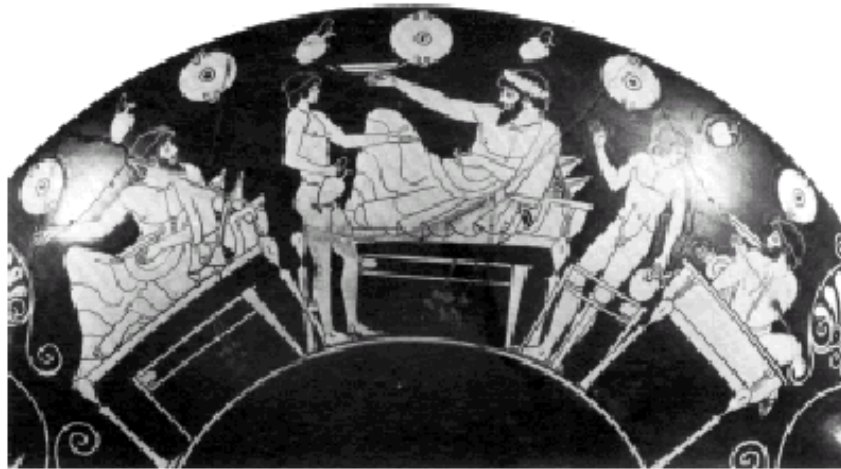
House at Olynthus: plan

“These were the Greeks” Amos and Lang, Stanley Thornes Ltd. p142

- (a) What is the name for a Greek House? [1]
- (b) Identify area A. Give **three** details of this area. [1 + 3]
- (c) Identify room B. Give **two** reasons for your answer. [1 + 2]
- (d) 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 answer **all** the questions that follow.



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

- (a) What type of event is shown? How can you tell? Give **two** reasons. [1 + 2]
- (b) Give **three** other typical details of such events **not** shown in this picture. [3]
- (c) Give **two** reasons why such events were important to Athenian Society. Explain your answer. [2 + 2]
- (d) Suggest a similar event today and explain why they are similar. [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 **four** duties carried out by slaves. [4]
- (c) Give **two** differences between the duties of male and female slaves. [2]
- (d) Give **two** reasons why slaves were important in an Athenian household. Explain your answer. [4]

[Total: 12 marks]

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

Either

1 Describe the education and upbringing of an Athenian child.

Would you have enjoyed such an experience? Give reasons for your answer.

[16]

Or

2 Describe the organisation and ritual connected with Athenian death and burial.

How would family members react to the death of a relative? Give reasons for your answer.

[16]

[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



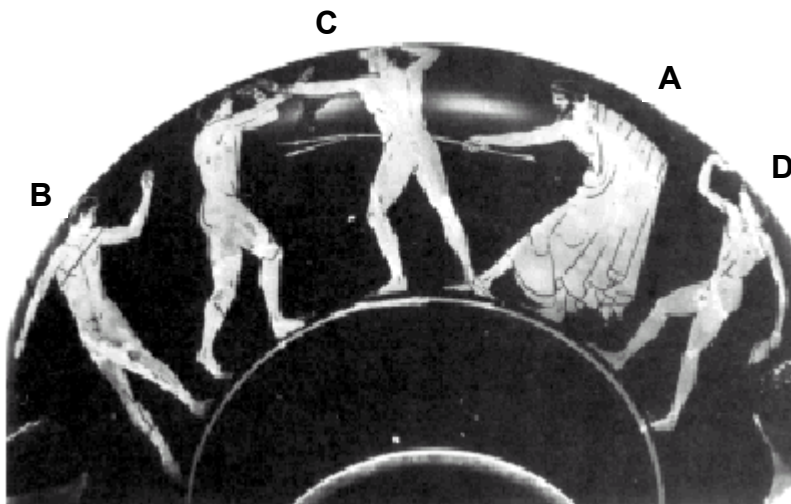
B

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

- (a) What type of actor is **A**? How can you tell from the picture? [1 + 2]
- (b) What type of actor is **B**? How can you tell from the picture? [1 + 2]
- (c) What particular qualities were needed by actors to perform effectively in Greek theatres. Give **two** examples and explain your answer. [4]
- (d) Give **two** functions of a Greek tragic chorus. [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 can you tell? [1 + 1]
- (b) Athlete **B** is holding a javelin. How does it differ in use from its modern equivalent? [1]
- (c) What type of athlete is person **D**? Give **two** ways in which this event differs from the same event today. [1 + 2]
- (d) Name the event labelled **C**. [1]
- (e) Where would these events take place? [1]
- (f) Why might people today think that ancient athletics were cruel? Explain your answer. [4]

[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) Which god is shown in **A**? How can you tell? [1 + 1]
- (b) Which god is shown in **B**? How can you tell? [1 + 1]
- (c) With which festival was god **A** connected and why? [1 + 1]
- (d) With which festival was god **B** connected and why? [1 + 1]
- (e) Give and explain **two** reasons why these Festivals included a religious element. [2 + 2]

[Total: 12 marks]

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

Either

- 1 How important were the Festivals in the lives of the Ancient Greeks? You may confine your answer to **either** Athletic **or** Theatrical Festivals. [16]

Or

- 2 Would you have preferred to experience an Athletic Festival **or** a Theatrical Festival?
Give reasons for your answer. [16]

[Total: 16 marks]

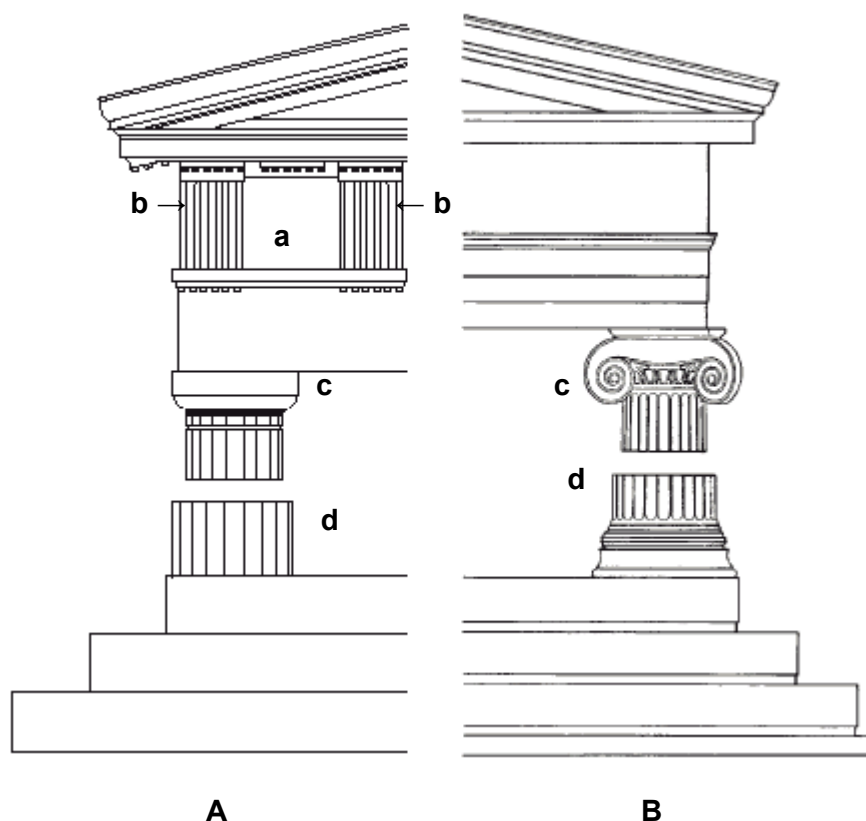
Topic 4

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.

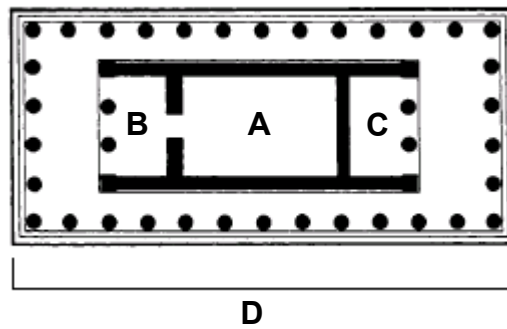


"A Handbook of Greek Art" G. Richter, Phaidon p25

- (a) Which orders of architecture are shown in diagrams **A** and **B**? [2]
- (b) Name the parts labelled **a**, **b**, **c** and **d**. [4]
- (c) Give **two** parts of a Doric Temple which were decorated with sculpture. [2]
- (d) Which order do you find more attractive. Explain your answer. [4]

[Total: 12 marks]

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

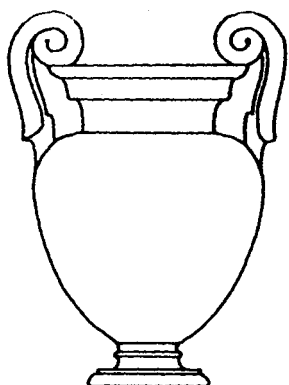


"A Handbook of Greek Art" G. Richter, Phaidon, p37

- (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) Briefly describe how a column was normally constructed. [3]
- (d) Explain **two** reasons why it was constructed in this way. [2 + 2]

[Total: 12 marks]

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



A



B



C

"An Introduction to Greek Art", Susan Woodford, CUP, p13

- (a) What type of vase is **A** and how would it have been used? [1 + 1]
- (b) What type of vase is **B** and how would it have been used? [1 + 1]
- (c) What type of vase is **C** and how would it have been used? [1 + 1]
- (d) How might vase **A** have been decorated? [2]
- (e) What advantages and disadvantages did vases offer to artists as a surface for decoration? [4]

[Total: 12 marks]

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

Either

1 Describe the architectural and sculptural features of the Parthenon.

Why do you think the subject matter for these particular sculptures was chosen. Give reasons for your answer.

[16]

Or

2 'At first glance the red-figure technique may seem little more than a simple reversal of black-figure' (Woodford). Explain the main differences between black-figure and red-figure vase painting. Which do you prefer? Give reasons for your answer.

[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) Why did the Spartans have no elaborate buildings? [1]
- (b) Where in Greece was Sparta? [1]
- (c) Give **two** advantages of Sparta’s geographical location. [2]
- (d) What was Sparta’s reputation and do you think it was deserved? Explain your answer. [4]
- (e) Which country today (if any) has a similar reputation? Explain your answer. [4]

[Total: 12 marks]

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

“Even the women were made to exercise as part of their education.”

Plutarch “*Lives*” (adapted)

- (a) Who, according to tradition, laid down the rules for Spartan female education? [1]
- (b) Give **four** types of physical exercise undertaken by Spartan women. [4]
- (c) Give **three** reasons why the Spartans wanted their women to exercise. [3]
- (d) What did other Greeks think of Spartan women? Do you think that their opinions were justified? Explain your answer. [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) Which Spartans were members of the Gerousia? **[2]**

(b) Give **three** subjects on which they could introduce proposals to the Apella. **[3]**

(c) Give **three** further powers of the Gerousia. **[3]**

(d) How long did a member of the Gerousia remain in office?

Do you think this was a good or bad thing? Explain your answer. **[1 + 3]**

[Total: 12 marks]

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

Either

1 Describe the upbringing and education of a Spartan youth.

Do you consider their educational system superior or inferior to your own? Give reasons for your answers.

[16]

Or

2 What is our evidence for the study of Sparta and the Spartan way of life?

How trustworthy are these sources?

Give reasons for your answer.

[16]

[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) Which mystery cult is associated with the goddess shown in the picture? [1]
- (b) Explain how **A** was used. [2]
- (c) Explain the importance of **B**. [2]
- (d) Briefly explain the myth associated with this goddess. [3]
- (e) Explain why the worship of this goddess appealed to Romans. [4]

[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 gods **A** and **B**. How can you tell who they are? [2 + 2]
- (b) How was the trident **C** used? [2]
- (c) How did god **B**'s responsibilities change as Rome expanded? [2]
- (d) Explain why each of these gods was important to the Romans. [2 + 2]

[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) Where would this take place? [1]
- (c) Give **three** officials who would be present and explain their duties. [3 + 3]
- (d) Explain how Romans decided if the ritual had been a success or not. [2]
- (e) Explain the purpose of such ceremonies. [2]

[Total: 12 marks]

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

Either

1 Explain the role **and** importance of the Vestal Virgins in Roman Religion. **[16]**

Or

2 Religious ritual may have begun at the moment of death but it certainly did not end at the funeral.

To what extent is this a fair reflection of the duties of a Roman family after the death of a relative? **[16]**

[Total: 16 marks]

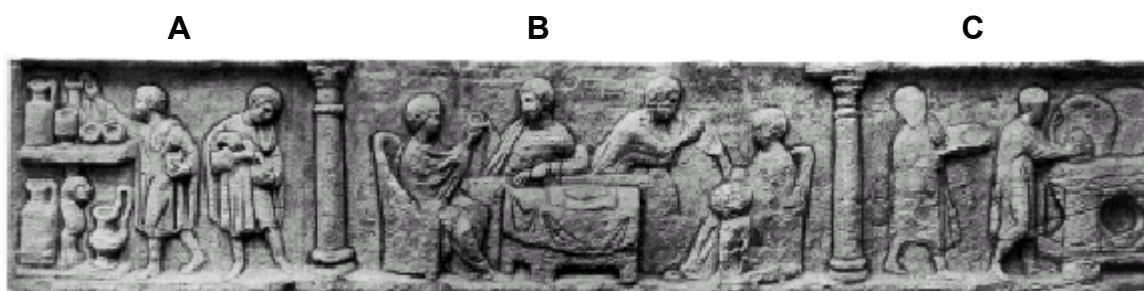
Topic 7

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) Explain how scenes **A**, **B** and **C** are related to each other. [3]
- (b) Give **three** typical details of the layout of rooms where scenes like **B** used to take place. [3]
- (c) Describe briefly what took place on such occasions. [2]
- (d) Explain why such occasions were important **both** to a Roman man **and** to his wife.

[2 + 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 usually be found? [1]
- (b) To which spirits is it dedicated? [1]
- (c) What other spirits were honoured in the household? [2]
- (d) Explain how **and** why the *paterfamilias* (Head of the Household) honoured these spirits? [4]
- (e) Give **two** other responsibilities of the *paterfamilias* and explain why these were important to a Roman family. [4]

[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) Explain why Gratia's husband is particularly impressed by the way she 'brought up her children'. [1]
- (b) Give **one** other responsibility which she would have towards her children. [1]
- (c) Give **two** duties which Gratia would have had in her home and explain their importance. [2 + 2]
- (d) 'She was an outstanding example of modesty and self restraint.'
Explain in what circumstances a wife might have shown these qualities. [4]
- (e) Explain briefly the status of a wife in a Roman marriage. [2]

[Total: 12 marks]

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

Either

1 Was school life in Roman times better or worse than school life today? **[16]**

Or

2 There is no better way of realising the gulf between rich and the poor in Roman times than by looking at where they lived.

How true is this?

[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) What does this extract tell us about the appeal of the charioteers? Explain your answer. [2]
- (b) Give a brief description of the building where the chariot racing took place. [2]
- (c) Explain what the poet is referring to when he says :
'shave the post with my nearside wheel'. [2]
- (d) Why do you think that he highlights this particular part of the race to his girlfriend? [2]
- (e) Explain how audiences were able to become more involved in the races that they watched. [4]

[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) Account for the shape of the ceiling in this room. [2]
- (b) What part did this room play in the bathing process? [1]
- (c) Where would a bather usually go after leaving this room? [1]
- (d) Explain how this room and others were heated. [3]
- (e) How was the cleaning process finished off? [1]
- (f) Explain **two** ways in which Roman baths suited the lifestyle of the Romans. [4]

[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) Identify the different types of characters **A**, **B** and **C**. Explain how you can tell in each case. [3 + 3]
- (b) Which was usually the funniest character in a Roman Comedy?
Give **one** way in which he amused the audience. [1 + 1]
- (c) How important was Roman Comedy to the Romans? How do we know this? [4]

[Total: 12 marks]

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

Either

1 “For the Romans, hunting was more than a pastime, it was a way of life.”

Discuss the appeal **and** importance of hunting in Roman times.

[16]

Or

2 “From what began as private family gatherings the shows in the amphitheatre took on importance for both the Emperor and his citizens.”

Is this a fair judgement of the role of the amphitheatre in Roman times?

[16]

[Total: 16 marks]

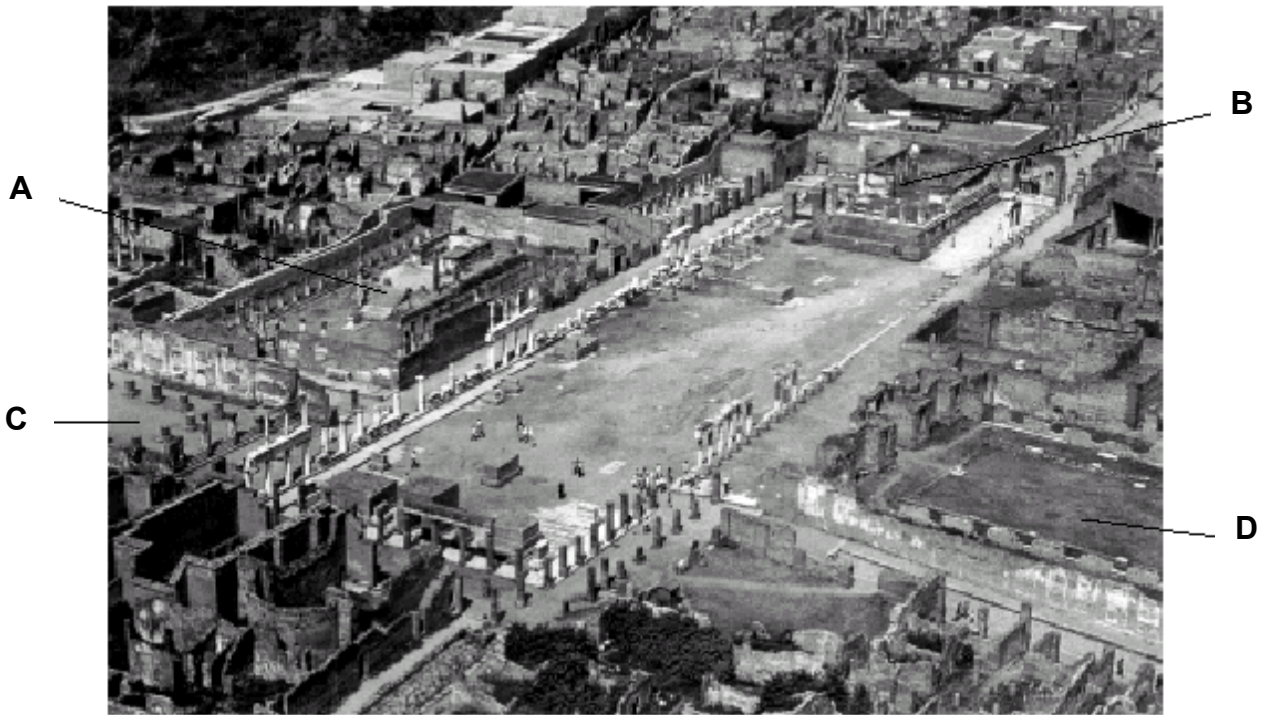
Topic 9

Pompeii

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

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

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

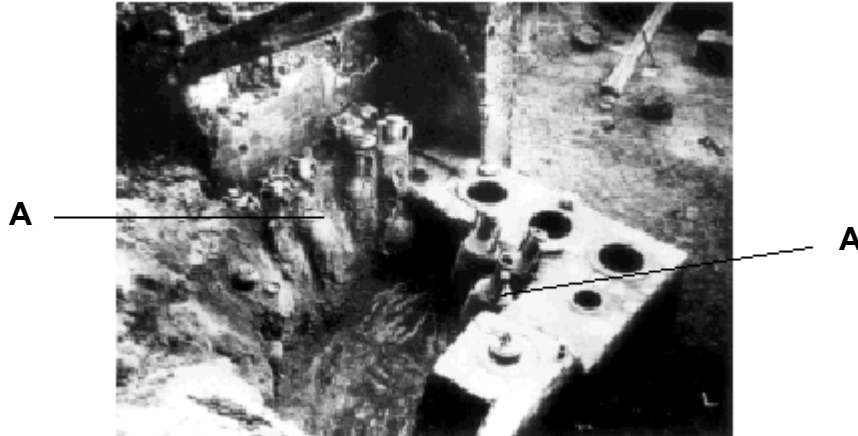


"Pompeii: Civilization and Art", A de Franciscis, Interdipress, p22

- (a) Name temples **A** and **B**. [2]
- (b) Give a brief description of what took place in building **C**. [2]
- (c) With which trade was **D** associated? What do we know about this trade from what has been found in Pompeii? [1 + 3]
- (d) Explain **two** similarities between the open area of the Forum and a modern town centre with which you are familiar. [4]

[Total: 12 marks]

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



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

- (a) What kind of building is being excavated in the picture? Give **two** pieces of evidence to support this. [1 + 2]
- (b) Why were there such a large number of these buildings found in Pompeii? [1]
- (c) Give **two** substances which the archaeologists would have had to remove. [2]
- (d) Explain what was wrong with the earliest excavations of Pompeii. [2]
- (e) Explain why Pompeii was such a prosperous town. [4]

[Total: 12 marks]

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



C

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

- (a) Explain the relationship between **A** and **B**. [2]
- (b) Explain how water was brought to **A**. [2]
- (c) Give **two** ways in which the street shown is typical of a Pompeian street. [2]
- (d) Give **two** ways in which the activities one would see on the streets of Pompeii might be what we might see in the streets of a modern town. [2]
- (e) To what plan were Pompeian streets laid out? Explain the benefits of this plan. [4]

[Total: 12 marks]

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

Either

- 1 “Pompeii is famous as a Roman town yet it owes much to the influence of other civilisations.”

Is this a fair assessment of the development of Pompeii? **[16]**

Or

- 2 How much would we know about the lives of the Pompeians if our only evidence was their homes?

You may refer to a specific house or houses in your answer. **[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) Other than what has been mentioned in this passage, in what way had the king's family **and** people 'come to harm'? [1 + 1]
- (b) Give **three** details about the British attack on Colchester. [3]
- (c) Give **two** other occasions when the Britons would have claimed that they were victorious. [2]
- (d) Which Roman General eventually ended the rebellion? [1]
- (e) Explain **two** ways in which this rebellion improved the way the Romans ruled Britain. [2 + 2]

[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.



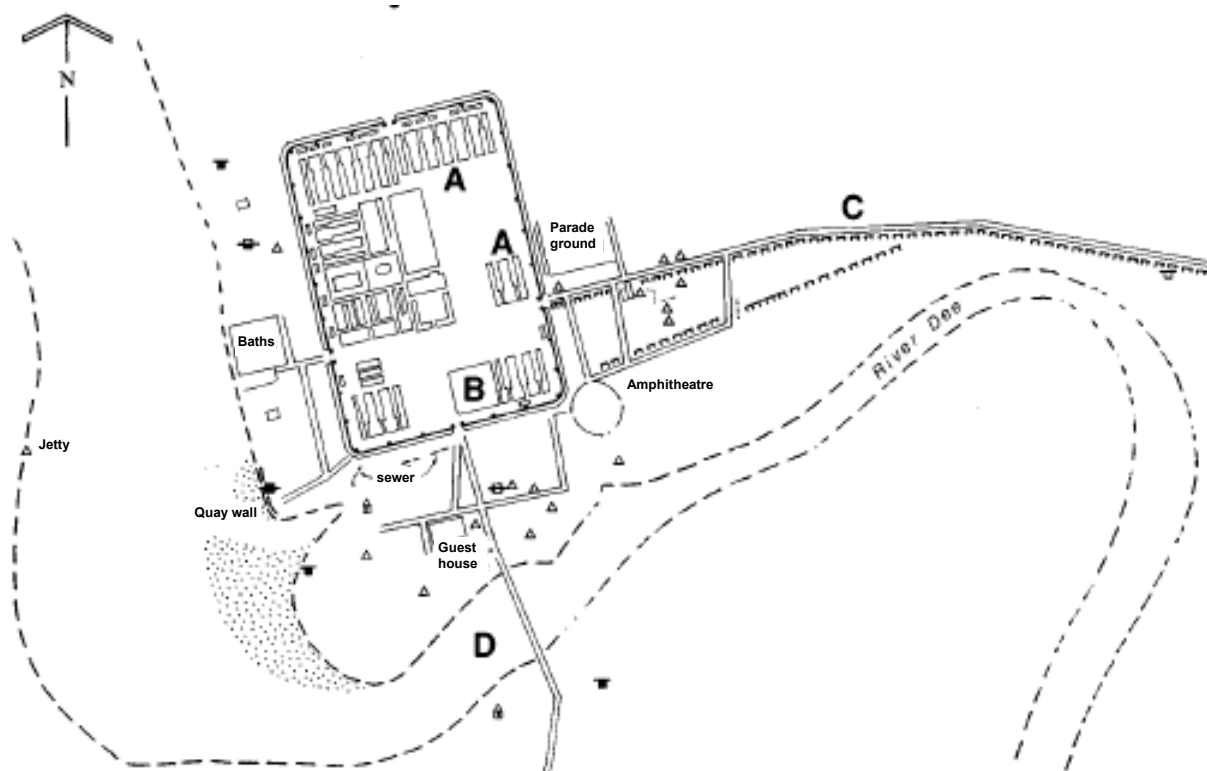
"Hadrian's Wall", Stephen Johnson, Batsford, p91

- (a) Give **one** piece of evidence that this picture provides of what the original temple was like. [1]
- (b) With whom was the worship of Mithras popular and why? [1 + 2]
- (c) What attitude did the Romans take to the gods of Britain with which they came into contact?
What piece of evidence confirms this? [1 + 1]
- (d) Give **two** ways in which the Romans were able to monitor Hadrian's Wall at all times. [2]
- (e) What evidence does Hadrian's Wall provide as to the organisation and equipment of the Roman army? [4]

[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) What was **B**? [1]
- (c) Explain the importance of the structure labelled **C**. [2]
- (d) Give **two** reasons why **D** was important to this Roman settlement. [2]
- (e) Give **two** effects that the building of a Roman legionary fortress had upon the local community. [2]
- (f) By referring to specific evidence explain **two** things we can learn from this site about life in the Roman army. [4]

[Total: 12 marks]

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

Either

- 1** 'When one considers the Roman occupation of Britain, the overwhelming impression is of the benefits it brought to the people of Britain at home and at work.'

Is this a fair conclusion as to the effect that the Romans had on towns and industries? **[16]**

Or

- 2** 'Life in the countryside changed forever and the Roman villas discovered in Britain prove this.'

In the light of the statement above describe the development of a Roman villa with which you are familiar and assess its role in the surrounding area. **[16]**

[Total: 16 marks]

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

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

1940/21/22

MARK SCHEME

Specimen Paper 2003

Section A

Questions should be marked with close reference to the question specific marking schemes. Quality of Written Communication is not assessed in these questions since they do not require extended writing.

Section B

The following grid is designed to be used in conjunction with the question specific marking schemes for **Section B questions only**. Candidates should also be given credit for the Quality of their Written Communication. This includes: clarity of expression; structure of arguments; presentation of ideas; grammar; punctuation and spelling.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor quality communication skills.

	AO2 (ii) & (iii) <i>[show understanding of causes, consequences and relationships; the ability to interpret motives and attitudes, evaluate achievements and draw comparisons between classical and later times.]</i>	AO2 (i) <i>[show knowledge of the society, politics and culture of the classical world.]</i>
Band One	8 Full evaluation showing depth of understanding of question	8 Full range of relevant, well-chosen factual information and evidence.
Band Two	6-7 Good evaluation, but answer lacks depth and/or is narrowly focused.	6-7 Good, but not complete, range of relevant factual information and evidence.
Band Three	4-5 Reasonable evaluation of question, but some incoherence and lack of depth. There may also be weaknesses in structure and expression.	4-5 Reasonable range of factual information and evidence, but some gaps and irrelevance.
Band Four	2-3 Some evaluation, but lacking coherence and does not always address the question. There may also be significant weaknesses in structure and expression.	2-3 Some relevant factual information and evidence, but significant gaps in knowledge.
Band Five	1 Little understanding or evaluation of question.	1 Little relevant factual information or evidence.
Band Six	0 No relevant evaluation of, or response to, the question.	0 No relevant factual information or evidence.

Topic One: Greek Religion

Section A.

Question	Expected answers	Marks
1 (a)	Athena (1); armour/ snake/ Nike (1)	[1 + 1]
(b)	Any three from: Athens Wisdom Victory Artisans War	[3]
(c)	Any three from: No Mother Born from Zeus' head Emerged fully grown And in armour	[3]
(d)	Accept any two relevant reasons with explanation: Patron deity of Athens - supremacy of Athens/ Empire; war deity-Spartans/ Persia	[2 + 2]
[Total: 12]		

2 (a)	Accept any two of the following with explanation from: Buildings Terracing Sacred Way Mountain setting Difficulty of Journey Isolation	[2]
(b)	Advice and to know the future.	[2 + 2]
(c)	(Castalian) spring; wash (hair)	[1 + 1]
(d)	Accept any two relevant reasons with explanation. Answer given in riddles - therefore open to misinterpretation, no guaranteed outcome. If goat was not accepted, there was no consultation.	[2 + 2]
[Total: 12]		

Question	Expected answers	Marks
3 (a)	Eleusis/ Eleusinian	[1]
(b)	Persephone and Demeter	[2]
(c)	Greek speaking; no blood guilt	[2]
(d)	Things done / things said / things revealed These represented the three stages of initiation.	[3]
(e)	Accept any two relevant reasons with explanation from: Payment Initiation Not held at Athens Promise of afterlife Role of guides	[4]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	The temple: details of altar, cult statue, priests and priestesses – details of Pythia, hierophant, mantis, duties, omens, divination, prayer, sacrifice-details, votive offerings - state and personal. Polytheism: details of Olympian and Chthonic. State festivals. Expect a wide variety of approaches, especially dependent upon faith. There is no “set” response to this question.	[16]
2	Reason for sacrifice / choice of deity / type of sacrifice- animal / libation / vegetable. Preparation of victim (detail)/ type of priest/ priestess and appearance. Ritual handwashing / clean altar / beast led to altar / grain and sprinkle of water / stun / cut throat / sacred silence / paeon / skinning / entrails / Thysia / distribution of meat, skin and skull. For similar rituals, accept any valid responses with explanation.	[16]
[Total mark available for Section B: 16]		

Topic Two: Home and Family

Section A

Question	Expected answers	Marks
1 (a)	Oikos	[1]
(b)	Courtyard (1) Any three details from: Paving Altar Pool Verandah	[1 + 3]
(c)	Andron (1) Any two reasons from: Off centre door couches at front of house	[1 + 2]
(d)	Accept any two reasonable responses with explanation	[2 + 2]
[Total: 12]		

2 (a)	Symposion (1) Any two reasons from: Couches Slaves Wreaths Cups	[1 + 2]
(b)	Accept any three appropriate details from: Food Entertainment Songs and poetry Conversation	[3]
(c)	Accept any two valid points with explanation from: Socialising Business Politics Image	[2 + 2]
(d)	Accept any valid responses with explanation.	[2]
[Total: 12]		

Question	Expected answers	Marks
3 (a)	Slave market / agora adult slaves confiscated after the mutilation of the Hermae were priced between 115 and 240 drachmae accept any credible figure in this range.	[2]
(b)	Any four from: Paidagogos shopping weaving, cooking, cleaning collecting water supervising children, entertaining	[4]
(c)	Female slaves supported the activities of the women of the household - for example, cooking, weaving and nursing Male slaves also supported men in their duties as citizens - for example, war and public life. Accept any two valid points.	[2]
(d)	Self-sufficiency image status free time for owners performance of basic household tasks. Accept any two valid points with explanation.	[2 + 2]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	<p>Girls: domestic education at home in preparation for role as wife.(Spinning, weaving, cooking, finance, supervision of slaves).</p> <p>Boys: games and toys/ role of paedagogos/ role model of Father/school buildings, equipment, punishment, number of pupils, paidotribes, palaestra, importance of athletic events/ grammatistes, reading and writing, teaching by rote/ kitharoides, lyre singing.</p> <p>Credit any valid responses with explanation for how enjoyable the experience would have been.</p>	[16]
2	<p>Paid for by family/ organised by women/ scratch faces, pull out hair/ prothesis - preparation and laying out of body, water outside oikos for purification ritualised wailing/ performance of threnos/ ekphora-carrying out ceremony plus attendants/ to Kerameikos/ grave and stele/ grave goods and libations/ burial or partial cremation and funerary urn. Genesia and subsequent anniversary festivals. 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.</p> <p>Credit any valid responses.</p>	[16]
[Total mark available for Section B: 16]		

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) Padding/ tights/ exaggerated mask/ phallus.	[1 + 2]
(c)	Voice projection through mask; voice expression through mask. Humorous movement in costumes. Fast fluidity of movement.	[4]
(d)	Sing. Dance. Explain. Comment. Identify. Moralise.	[2]
[Total: 12]		

2 (a)	Trainer/ Coach (1) Stick and/or Clothed (1)	[1 + 1]
(b)	Thong used to impart spin.	[1]
(c)	Long Jumper (1) standing Start/ Weights (2)	[1 + 2]
(d)	Boxing	[1]
(e)	Palaestra	[1]
(f)	Credit any two valid responses from: Naked No gloves No rounds Fierce competition Pankration	[4]
[Total:12]		

Question	Expected answers	Marks
3 (a)	Zeus (1) Any one reason from: Throne Crown Sceptre	[1 + 1]
(b)	Dionysus (1) Any one reason from: Satyrs Ship carts Vine	[1 + 1]
(c)	Olympic Games (1) Any one reason from: Dedicated to him Son Herakles started trade	[1 + 1]
(d)	City Dionysia (1) Any one reason from: God of fertility Theatre	[1 + 1]
(e)	Increased importance of occasion by divine presence/ participants sought to excel/ and be thankful/ increased awareness of human fragility. Accept any two valid reasons with explanation.	[2 + 2]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	<p>Both highly religious as Gods omnipotent/ Both frequent e.g. Theatre: City Dionysia, Lenea, Rural Dionysia. Sporting/Athletics: Panathenea, Olympics, Nemean, Pythian and Isthmian Games.</p> <p>Both included vast element of competition thus emphasising motto "to excel": e.g. theatre - citizen and tribal rivalry; athletics: polis rivalry.</p> <p>Both types of festival were in praise of and to thank gods, thus ensuring future. Both contained religious ritual: e.g. sacrifices and prayers.</p> <p>Both have political/ ethical/ and educational overtones and would affect each individual within the polis. Give full credit to answers restricted to one type of Festival.</p>	[16]
2	<p>Expect candidates to mention for theatre - plot, costume, tragedy, comedy, satyr, machinery, religious elements, political overtones, audience reaction and participation, procession, feasting and carnival atmosphere, theatre building.</p> <p>Athletics - events both athletic and equine/ appearance of Festival site/ honour and punishments/ preparation/ feasting and carnival atmosphere/ religious elements/ political overtones/ audience and spectators.</p>	[16]
[Total mark available for Section B: 16]		

Topic Four: Greek Art and Architecture

Section A

Question	Expected answers	Marks
1 (a)	A = Doric B = Ionic	[2]
(b)	a = Metope b = Triglyph c = Capital d = Shaft	[4]
(c)	Pediment/ metope/ roof (acroteria and antefixes)	[2]
(d)	Doric or Ionic with reasons: Colour Relief Movement Metal attachments. Any two valid responses.	[4]
[Total: 12]		

2 (a)	A = naos/ cella B = pronaos C = opisthodomos D = peristyle	[4]
(b)	Cult statue	[1]
(c)	Any three valid details from: Drums Lower drum partly fluted Then chased up throughout Anathyrosis Iron and lead clamps.	[3]
(d)	Any two valid reasons with explanation: Ease of quarrying Transport difficulties Planning in situ Fluting / delicate carving carried out on site	[2 + 2]
[Total: 12]		

Question	Expected answers	Marks
3 (a)	(Volute) krater [1] – mixing/serving bowl for, e.g., wine.[1]	[1 + 1]
(b)	Kylix [1] – drinking cup.[1]	[1 + 1]
(c)	Lekythos [1] + one of: flask for oil/scent/ointment [1] used for grave goods.[1]	[1 + 1]
(d)	Two of: Narrative frieze around neck of vase [1] larger figures on body [1] often white ground painting [1] suitable scene for grave offerings [1] Allow accurately described scene from a studied pot.	[2]
(e)	They provided a multitude of different surfaces/panels, encouraging narrative (friezes around the neck), purely decorative compositions (e.g. handles), detailed figure studies (body of vase), or frames for depiction of mythology (<i>tondo</i>). Disadvantages might include limitations of black- and red-figure techniques (either or both), curvature of surface producing exaggerated foreshortening, small scale or awkward size of panels. Credit any valid responses.	[4]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	<p>Identification of the themes of the Metopes and Pediments (as listed below) with descriptions of some / all (doesn't have to be even / don't need to be exact on N/S/E/W)</p> <p><u>Metopes:</u></p> <p>W Metopes = Greeks v Amazons E Metopes = Gods v Giants S Metopes = Lapiths v Centaurs N Metopes = Capture of Troy</p> <p><u>Pediments:</u></p> <p>E Pediment = Birth of Athena W Pediment = Conflict Athena and Poseidon</p> <p><u>Continuous frieze:</u> procession and handing over of the peplos.</p> <p>Discussion of choice of subject matter should cover: Celebration of Athena's power/ power of Athens/ civilisation v barbarism. Explanation of the frieze: Panathenaia and/or Marathon – Boardman or Vickers theories.</p> <p>Max 12 for description only.</p>	[16]

<p>2</p>	<p>Black-figure: figures drawn/painted in black silhouette and articulated/divided by incisions, with occasional use of white or purple/red painted highlights.</p> <p>Red figure: figure outlined in black paint, but body left in the natural colour of the clay; features and articulation of figure achieved through brushwork.</p> <p>Backgrounds plainer in red-figure, but individuals have more depth and artists have more scope for showing mass, three-dimensionality, movement and emotion.</p> <p>Credit detail and reference to individual artists and bilingual examples.</p>	<p>[16]</p>
<p>[Total mark available for Section B: 16]</p>		

Topic Five: Sparta and the Spartan System

Section A

Question	Expected answers	Marks
1 (a)	Lycurgan austerity	[1]
(b)	South/ Peloponnese	[1]
(c)	Any two from: Mountains Rugged coast line Distance position of allies principal passes lead into Sparta i.e. control.	[2]
(d)	Any two valid responses with argument. Military effectiveness, stupid, austere.	[2 + 2]
(e)	Accept any valid suggestion with explanation e.g. North Korea, South Africa.	[4]
[Total: 12]		

2 (a)	Lykourgos	[1]
(b)	Running Wrestling Javelin Discus	[4]
(c)	Any three valid suggestions from: Their health child's health endure labour prevent miscarriage	[3]
(d)	Beautiful healthy loose, butch. Any two suggestions with reasoning.	[2 + 2]
[Total: 12]		

Question	Expected answers	Marks
3 (a)	Male Equals/ over 60 years.	[2]
(b)	Any three from: Foreign policy proposed changes in law matters of peace and war	[3]
(c)	Court Criminal cases Punishment	[3]
(d)	Until death (1) wisdom/senility, with explanation.	[1 + 3]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	Before seven - at home, strict upbringing by nurses. After seven - in barracks/ companies platoons/ paidonomos/ eirens/ shaven heads/ little clothing/ food/ rush bedding/ athletic/ and musical competitions/ basic literacy and numeracy/ tough games/ highly competitive/ stealing/ obedient. A variety of responses expected, but credit especially ones which refer to appropriateness regarding society.	[16]

Question	Expected answers	Marks
2	i) Archaeological remains in situ ii) Bronze works, pottery, sculpture iii) Spartan literature - Tyrtaeus, Alcman, Terpander. iv) Athenian Literature - a) Aristophanes, b) Plutarch, c) Xenophon, d) Thucydides v) Secondary sources - text, books, films, lectures, research papers. Reference to and detail of each of the above. Reliability: i) Meagre and misleading ii) Pre or post isolation iii) Reinforce our ideal iv) a) Comedy, b) not contemporary, c) not Spartan but biased pro, d) Athenian and biased anti v) Interpretation, bias and misunderstanding.	[16]
A difficult question and one not offered before. Candidates either will have been prepared thoroughly or will write in desperation!		
[Total mark available for Section B: 16]		

Topic Six: Roman Religion

Section A

Question	Expected answers	Marks
1 (a)	Isis	[1]
(b)	Sistrum / rattle + shaken at ceremonies / festivals	[2]
(c)	Contained sacred water of the Nile / use in ceremonies	[2]
(d)	Seth killed Osiris / cut him into pieces (1) scattered parts over world (1) Isis gathered up parts + put him together / reborn (1)	[3]
(e)	Any four (or fewer points if they are well explained) from: Procession / hymns / music / dressed up / carried sacred emblems etc. meant Romans were involved / classless / exclusivity life after death	[4]
[Total: 12]		

2 (a)	A = Neptune / Poseidon + trident / dolphin B = Mars / Aries : Armour / helmet / shield sword /breastplate	[2 + 2]
(b)	Banged on ground to create earthquakes	[2]
(c)	Original god of agriculture / became god of war protecting land	[2]
(d)	Sailors + safety <i>or</i> traders + success of import / export <i>or</i> soldiers + protection / victory / personal success (other sensible explanations are possible – be flexible.)	[2 + 2]
[Total: 12]		

3 (a)	Sacrifice	[1]
(b)	At altar / outside temple	[1]
(c)	Any three from (with job): Chief priest / pontifex = to oversee ceremony <i>Popa</i> = strikes with hammer Knife man = to slit throat Flute player = drowns out unwanted noise Attendants = to deal with meat etc <i>Haruspex</i> = to examine entrails	[3 + 3]
(d)	Entrails examined to see if animal healthy. If so, then omens were good.	[2]
(e)	Placatory purpose or explanation of how Romans needed to satisfy tradition / superstition.	[2]
[Total: 12]		
[Total for Section A: 24]		

Section B

Question	Expected answers	Marks
1	<p>Candidates may include the following details, however only in relation to the focus of the question.</p> <p>Selection from noble families / by Pontifax 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 Bona Dea / 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>Explaining:</p> <p>Flame meant security of Rome having to come from the ashes of Troy / responsibilities for religion of women, links to fertility of crops / Production of “mola salsa” – integral part of sacrifice / examples of Roman Virtue / protectors of state documents.</p> <p>Reward all worthwhile suggestions.</p>	[16]
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>This must be balanced out with discussion of duties after funeral:</p> <p>Ancestor had to be kept happy as a mark of respect and to stop haunting of family. This was done in a number of ways:</p> <p>Sacrifice to Lares regularly/wine was poured into tombs/ banquets held in honour of dead relatives/festivals.</p> <p>Candidates may be credited for reference to the Parentalia or the Lemuria.</p>	[16]
[Total mark available for Section B: 16]		

Topic Seven: Roman Home Life

Section A

Question	Expected answers	Marks
1 (a)	B = Cena/dinner/banquet scene A = slaves preparing/pouring wine C = cooking/preparing bread	[3]
(b)	Couches/along three sides/table in middle	[3]
(c)	Entertainment/good food (any reasonable suggestion)	[2]
(d)	Chance to be together/invite guests/business possibilities + show support for husband. Show off family unity. Any two sensible explanations.	[2 + 2]
[Total: 12]		

2 (a)	Atrium / hall	[1]
(b)	Ancestors / Lares	[1]
(c)	Penates / Vesta	[2]
(d)	Offerings of food/wine/flowers/incense + security/prosperity of home – explained	[4]
(e)	Finance/conducting business/education/clients/state worship. Any two explained.	[4]
[Total 12]		

3 (a)	Wet-nurse usually used, but not in this case.	[1]
(b)	Early education	[1]
(c)	Weaving/supervision of slaves – most likely + family clothing/ traditional “matrona”/running of household/food chores.	[2 + 2]
(d)	Numerous possibilities which can be taken on their own merits, e.g. entertaining guests/accompanying husband in public/ supervising household/meeting other women/manner of dress/ supervision of children	[4]
(e)	Possession of husband/no rights to divorce/husband chosen for her etc. (in <i>cum manu</i> marriage)	[2]
[Total 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	<p>Candidates may refer to what was learned in school in Roman times, e.g.</p> <p>Litterator: basics of reading and writing / mathematics and shorthand.</p> <p>Grammaticus: learning Latin and Greek/reciting passages/commentaries on texts; style, form, content.</p> <p>Variety of material, particularly Greek works: Philosophy/poetry/drama/medicine/science. Analysis/question and answer sessions.</p> <p>Reward specific examples e.g. “how many verbs?” etc.</p> <p>Rhetor: art of speaking/debate/forming argument. Looking at texts/question + answer debates/comparison of characters/events from history/<i>suasoria</i>/controversial/monologues in character.</p> <p>Strict teachings/beatings/wax tablets/stilus/room at back of shop/ any details of physical environment.</p> <p>Reasonable explanations / comparisons with modern society must form part of the discussion of the above.</p>	[16]
2	<p>Candidates may include details of homes of the rich: inward facing / rooms off central hall / atrium / let in light and air.</p> <p>Family rooms: bedrooms / tablinum – business / summer / winter dining rooms / garden / peristyle / separate slave quarters.</p> <p>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, etc.</p> <p>Comparison and / or analysis is the vital element in order to score high marks.</p>	[16]
[Total mark available for Section B: 16]		

Topic Eight: Roman Sport and Leisure

Section A

Question	Expected answers	Marks
1 (a)	Popularity with women / favourites because of danger/excitement /heroic/risked lives/people won money/supported by teams – other plausible suggestions.	[2]
(b)	Tiered seating/oval/200m by 600m/sand track/spina/carceres/ gates etc.	[2]
(c)	Inside lane + graze <i>meta</i> with wheel going around curve at end of spina.	[2]
(d)	Most dangerous/crashes often occurred, so impresses the girl	[2]
(e)	Charioteers wore colours as part of their team + people supported /bet on colours/or idolised particular charioteers	[4]
[Total: 12]		

2 (a)	Curved/domed + moisture ran down sides/did not drip	[2]
(b)	Opens pores	[1]
(c)	Cold plunge / frigidarium / strigiling room	[1]
(d)	Hypocaust: Furnace stoked by slaves/warm air circulates under/ raised floors/flues in walls/cool as it moves away from furnace. Three relevant details but overall picture should be presented for full marks.	[3]
(e)	Rubbed with oil + scraped off	[1]
(f)	Socialise/conduct business/manicure, armpits etc/exercise/allowed all classes to keep clean in a hot climate/not many places to meet where some privacy could be gained in a relaxed atmosphere/ cleanliness after the morning's work/preparation for evening meal which was an important part of the daily programme.	[4]
[Total: 12]		

3 (a)	A = Old man + bearded/walking stick B = Son/young man + hair/young face/posture C = Slave + dress/facial grin/assisting master	[3 + 3]
(b)	Slave + visual: dress, mask/slapstick/verbal wit. Explanations of possible scenes which reflect these aspects are acceptable	[1 + 1]
(c)	Low esteem – actors of low class/least frequented part of games/ theatres more for architectural impressiveness etc.	[4]
[Total: 12]		
[Total mark available for Section A: 24]		

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. 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>Social aspect and personal challenge explained also trapping of animals for shows acceptable.</p> <p>Candidates must show factual knowledge and cover both appeal and importance.</p>	[16]
2	<p>Candidates may include the following:</p> <p>Started as two slaves fighting to the death at funerals. Then became means of national celebrations (Caesar, in particular).</p> <p>Spectacular / vicious animals / from Africa / Egypt / Asia / Europe / hunted or pitted against each other / used as means of execution. Prisoners of war showed the extent of the Empire.</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. Emperor gained loyalty from the people / replaced “the vote”, personal prestige / accessibility etc.</p> <p>Candidates must refer to both Emperor and citizens.</p>	[16]
[Total mark available for Section B: 16]		

Topic Nine: Pompeii

Section A

Question	Expected answers	Marks
1 (a)	A = Apollo B = Jupiter	[2]
(b)	Law / speeches expanded with explanation	[2]
(c)	Fullers They cleaned and dyed cloth + details of bleaching / use of sulphur / drying / combining etc.	[1 + 3]
(d)	Traffic denied / modern markets/ key buildings (specific examples are acceptable). Credit any two valid explanations.	[4]
[Total: 12]		

2 (a)	Hot snack bar + Storage jars / wine / inset counter for serving / shape of bar	[1 + 2]
(b)	Influx of foreigners / traders so profitable business; explanations of similar idea	[1]
(c)	Ash / pumice / collapsed building	[2]
(d)	Treasure hunting so items removed / clumsy so items destroyed etc.	[2]
(e)	Site on main North - South trade route / River Sarno navigable / good agricultural climate / Bay of Naples gave good prospects for trade. 4 points or 2 explained	[4]
[Total: 12]		

3 (a)	A = Water tower stored water which was fed to B = Fountain	[2]
(b)	Aqueduct to <i>Castellum</i> then via lead pipes to A	[2]
(c)	Stepping stones / lava blocks / high walled homes / doorways / high pavements / straight / narrow	[2]
(d)	Reasonable explanations as candidates use their imagination	[2]
(e)	Grid plan [1] Allowed access to all areas / accommodation blocks in between / gates at key positions	[4]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

Question	Expected answers	Marks
1	<p>Candidates may include the following:</p> <p>Oscans built original settlement / irregular shaped areas still existing on earlier plan 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>Influence increased with Greek conflict with Etruscans.</p> <p>Samnite threat caused building of wall / more military minded / Samnite palaestra.</p> <p>Candidates may go on to argue that much of this is trivial compared to the contribution of Rome. i.e. 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>	[16]
2	<p>Candidates will be able to show off their knowledge of a particular house but high marks should only be awarded if the candidates discuss a particular house and include specific details of that house or specific finds in other houses. A Band 3 mark can be awarded for general observations based on a typical house, its layout and its contents. (See specification for notable features of specified houses.)</p>	[16]
[Total mark available for Section B: 16]		

Topic Ten: Roman Britain

Section A

Question	Expected answers	Marks
1 (a)	Wife – flogged + daughters – assaulted / raped + Iceni – lands confiscated	[1 + 1]
(b)	Overcame town / attacked city / burnt shops and homes / killed all inhabitants / pulled down temple. Reward specific details.	[3]
(c)	Defeat of Cerealis / attacks on St Albans / London	[2]
(d)	Suetonius	[1]
(e)	Any two explained from: Reorganisation of tax system / promotion of town life + associated benefits / control of money lenders / discipline within the army . local chiefs given say in towns.	[2 + 2]
[Total: 12]		

2 (a)	Aisle / seating at side / altar at far end (i.e. inside) / low / in hollow	[1]
(b)	Soldiers + Warrior god in the first place / strict moral code / myth / life after death	[1 + 2]
(c)	Adoption of / association with Roman deities + look for evidence, either physical or within a name	[1 + 1]
(d)	Forts: billeting of soldiers / administration of Roman army / headquarters. Mile Castle: look out point. Supervision of parts of wall not covered by gates.	[2]
(e)	Candidates may well refer to particular buildings and / or finds within certain sites. Allow genuine discussion if the candidates clearly know an area of the wall but at this level do not reward opinions supported by the generalised “we have found...” approach.	[4]
[Total: 12]		

Question	Expected answers	Marks
3 (a)	Barracks / soldiers accommodation	[1]
(b)	Baths	[1]
(c)	Aqueduct / water supply to town	[2]
(d)	Transport of supplies / movement of army	[2]
(e)	Increase in trade / influx of foreign traders / integration of Roman way / improved sanitation / employment / farming methods etc.	[2]
(f)	Equipment / ranks within the army / foreign legionaries / daily duties / hierarchy of officer. Be flexible in rewarding examples. Proven by: grave stones / inscriptions / specific finds etc.	[4]
[Total: 12]		
[Total mark available for Section A: 24]		

Section B

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 the highest Bands.</p>	[16]
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Question	Expected answers	Marks
2	<p>In this question candidates are free to show their knowledge of a particular villa.</p> <p>Many villas bought the luxury of 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.</p> <p>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, water mills, 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>	[16]
[Total mark available for Section B: 16]		

