



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2005

Léann Clasaiceach

Ardleibhéal

Marking Scheme

Leaving Certificate Examination, 2005

Classical Studies

Higher Level



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

**SCÉIMEANNA MARCÁIL
MARKING SCHEME**

**SCRÚDÚ ARDTEISTIMÉIREACHTA, 2005
LEAVING CERTIFICATE EXAMINATION, 2005**

**LÉANN CLASAICEACH
*CLASSICAL STUDIES***

**ARDLEIBHÉAL
HIGHER LEVEL**

Marking Scheme and Notes

N.B. Answers may contain valid points other than those listed.

Topic 1. Athens at War.

(i) (a) 40 marks (14,13,13)

While some candidates may sketch in the background to the Corcyraeans request for an alliance, it is not a necessary part of an answer. All that is needed is a knowledge of the main points of their case. (Thucydides, *History of the Peloponnesian War*, pp 32-36). The salient points are: they now regret their earlier neutrality and they admit they cannot survive alone against the Corinthians: their navy is the second largest in Greece and will now be on the side of the Athenians: war is inevitable and Athens is the real target of Corinth: although Corinth is their mother city, they owe her nothing. They were ready for arbitration but Corinth refused: this alliance will not breach the Sparta-Athens treaty: Corcyra is strategically placed on the route to Sicily.

(b) 10 marks.

One point: the Athenians opted for a defensive alliance which ‘would operate only if Corcyra or Athens were attacked from outside’.

(ii) (a) 25 marks.

Examiners will look for an account containing some of the following: bleeding from throat and tongue, vomiting, skin red and livid with ulcers, unquenchable thirst, unable to bear the touch of even the lightest garment, insomnia, blindness, loss of memory, diarrhoea, death.

(b) 20 marks (10,10)

One example of **each** is required. The best example of good behaviour is seen in those who visited the sick and dying, to a lesser extent, in the doctors. Examples of bad behaviour are the unprecedented lawlessness and the absence of fear of sanctions from gods or men. A particular example is the practice of stealing pyres prepared for others.

(c) 5 marks.

(iii) (a) 30 marks.

Answers should contain a clear narrative including the following: Cleon's position on the hill overlooking Amphipolis; Brasidas' decision to make a sudden sortie; Cleon's retreat which left his right exposed to attack; success of Brasidas' attack and rout of Athenians; deaths of Brasidas and Cleon.

(b) 20 marks. (10,10)

Two points of comparison are needed. The comparison is totally in Brasidas' favour. He was braver in action: he was respected and obeyed by his men. Tactically, he was far more competent and astute. Bad morale in Cleon's camp; mutterings against him.

(iv) (a) 35 marks.

Candidates are not expected to go into every detail of this somewhat complicated event which Thucydides treats at some length (585-589 and 591-599). A knowledge of the main features and persons involved is what is needed. The coup was in essence

a plot of the extreme oligarchs to overthrow the democracy. They were in the beginning supported by a large body of moderate opinion. Meanwhile, Alcibiades was exaggerating his influence with the Persian satrap, Tissaphernes, claiming that he could get the Persians to abandon Sparta and help Athens. The Athenian force at Samos was the other important factor. The coup went ahead in 411 BC. A ruling body of 400 with absolute authority came into being but lasted only three months.

(b) 15 marks.

One good point supported from the text is sufficient. Alcibiades is shown to be opportunistic and prepared to do or say anything to engineer his recall to Athens. He deceived the Athenians into thinking that he could secure Persian support.

Topic 2. Alexander the Great.

(i) (a) 25 marks. Impression mark.

Plutarch is the source for Alexander's childhood (pp. 257,258,259,260,281.)

It should be stressed that 'education' can include military and political education.

However, candidates must treat to some degree the more conventional understanding of the term. The role of Aristotle must be mentioned, while Leonidas and

Lysimachus may also feature. Philip played the major part in the other areas. He left Alexander in charge when Alexander was only 16 and gave him command of cavalry at age 18 (Chaeronea).

(b) 25 marks.

There is evidence in both Arrian and Plutarch that Alexander regarded the *Iliad* as a fundamental element in his life and saw himself as a second Achilles. He kept a copy

annotated by Aristotle and even slept with it under his pillow. On getting a valuable casket, he decided the best thing to put into it was his *Iliad*.

His behaviour on landing in Asia is instructive. He went straight to Troy and paid homage to Achilles. Everyone around him was aware of this obsession. Hephaestion was his Patroclus. Apart from direct references, Alexander's attitudes to glory and death are modelled on those of Achilles. His ancestry may also be discussed.

(ii) (a) 35 marks.

Candidates must show knowledge and understanding of **two key** events in the downfall of Callisthenes: Alexander's efforts to introduce the practice of prostration to his Macedonians and the plot of the Pages against Alexander's life. They may also refer to his (Callisthenes') conceit, verbosity and, in particular, his speeches pro and against Macedonians.

(b) 15 marks.

Candidates' opinions of Alexander's behaviour must be based on knowledge of the events. It is hard to avoid the conclusion that he could not forgive Callisthenes' outspoken opposition to prostration which more or less forced Alexander to abandon the idea. He may have used the Pages' plot as an excuse and he showed vindictiveness and cruelty in procuring Callisthenes' death. Examiners will look for a clear opinion, backed by the text.

(iii)(a) 10 marks. (5,5)

One essential point is Darius' preparation of the battleground for his cavalry and chariots. On the Macedonian side, Alexander undertook an extensive reconnaissance of the terrain. Darius also kept his troops on the alert the previous night. The line-up of the armies is also acceptable.

(b) 25 marks.

Candidates need not provide a very detailed account of what is a quite complex battle. Knowledge of the main moves is what is required. These include (i) Alexander's steady move to the right to try to nullify Darius' chariots and Darius' sending his mounted troops to check this attempt (ii) Alexander's charge into the gap created by these manoeuvres. He made for Darius who turned and fled. (iii) breakthrough of Persian cavalry held by Alexander's deployments (iv) Parmenio under fierce pressure sends to Alexander for help thus forcing him to break off his pursuit of Darius (v) final victory of the Macedonians.

(c) 15 marks

Tactically, as at Issus, Darius was static and defensive, relying on his numerical superiority and on the terrain. This left the initiative to Alexander whose formation and timing were brilliantly planned and executed. The tactics of each leader must be covered though not necessarily at equal length. Examiners will look for comment showing a good knowledge of tactics used by both e.g.

- Alexander's tactic of moving steadily right to draw Darius' forces away from prepared ground
- Darius' attempts to outflank Alexander's smaller forces
- Alexander echeloning his left and right wings to prevent encirclement
- Alexander's second line in anticipation of a breakthrough of his phalanx.

(iv) 50 marks

A good treatment of this topic should be able to draw upon a knowledge of Alexander's career and show familiarity with both Arrian and Plutarch (though not necessarily in equal proportions). Neither author disguises his admiration for Alexander. They highlight his leadership, his personal courage, his generosity, his military genius, his treatment of women.

They do criticise him at times (letter to Cleomenes, slaughter of Indians under ceasefire, pomp and extravagance of later years). However, they are both prone to gloss over or excuse the less attractive side. This is plain in the massacre of the Thebans, of the mercenaries at Granicus, the deaths of Philotas, Parmenio, Cleitus and Callisthenes. Alexander's heavy drinking and his intolerance of dissent as well as his rather paranoid behaviour towards the end of his life are all either excused or passed over without comment.

Topic 3. Life and Thought in the Late Roman Republic.

(i) 50 marks. Impression mark.

The evidence from the texts refers almost exclusively to women from noble families. Information can be drawn from Plutarch's *Lives* (Caesar, Pompey, Cicero), Catullus' poems to Lesbia, Cicero's letters on the death of his daughter and on the marriage of his brother, Quintus. From these sources, it is clear that in upper class circles women were an important part of the quest for political power. Many marriages were arranged and dissolved by divorce to advance the political goals of the great families. For example, Pompey divorced Antistia to marry Aemilia who divorced her husband by whom she was pregnant. She died in childbirth shortly after. Having children was often a death sentence for the woman (e.g. Caesar's daughter and Pompey's wife, Julia).

We meet women as wives, often strong and, in the eyes of their men, difficult (Terentia, wife of Cicero and Pomponia, Quintus Cicero's wife). We meet women as courtesans (Pompey's Flora) and married women as mistresses (Clodia, Catullus' Lesbia).

Candidates should be able to show a good knowledge of a number of these sources.

(ii) (a) 25 marks (13,12,)

Two developed points required. The main points concern the security from sudden attack afforded by an inland site and the fact that seaports tend to be places where all sorts of immoral behaviour flourish due to the mix of population.

(b) 15 marks (8,7)

Two points briefly stated will suffice. Rome is on the banks of an evenly flowing river which allows it access to the sea without any of the dangers of being a port. Rome's site provides natural defences and has abundant springs and is healthy.

(c) 10 marks.

Any one relevant point including comment on modern or ancient cities is required.

(iii) (a) 40 marks (14,13,13)

The support for Plutarch's statement is plentiful in the course of events from Pompey's return. Main items include: his political ineptitude on his return which exposed him to the attacks of his enemies in the Senate and drove him to do a deal with Caesar and Crassus: his failure to stand up to Clodius: his desertion of Cicero: his under-estimation of Caesar and over-estimation of his own position before the crossing of the Rubicon: his poor and indecisive leadership before and during the battle of Pharsalus. He is also accused of indolence and of being over fond of his wife!

(b) 10 marks.

His besetting fault was his vanity which blinded him to the real problems. After his amazing success in the East, he saw himself as the greatest Roman. His other crucial failing at this time was indecision.

(iv) (a) 20 marks (10,10)

Sallust lists a whole range of qualities from the ‘good old days’. They include: a preference for actions ahead of words: cultivation of good morals at home and at war: respect for the gods. He sums it up as ‘boldness in warfare and justice when peace came’.

(b) 20 marks (10,10)

Again, Sallust’s view can be summed up in these words, ‘Hence the lust for power first, then for money, grew upon them’. He expands on the dire results of too much leisure and wealth: rivalry leading to civil strife, neglect of the gods, avarice and excessive ambition. All these were brought about by the victories of Rome and the long peace.

(c) 10 marks.

Sallust blames Sulla and his party first for encouraging looting and cruelty and particularly for letting his armies run riot. He also lays blame on the nobles for their greed for wealth and power. One point will be sufficient.

Topic 4. Roman Historians.

(i) (a) 20 marks (10,10)

Suetonius’ *Life of Augustus* is our source for these measures. The following public works are mentioned by Suetonius: Augustus’ forum: the Palatine temple of Apollo: the temple of Capitoline Jupiter. He also encouraged others ‘to embellish the city with new public monuments or to restore and improve ancient ones’. He restored burnt or ruined temples to a high standard of excellence. Candidates do not have to name specific buildings.

(b) 15 marks (8,7)

Two points required. Suetonius mentions 'stations of night watchmen to alarm the fire-brigades'. To protect against flooding, the Tiber channel was cleared. He stationed armed police in bandit-ridden districts, had slave-barracks inspected and dissolved all working men's guilds.

(c) 15 marks (8,7)

Suetonius Augustus increased the number and the dignity of the priesthoods especially that of the Vestal Virgins. He revived some rites that had fallen out of use. He took over the role of Pontifex Maximus. The restoration of temples mentioned in (a) above should also be accepted.

(ii) 50 marks (17,17,16)

Three valid points with at least one from the reign of each emperor are required.

Tiberius: The concentration of the Guard in one place inside the walls of Rome is very significant in the increase in its influence and that of its Prefect. The key figure here is Sejanus who used his position as Prefect as a base from which to launch his bid for supreme power. It is also valid to show that the Guards were the only armed force in the city and as such were bound to be a significant factor.

Claudius: without the Guard Claudius would never have become emperor. One of them murdered Caligula and others found Claudius hiding and proclaimed him emperor. He was not slow to pay them a handsome bonus and he looked after them all through his reign. Their role in the deaths of Messalina and her accomplices is also important. Agrippina had her man Burrus appointed Prefect by Claudius.

(iii) Agrippa 25 marks (13,12)

Two significant and developed points are required. Augustus' life-long friend and second-in-command as well as his best general: he played a crucial role in the defeats of Sextus Pompeius and Antony and Cleopatra at Actium; his marriage to Augustus' daughter Julia: his public works: his five children by Julia.

Boudicca 25 marks (13,12)

A brief account of her revolt against the Romans is all that is required.

Messalina 25 marks (13,12)

Wife of Claudius and mother of Britannicus and Octavia. A woman who has become famous for sexual promiscuity and cruelty. Her public marriage to Silius and her death shortly after are the best-known events.

(iv) (a) 35 marks

A connected account including the main events is needed. Suetonius' *Life of Nero* is the source. The sequence of events is roughly as follows: Nero's initial unconcern on learning of Vindex' revolt: return to Rome and panic when he hears of Galba joining in: hysterical outbursts and outlandish schemes; no serious military preparations; raises taxes: weird dreams: he is deserted by his bodyguard: retreat to villa of Phaon: declared a public enemy by the Senate: suicide.

(b) 15 marks (8,7)

Any **two** characteristics such as self-indulgence, weakness, vanity, cowardice, wild and short-lived changes of plans.

Topic 5. Greek Drama

(i) 50 marks.

Candidates should show a good knowledge of the play and an ability to engage with the question.

The immortals in the drama include all the characters except Io. Those frightened of Zeus include Hephaestos, Oceanus and, to some extent, the Chorus. Those fully on his side are Strength and Violence and Hermes. Not all of these characters need to be treated separately, but a good answer will refer to most of them in the narrative. The question does not require a detailed analysis of these positions.

(ii) 50 marks.

Candidates should show a good knowledge of the play and an ability to engage with the question.

Evidence for the central role of the poet is everywhere in *Frogs*. The theme around which the comedy revolves is finding the best poet to save Athens in her hour of deadliest danger. Aristophanes says it plainly on several occasions in the play:

“What do you want a poet for?” “To save the City, of course”

“A poet should teach a lesson, make people into better citizens”

The whole *agon* or contest in Act Two is based on the premise that politicians and others have failed and that a good poet is the only person with the insight and honesty to show the citizens the way out of their perilous position.

(iii) 50 marks.

Candidates should show a good knowledge of the play and an ability to engage with the question.

The best answers will show an appreciation of not only who Medea deceives and manipulates but also how she does it. The chorus is used to be a sympathetic and compliant listener: Creon is manipulated because of his soft heart. Aegeus is deceived as to Medea's real intentions. The children are used to make sure the deadly gifts are accepted and as the ultimate revenge against Jason. But the principal victim of her talents is Jason whose weaknesses of character she exploits to catastrophic effect. She makes use of the children to gain revenge on Jason.

Examiners will look for specific reference to the range of talents employed by Medea (e.g. sheer intelligence, female wiles and knowledge of drugs and poison).

(iv) (a) 25 marks (13,12)

Candidates should show a good knowledge of the play and an ability to engage with the question.

Examiners will look for two points on the relationship of the chorus to Oedipus. These could include their respect and admiration for him in the earlier part of the play, their determination not to abandon him despite the revelations of the respected seer, Tiresias and their final shift of allegiance to Creon along with a deep pity for the sufferings of Oedipus

(b) 25 marks. Impression mark.

The chorus are conservatives. They believe in the truth of oracles and in the insights of prophets like Tiresias. They are shocked by the attitude of Jocasta when she pours scorn on prophecies. They claim that such an attitude means an end even to belief in the gods themselves.

Topic 6. Ancient Epic.

(i) 50 marks

The differences are probably greater than the similarities. Cúchullainn, like Odysseus and Aeneas, is a great warrior. However, the latter two engage in a much wider range of activities. He too has a mission- to defend the honour of the men of Ulster - unlike Odysseus' which is to reclaim his family and his kingdom or the mission given to Aeneas to found a city and a race. However, Aeneas' qualities are quite different. He fights but usually reluctantly. He has cares about fate and about his followers. His love affair with Dido and his feelings and the way he left her just could not even be imagined in the *Táin*. One is essentially a loner, the other a leader.

Odysseus, again, is quite a different hero. Unlike Cúchullainn, he prefers to succeed by using his intelligence rather than by force. He can put up with insults and humiliation, something we cannot imagine the Irish hero enduring.

(ii) 50 marks. Impression mark.

Candidates must show familiarity with both elements. They should be clear on the general principles underlying the whole theme of hospitality and gift-giving and be able to refer to the text. While it is possible that candidates will write more on hospitality, for very high marks examiners will look for reference to reasons for the importance of hospitality, and also for a discussion of gift-giving (not just examples).

Main points are: Zeus is the protector of guests and travellers: a stranger is welcomed, not asked to identify himself, offered food and drink: he may even be bathed by the women of the house. Eventually, he will be asked who he is. The departing guest will often be offered a gift. Gifts are fundamental to the society of the *Odyssey*. They are a sign of a man's standing and they are in regular circulation. The more exalted the giver or the maker of the gift, the greater its value.

The gift is taken home and kept in the store-room to be passed on to an honoured guest.

Evidence is everywhere in the epic but Telemachus' visit to Menelaus and Odysseus' stay amongst the Phaeacians are particularly instructive.

(iii) 50 marks (17,17,16)

Aeneas' behaviour in Book 2 is remarkable in a number of ways. Firstly, he seems to have played no part nor expressed any opinion in the discussion about bringing the Wooden Horse into Troy, even though he was Troy's leading warrior. He is told in a dream by Hector that fighting is useless and that he must leave. He completely forgets this and is determined to die in Troy. He rushes out without a thought for his family, sees the brutal murder of Priam, almost kills Helen and is finally told by Venus to go home. There follows the episode with his father and the escape during which Creusa vanishes.

Candidates who are familiar with the book will find much to comment on. There must be an opinion expressed based on the events of the text. Examiners will look for a well-supported opinion of Aeneas' behaviour (e.g. impetuous, brave, dutiful, confused).

(iv) (a) 35 marks

Odysseus' stay among the Phaeacians is full of incident and candidates will not need to cover every detail. His meeting with Nausicaa, then with Alcinous and Arete, the games – including the dispute, the song of the bard Demodocus and his departure are the main features of his stay.

(b) 15 marks

There is much to remark about the Phaeacians' lifestyle: they live in a sort of splendid isolation, cut off from the real world. Alcinous' palace and gardens have a fairy tale quality. Theirs is a life without stress and without any real challenge. They enjoy the good things of life and the favour of the gods. They pride themselves on their skill at the dance and at games. While wonderfully welcoming and generous to Odysseus, there is at the same time, a hint of hostility to strangers. Examiners will look for a comment rather than simply a description.

Topic 7. Writers of the Augustan Age.

(i) (a) 40 marks (14,13,13)

Candidates should be able to refer to supporting evidence from at least two of the writers on their course. The best writers for this purpose are Virgil *The Birth of a Saviour, Rustic Happiness, A Farmer's Calendar*: Horace *The Simple Life, Rustic Joys, The Town Mouse and the Country Mouse*: Livy *Preface, Class Warfare, Horatius on the Bridge, The Defeat of Hannibal*: Ovid, *Baucis and Philemon*.

The principal themes that were part of the Augustan programme are: the promotion of agriculture and a return to the land (Virgil, Horace): the superiority of a simple life to one of riches and luxury (Horace, Virgil, Ovid): the importance of patriotism and admiration for great Romans of the past (Livy).

(b) 10 marks

Any comment that engages with the question is acceptable, including examples drawn from other times.

(ii) (a) 35 marks (12,12,11)

A connected narrative of the journey is required. However, it is a long poem and candidates will not be expected to give every detail. The best answers will try to recapture some of the humour of the original. Answers which get the sequence of the places passed through wrong should not be penalised nor should failure to remember every name of persons and places.

(b) 15 marks (8,7)

Candidates must be able to draw on their knowledge of the poem to make at least two points about Horace as a companion. His sense of humour, his love of his friends, his ability to laugh at himself and at setbacks - these are all endearing qualities in a travelling companion.

(iii) 50 marks (17,17,16)

Candidates should look at the centrality of love in the poetry of Propertius. This involves showing also that love takes precedence over other activities such as war and politics. Most relevant poems are; *Two Requests, Susceptibility, Love and Peace, Gone, Gone to Clitumnus, Cynthia is Dead, The God of Love, Cynthia.*

(iv) (a) 30 marks (10,10,10)

He bemoans the unlettered land where he is forced to live. Nobody speaks Latin, nobody appreciates verse. He himself has almost forgotten his own tongue. He is depressed: "who'e'r has cause for sorrow, I have most." "The fortitude by Socrates possessed, Soon would it sink beneath such woes as mine." There are dangers too "When hostile troops swarm o'er the dreary plain".

(b) 20 marks (10,10)

From poems such as *Myself*, *Advice to Women*, *The Art of Love* and *Unfair*, candidates should be able to identify the things that were part of Ovid's life in Rome. He was very much the man about town, much taken up with the company of women. He gambles, goes to the theatre, writes plenty of verse. In short, Ovid was a man totally at home in a big city like Rome.

Topic 8. Art and Architecture in Greek Society.

(i) (a) 5 marks

The architect is Iktinos.

(b) 15 marks (8,7)

Any two of the following features: a continuous frieze went along the inside of the cella: a side door led from the peristyle to a chamber behind the cella: in the cella were two rows of columns, at least one Corinthian, attached to the cella wall by short spur walls.

(c) 30 marks (10,10,10)

Examiners will look for the use of correct terminology. Stylobate, Doric columns, cella (or naos), pronaos, epistodomos are all present in the plan.

(ii) (a) 5 marks

This is a lekythos.

(b) 10 marks.

The lekythos served as an oil-jug.

(c) 15 marks (5,5,5)

A description which includes all main parts of the vase is needed. Examiners will look for use of terms such as meander, lotus, horizontal band.

(d) 20 marks (10,10)

As Richter points out, Greek vases depict many aspects of daily life, such as the gymnasium, preparations for war, banquets, the household tasks, caring for children, rituals, marriage ceremonies, burials, actors and the theatre.

(iii) (a) 10 marks

Stelai are grave monuments.

(b) 5 marks

Late Archaic. Archaic = 3 marks.

(c) 25 marks (9,8,8)

Candidates may cite a range of features: hair stylised, eyes slightly protruding, facial features, portrayal of legs. Candidates may also point to the changes from Early Archaic.

(d) 10 marks

One comment about the use of thin, shallow lines to indicate the warrior's garments (legs and arms). Broader, deeper lines used for main garments.

(iv) (a) 5 marks

This statue is from the Fourth Century or High Classical.

(b) 30 marks (10,10,10)

Serene expression, easy, balanced stance, soft moulding of the skin, turn of the head, position of arms, portrayal of eyes.

(c) 15 marks. (8,7)

Richter mentions two techniques. The more common one and the one used for this statue is the *cire-perdu* method.

Topic 9 The Philosopher in Society: A Study of Socrates and Plato

(i) (a) 25 marks (9,8,8)

The principles are two: humans are not self-sufficient; they need to live together in society, humans have different aptitudes. However, candidates should focus on Socrates' practical suggestions. He finds that four basic workers are needed: a farmer, a builder, a weaver, a shoemaker and one or two others. Socrates regards this as the simplest and best form of society.

(b) 25 marks (9,8,8)

Glaucon protests at the uncivilised nature of this primitive society. Socrates adds the refinements of a wealthy and more numerous community: expensive clothes, furniture, food, perfumes etc. This will involve new trades and professions. War will be inevitable as states compete. Hence, soldiers will be needed.

(ii) 50 marks

This question calls for a good knowledge of the main features of Plato's ideal state and an appreciation of how some, at least, of these might help a modern state. Or indeed, candidates may want to show that little or nothing of Plato's scheme is relevant to our times. The most fruitful areas are likely to be: education, the status of women, the importance of specialisation in the governance of the state, the avoidance of regular changes of government, the government not being subjected to every whim of the electorate.

(iii) 50 marks

Both Dionysius I and his son Dionysius the Younger should be covered in the answer, though not necessarily in equal measure. Candidates need to know the characters of the two kings and how the cruelty and despotism of the one and the unpredictability and self-indulgence of the other made Plato's experiment almost impossible. Candidates must refer to specific incidents in their answers.

(iv) (a) 20 marks (10,10)

Plato looks for moral integrity and toughness as well as a natural aptitude for the type of education he has in mind. He adds intellectual eagerness, good memories, determination and a fondness for hard work.

(b) 30 marks (10,10,10)

At age 20, candidates are put through the mathematical disciplines: there follows at age 30 five years of dialectic: then 15 years of practical experience of political affairs. Those who survive are fully qualified Philosopher-Rulers.

Topic 10 Roman Art and Architecture.

(i) (a) 15 marks (5 x 3)

(b) 20 marks

Wheeler makes the point that Caerwent was built not so much for defensive purposes as to impress the Britons with the advantages of Roman civilisation and to get them used to the process of Romanisation.

(c) 15 marks (8,7)

A clear description of any **two** features of the forum will suffice.

(ii) (a) 5 marks

Prominent places such as entrances to cities, crossroads, fora.

(b) 5marks

Propaganda purposes, glorifying the emperor, celebrating victory.

(c) 25 marks (9,8,8)

Examiners will look for coverage of all parts of the arch: the Attic storey, the pillars, engaged pilasters, the arch, the decoration, internal panels.

(d) 15 marks (8,7)

Any **two** points of comparison (e.g. number of arches, decoration, balance, inscription), and a reason why one is seen as more pleasing.

(iii) (a) 20 marks (10,10)

We see a vain, effeminate and somewhat sadistic man from the way his hair and beard are styled and from the Hercules fancy dress.

(b) 15 marks (8,7)

Philip has a tough look but also a shifty and unsure one.

(c) 15 marks (8,7)

The Roman fondness for realism even when dealing with emperors is evident.

(iv) (a) 10 marks.

The taking of Achilles at Scyros/ the revelation of Achilles. There is no need for a full retelling of this episode.

(b) 15 marks (8,7)

It seems out of place with the rest of the picture. Wheeler thinks it may be the face of the owner of the house. Candidates may comment on the age and on the expression of the person.

(c) 15 marks (8,7)

Examiners will look for an understanding of the effects of the very strong lines formed by the arms, the exaggerated poses, the expressions on the faces and the colours.

(d) 10 marks

The main point lies in the contrast between the strong colours used for the men and the white for the other figures.