



**General Certificate of Education
June 2011**

Classical Civilisation 2021

Roman Epic

A2 Unit 4C

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	9-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	5-8
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy, accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen, accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which• has an almost wholly analytical and/or evaluative focus,• responds to the precise terms of the question,• effectively links comment to detail,• has a clear structure• reaches a reasoned conclusion• is clear and coherent, using appropriate, accurate language and• makes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus,is broadly appropriate to the question,mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy, accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that candidates should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- Level 5** Demonstrates
- well chosen, accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
 - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
 - ability to sustain an argument which
 - is explicitly comparative,
 - has an almost wholly analytical and/or evaluative focus,
 - responds to the precise terms of the question,
 - fluently links comment to detail,
 - has a clear and logical structure,
 - reaches a reasoned conclusion,
 - is clear and coherent, using appropriate, accurate language and
 - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate, accurate and relevant knowledge from different sources which covers many of the central aspects of the question
 - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
 - ability to develop an argument which
 - makes connections and comparisons,
 - has a generally analytical and/or evaluative focus,
 - is broadly appropriate to the question,
 - mainly supports comment with detail and
 - has a discernible structure,
 - is generally clear and coherent, using appropriate, generally accurate language and
 - generally makes use of specialist vocabulary when appropriate.
- 27-36**

Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge from different sources• some understanding of some aspects of the question, including some awareness of classical values• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	17-26
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy, accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme
Unit 4C Roman Epic

Section One

Option A

01 Whose ‘cries of anguish’ are mentioned in line 1?

Creusa / Aeneas’ wife / Iulus’ mother (1)

(1 mark)

02 What signs does Jupiter send to ‘confirm this omen’ (line 10)? Give two details.

TWO from: (peal of) thunder (1) on the left (1) star / torch of light (1) shooting (through darkness) (1) burying itself in woods (1) of Mt Ida (1) all around smoked with sulphur (1)

(2 marks)

03 What does Anchises say in response to these signs? Give two details.

TWO from: no more delay (1) I will follow / wherever you gods lead I follow (1) will obey the gods (1) preserve this house / my grandson (1) this is your (gods’) sign (1) Troy is in your (gods’) hands (1) I yield / change my mind (1) I will go with you, son / Aeneas / will leave Troy (1)

(2 marks)

04 In this passage how effectively does Virgil emphasise the drama of the situation?

Points might include the following: drama intensified by volume of Creusa’s cries of anguish; shock element of miracle (named as such) arriving suddenly; poignant family grouping clinging together for comfort and sorrowing; symbolism of light as hope; vivid description of Iulus with his pointed cap, description of flames covering him – something frightening but miraculous in not actually harming; personification of the flame (lick...feed...); innocence of Iulus shown by description of hair as ‘soft’; several verbs of action used in succession (‘rushed’, ‘beat out’, ‘quench’) to stress fear; fire described as ‘holy’ giving a miraculous tone; dramatic contrast between initial fear and subsequent hope; reference to ‘stars of heaven’ stressing wonder; Anchises’ prayer to Jupiter etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 How important to Aeneas are the members of his family, human and divine, in Books 1-2 and 4-6 of the *Aeneid*?

Points might include the following:

- Aeneas not thinking of family until he sees death of Priam
- Aeneas gathering his family as Troy burns
- Aeneas’ desperate attempts to rescue Creusa
- his abandonment of Troy carrying his father and leading his son by the hand
- Iulus / Ascanius as representing the future (portents and reference to him and his sons in pageant of heroes in Book 6)
- Venus in guise of huntress giving information and guidance to Aeneas

- once welcomed by Dido, Aeneas being concerned that Ascanius / Iulus joins him as soon as possible
- Iulus used by Venus to make Dido fall in love with Aeneas
- Mercury using Ascanius' legacy to persuade Aeneas to leave Carthage
- Anchises as voice of the past and tradition
- Anchises' funeral
- Anchises meeting Aeneas in the Underworld and explaining pageant of heroes
- Aeneas not being able to embrace Anchises who has become a shade
- male family continuum of Anchises – Aeneas – Ascanius
- Venus as Aeneas' mother, not part of mortal family but important as a divine connection for Aeneas etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 Where in Latium does this meeting take place?

In Evander's house / at Pallanteum

(1 mark)

07 What sign does Venus send? Give two details.

TWO from: lightning (1) thunder (1) loud / like a trumpet (Etruscan) (1) repeatedly / again and again (1) armour glowing red / thundering (1)

(2 marks)

08 What interpretation of this sign does Aeneas make? Give two details.

TWO from: heaven asking for him (Aeneas) (1) promise of his mother / Venus to send the sign (1) if war threatened (1) and to bring armour (1) from Vulcan (1)

(2 marks)

09 In this passage how effectively does Virgil portray the emotions of Evander?

Points might include the following: Evander's emotive speech; firstly dealing with his old age, poignantly described in negative terms (lack of speed, warm blood, ability to command, strength); secondly dealing with who should lead the war effort, not Pallas who is part Italian but Aeneas, giving a sense of hope; which is extended in Evander's address to Aeneas as 'bravest leader'; the third section of the speech dealing with his beloved son Pallas, described as his 'hope and comfort'; acceptance of need for Pallas to be 'hardened' by Aeneas; encouragement of Aeneas as Pallas' role model; culminating in generous offer of 200 horsemen from him and 200 from Pallas – fighting talk etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

10 How important to Aeneas are Evander and Pallas in Books 8 and 10-12 of the *Aeneid*?

Points might include the following:

- Evander marked out as ally for Aeneas by river god Tiberinus
- Aeneas seeks Evander out
- family link through Atlas discovered
- Evander can secure Etruscans as Aeneas' allies too
- Aeneas given Pallas, Evander's son, to advise and help
- Evander showing Aeneas future site of Rome
- Pallas killed by Turnus, angering Aeneas
- Aeneas eventually catches up with Turnus, killing him in revenge
- so Evander and Pallas important in terms of alliance, male bonding, future Rome and, unintentionally, Aeneas' killing of main rival Turnus
- other factors at work too, e.g. help of Venus to Aeneas etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section Two

Option C

11 To what extent do you think that a Roman audience would have found Aeneas' behaviour admirable? Support your answer with reference to the books of the *Aeneid* you have read.

The answer to this wide question should attempt to see both sides and set discussion within the values of the Augustan era in order to fulfil synoptic requirements. Careful consideration also needs to be given to the selection of appropriate examples. Points might include the following:

Admirable

- description of Aeneas as *pius*, showing his *pietas*, an important Roman quality in the story (e.g. in his righteous pursuit of Turnus in Book 12) and in the Augustan era
- description as *pater Aeneas* (e.g. in Book 8) to mirror his own father *pater Anchises* (e.g. in Book 6) in patriarchal value system
- upholder of family values (e.g. in Book 2 as he tries to escape with family), echoed in the Augustan ideology
- place in long genealogy going back to his mother Venus and forward to Augustus (as shown in Book 6)
- brave warrior (e.g. in Book 12 in confronting Turnus)
- good leader (e.g. in difficult circumstances in Book 1)
- with human qualities (e.g. emotion shown on meeting shade of Anchises in Book 6) and weaknesses (e.g. gets hungry as his men do in Book 8)
- powerful political figure (e.g. in making alliances in Book 8) like Augustus
- as fulfilling his mission despite difficulties along the way by listening to gods (e.g. in Book 4)

Not admirable

- *furor* shown in Book 2
- what happens to Creusa
- forgetting mission in Book 4 as he has his affair with Dido (possible Cleopatra link)
- lack of clemency to Turnus in killing him in Book 12 possibly an implied criticism of Augustan ruthlessness necessary for victory and imposition of peace etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 12 ‘Virgil’s main intention in writing the *Aeneid* was to celebrate Augustus’ rule’. To what extent do you agree with this opinion? Support your answer with reference to the books of the *Aeneid* you have read.**

This question has been designed to provoke answers seeing both sides of it in accordance with synoptic requirements and addressing wider political issues of the Augustan regime. Points might include the following:

Yes

- explicit statements in Jupiter’s speech on Rome of the future (Book 1)
- pageant of heroes, culminating in Augustus (Book 6)
- explicit depiction of Actium on Aeneas’ shield (Book 8)
- piety of Aeneas mirroring that of Augustus
- father Aeneas / Augustus as father
- family values in *Aeneid* and Augustan legislation
- Roman peace through conquest and alliances (Books 7-12) reflecting Augustan Peace
- Aeneas’ mission
- legitimizing Augustan rule through divine heritage etc.

No

- human passion (Dido and Aeneas) two-sided with pathos shown (e.g. in Books 4 and 6)
- pathos shown across the spectrum (e.g. to Lausus / Mezentius as well as to Pallas etc)
- greatness of Rome shown over centuries, not just involving Augustus
- involvement of gods in relation to humans, helping (e.g. Venus helping Aeneas) and hindering (e.g. Juno against Aeneas), and to each other etc.

Also give credit for intentions as an epic poet.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 4C Roman Epic

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	1		1
02	2		2
03	2		2
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
06	1		1
07	2		2
08	2		2
09	4	6	10
10	8	12	20
TOTAL	17	18	35

Section Two

Either
Option C

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

UMS conversion calculator www.aqa.org.uk/umsconversion