



**General Certificate of Secondary Education  
June 2012**

**Classical Civilisation 40202F**

**Greece and Rome: Drama and Life**

**Unit 2F**

**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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

## 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
- where there is more than one mark available in a level, determine the mark from the mark range 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 students after one or two years of study on the GCSE course and in the time available in the examination.

**Mark Scheme**

**Topic A Greek Tragedy and Drama Festivals**

- 1 (a) *'I do not wonder that you take such wrongs to heart' (line 5.)  
What has Medea suffered up to this point in the play?*

Two from:

Jason has left Medea – and his family – married Glauce / Princess of Corinth – she had betrayed her country and family for him.

**AO1 (2 marks)**

- (b) *What is Creon's 'new decision' (Line 7)?*

Two from:

He is going to exile Medea – and her children – immediately / the same day

**AO1 (2 marks)**

- (c) *How does Medea persuade Creon to do what she wants?*

**Levels of Response**

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

Tries to win sympathy for being too clever – being a helpless woman – claims she has no cause for complaint against Creon / he can marry his daughter to whomever he wishes – tries to convince him she will stay in Corinth in silence – identifies with him as a parent who loves his child – wants to make arrangements for her children – persuades him to allow her one day's grace.

**AO2 (3 marks)**

- (d) *'To punish Jason will be just' (line 4). Do you agree with the Chorus that it will be fair to punish Jason? Give your reasons.*

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development	3 marks

**Yes:** He has left Medea for another woman – she had helped him in his quest for the Golden Fleece – she had betrayed her father for him – she had killed her brother for him – she has had children by him – she loves him – she is so distraught he has left her – she has helped him in Iolcos – he has sworn oaths of loyalty to her which he has now broken – she wants to die she is so upset – he has left her alone, a foreign woman in a foreign country – she has always been loyal to him – the chorus identify with Medea and feel her pain.

**No:** He may have had children with Medea but they weren't married – he was free to marry whom he liked – it was Medea's fault they were exiled from Iolcos – after she is exiled he comes out to offer help – his reasons for marrying into the royal family were genuine – she has proved she is a barbaric woman in the way she has already killed her brother and Pelias – when she is offering the golden crown and dress as gifts he advises her to keep such precious items – after the deaths of Creon and Glauce his first thought is to protect his children.

Accept mixed responses

**AO3 (3 marks)**

**2 (a) What is the name of the feature labelled A?**

Orchestra

**AO1 (1 mark)**

**(b) State two uses of the skene.**

Two from:

Provided the backdrop for house / palace / building where action took place – central doorway provided access to inside the building – top of *skene* acted as roof for 'deus ex machina' – inside was where actors changed costumes – storage space for props.

**AO1 (2 marks)**

**(c) Explain why it was easy for a Greek audience to hear and to see a performance of a Greek play.**

One mark for hearing and one for seeing.

**Hearing:** Raised / tiered seating / semi-circular shape of theatre / good acoustics / mouthpiece in mask.

**Seeing:** Raised stage / tiered seating / bright costumes / exaggerated features on masks.

**AO2 (2 marks)**

**(d) Explain why the seating area in the Theatre of Dionysus was in segments.**

Two from:

To make for easy access to seats – to separate tribes of Athens – to provide space for the newly trained soldiers – to separate dignitaries from main citizen body.

**AO2 (2 marks)**

(e) **Would you like to have been a member of the Chorus? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development	3 marks

**Yes:** Team effort – enjoying singing / dancing / performing – honour of being part of the City Dionysia – performing in great productions – working with / for great playwrights – being part of a team that won the first prize – honour of representing tribe – banquet if won.

**No:** Natural fear of performing – pressure of learning lines and music – heavy costumes – length of performances – time commitment for rehearsal – pressure of representing the city in the festival – increased pressure of competition – uncomfortable costumes and masks.

Accept mixed responses

**AO3 (3 marks)**

3 (a) **Describe the processions at the start of the City Dionysia.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention some but not necessarily all of:

*Proagon:* choregoi paraded with their company of actors, chorus and playwright to the Odeion – playwright read out theme of his plays – no masks – day before the festival statue of Dionysus taken out of city in a sort of wooden ship to Eleutheræ – brought back in torchlight procession – accompanied by *epheboi* as bodyguard – statue taken to theatre – procession continues with sacrificial victims – men, women and metics in purple robes, ordinary citizens in ordinary clothes – maiden chosen to carry special golden basket – other girls with baskets on their heads – *choregoi* dressed in extravagant clothes – torchbearers – musicians playing flutes and lyres.

**AO1 (4 marks)**

**(b) Explain how the Chief Archon made the City Dionysia a success.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Good artistic judgement: to choose best plays and playwrights – experience and knowledge: to select which actors / protagonists to select – knowledge of fellow citizens: to know which Choregoi to select – integrity in choosing plays, chairein meetings, and awarding prizes – organisational ability: to arrange meetings, *proagon*, and civic ceremonies – dignity to participate in ceremonies and to preside over the festival. – honesty: to give an account before the people after the production.

**AO2 (4 marks)**

**(c) Would you have enjoyed being a Choregos? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**Factors for:**

Providing a service to the state that could increase your popularity – opportunity to show your wealth off to the people – chance to mix with popular playwrights and actors – glory of winning the prize for the best play – opportunities to exert power and influence over other wealthy Athenians by producing lavish and extravagant productions – chance for prominent seats at the Dionysia – increasing fame by commemorative plaques after successful show.

**Factors against:**

Immense expense – long time commitment – apparent underfunding could be made ridicule of by comic playwrights – not for those who don't want to be in the limelight.

Accept mixed responses

**AO3 (5 marks)**

**4 (a) Describe how Glauce died.****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Medea sent poisoned gifts to Glauce – Glauce put on dress and coronet – admired herself in the mirror – poison took over – Glauce began to lose colour – she staggered – collapsed onto a chair – froth oozed from her mouth – blood drained from her skin – pupils twisted out of sight – screamed – poison ate away at her flesh – fell to ground – grotesque disfigurement.

**AO1 (4 marks)****(b) Explain why Medea killed her children.****Levels of Response**

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

Students may mention some but not necessarily all of:

Medea persuaded Jason he was right – convinced him to persuade Creon to allow children to stay in Corinth – best way was through his daughter Glauce – to be achieved through boys presenting her with gifts – gifts were poisoned – children delivered the poisoned crown and dress to Glauce – after she died it was natural for Creon's family to want to take revenge on Medea and her children – by killing the children herself Medea was preventing her enemies doing that – she did not want her enemies to have the last laugh.

This was also the best way to hurt Jason – she was killing his children – even though it hurt her too – he had lost the hope of children through Glauce – now he lost those children he already had.

**AO2 (4 marks)**

(c) **Do you have any sympathy for Medea? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**No:** Killed Glauce – killed Creon: – killed her brother – had Pelias killed – killed her children – gloated over deaths – gloated over victory over Jason – used people for her own purposes e.g. Creon, Aegeus, Jason, Chorus, her own children – totally abhorrent and unnatural for a mother to kill her children – her actions were driven by the fear of her being laughed at by her enemies.

**Yes:** Jason had betrayed her – he left her for another woman – she wanted to die struck by lightning – she felt alone – she had abandoned her country, father and family to go with Jason – she was a foreign woman in a foreign country – because she had used her children to kill Glauce she knew they would be implicated in the crime and her enemies would want to take revenge on them, something even Jason recognized, and in this way was protecting them – she felt immense guilt about her actions – her final speech to her children evokes enormous pity and sympathy.

Accept mixed responses

**AO3 (5 marks)**

**Topic B Plautus, *The Pot of Gold and the Brothers Menaechmus***

**5 (a) What object are Euclio and the slave talking about?**

The pot of gold.

**AO1 (1 mark)**

**(b) Name the slave's master?**

Lyconides

**AO1 (1 mark)**

**(c) (i) Where did Euclio first meet the slave?**

At the shrine of Good Faith

**AO1 (1 mark)**

**(ii) What was Euclio doing there?**

One from:-

Hiding the pot of gold – putting it under the protection of Good Faith – making sure no one might steal it

**AO1 (1 mark)**

**(d) Explain how the slave had obtained the object.**

**Levels of Response**

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

Slave was sent by Lyconides to find out about the marriage between Megadorus and Phaedria – sees Euclio hiding gold in shrine of Good Faith – decides to steal it as soon as Euclio leaves – is assaulted by Euclio before he can succeed – decides to get his own back on Euclio by stealing the gold for certain – overhears Euclio deciding to hide gold in the Grove of Silvanus – runs ahead and hides up a tree – sees Euclio hiding it – once Euclio is gone he climbs down and absconds with the gold.

**AO2 (3 marks)**

**(e) Do you think the slave is likeable? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development	3 marks

**No:** He stole Euclio's gold – he was cheeky to his master – boasted about the gold – lied to Lyconides about the gold – lied to Euclio about how he found the gold – was cheeky to Euclio – only seemed to return gold after promise of freedom – had already decided to steal gold before Euclio manhandled him.

**Yes:** He had good relationship with master – had best interests of Lyconides at heart – cheeky chap persona – handed gold back – only actually stole gold after Euclio had set upon him – comes across as resourceful character.

Accept mixed responses

**AO3 (3 marks)**

**6 (a) 'I'll knock at the door' (line 1). Whose house is Messenio about to knock at?**

Erotium

**AO1 (1 mark)**

**(b) (i) Why had this person let Messenio's master in?**

Two from:

Menaechmus was Erotium's lover – Erotium was expecting Menaechmus for lunch – her slave had already encountered Sosicles and mistaken him for Menaechmus – Erotium also mistakes Sosicles for Menaechmus.

**AO1 (2 marks)**

**(ii) Name 'that man' (Lines 5–6).**

Menaechmus

**AO1 (1 mark)**

(c) **Explain why the father wanted to take him to the doctor's house.**

**Levels of Response**

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

His daughter is married to Menaechmus – she has been informed by Menaechmus's parasite Peniculus about Menaechmus's behaviour with Erotium – she has come across Menaechmus and takes him to task for giving her gown to Erotium – when she meets Sosicles and he declares no knowledge of her she summons her father to come and help her – Sosicles pretends to be mad in front of her father – father decides he needs to take him to be cured.

**AO2 (3 marks)**

(d) **Do you think the slave, Messenio, is important to the plot of the play? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development	3 marks

**No:** He gives Sosicles advice which Sosicles ignores – his presence isn't required when Sosicles meets Peniculus - Erotium's maid – Menaechmus's wife – her father – he isn't with Sosicles inside Erotium's house.

**Yes:** He saves Menaechmus from the slaves of the father – he recognizes the twins – he puts them both to the test to prove their identities – he acts as an auctioneer for Menaechmus's property – he is a slave of importance given the responsibility of billeting Sosicles' men – he acts as a companion to Sosicles – gives advice to Sosicles about the danger of Epidamnus

Accept mixed responses

**AO3 (3 marks)**

**7 (a) Describe the bad behaviour of Lyconides and the slave in *The Pot of Gold*.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2- 3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Lyconides getting drunk, having sex with Phaedria and making her pregnant – Lyconides’s slave stealing Euclio’s gold – the slave boasting to Lyconides about the theft of the gold – the slave lying to Lyconides about the gold – the slave lying to Euclio about how he obtained the gold – the slave being rude to Euclio.

**AO1 (4 marks)**

**(b) Explain why Megadorus deserves to be happy at the end of the play.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Generous enough to pay for wedding feast – prepared to marry Phaedria without dowry – prepared to waive his claim on Phaedria – tolerant of Euclio’s strange behaviour and rudeness – went along with Eunomia’s request to get married – gave good advice to Lyconides – wanted Euclio to have a good time at the wedding party – dealt with the cooks.

**AO2 (4 marks)**

(c) **Do you think Euclio deserves a happy ending? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**No:** Violent towards Staphyla, Congrio and the slave – threatening towards Staphyla, Congrio and the slave – insulting towards Staphyla – rude towards Megadorus – dishonest claiming for a dole he doesn't need – deceitful claiming he couldn't afford a dowry for his daughter – inhospitable telling Staphyla to turn strangers away from the house – mean in only buying a few flowers and packet of incense for his daughter's wedding – paranoid about his gold and always checking on it.

**Yes:** Cut a pitiful figure when he lost his gold – figure of ridicule by others – eventually saw the error of his ways and gave gold to Phaedria and Lyconides even a coin to the slave – admitted to being very miserable through the ownership of the gold.

Accept mixed responses

**AO3 (5 marks)**

**8 (a) Describe how Sosicles treats the wife of Menaechmus in *The Brothers Menaechmus*.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention some but not necessarily all of:

When she first accosts him he is abusive and insulting towards her, calling her a bitch – when she threatens him with divorce he tells her as far as he is concerned she can be divorced as long as she likes – he calls her mad – he denies all knowledge of her – when she threatens him with her father he denies all knowledge of him too – has never set foot in the house they keep pointing out to him – pretends to go insane and starts flinging himself about – imagines that he has been taken over by Apollo and begins to threaten and insult wife and father – he drives them off.

**AO1 (4 marks)**

**(b) *Menaechmus's wife has a gown. Explain how it causes trouble in the play.***

**Levels of Response**

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

Students may mention some but not necessarily all of:  
 Menaechmus's theft of gown causes awkward moments – the only way he can steal it is by wearing it himself – this causes ridicule from Peniculus – giving the gown to Erotium ensures invites to dinner for himself and Peniculus – after Erotium has mistakenly invited Sosicles to dinner instead, she gives the gown to Sosicles for repair – Peniculus sees Sosicles with the gown and this is clear proof that it is Menaechmus he is talking to – Sosicles's poor treatment of Peniculus turns the latter into an informant about the gown and he tells the wife about its theft – the two of them see Menaechmus and cross examine him about the gown – Menaechmus goes to Erotium to retrieve the gown – but she has already given it back to him – Sosicles is then accosted by the wife and his possession of the gown is sure proof that he is Menaechmus – she turns on him – his rebuttal of her makes her call her father – in whose eyes Menaechmus' biggest crime is to have stolen the gown.

**AO2 (4 marks)**

**(c) Do you like the female characters in *The Brothers Menaechmus*? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention some but not necessarily all of the following.

**Erotium:**

**Yes:** she shows hospitality not only to Menaechmus but also to Peniculus – very welcoming to Sosicles despite his odd behavior.

**No:** she takes presents she knows have been stolen – she is not satisfied with presents – she wants them improving – she comes across as greedy – she has several lovers – she is mercenary, she loves Menaechmus the best because he gives her presents – she takes Menaechmus to task for asking for the gown back.

**Erotium's maid:**

**Yes:** she carries out Erotium's instructions.

**No:** she offers herself to her mistress's lover – in return for some earrings – seems moody when she is rejected.

**Menaechmus's wife:**

**Yes:** she is a victim of Menaechmus's thefts and infidelity – quite prepared to stand up for herself when she finds out about the gown.

**No:** she nags Menaechmus – she takes Peniculus’s word against her husband’s word – she is insulting towards Menaechmus – she calls upon her father to fight her battles for her – she complains about her husband but according to her father he gives her lots of things – quite prepared to have her husband taken away.

Accept mixed responses

**AO3 (5 marks)**

**Topic C Mycenaean Civilisation**

**9 (a) (i) What is unusual about the position of Grave Circle A?**

It is inside the walls

**AO1 (1 mark)**

**(ii) What type of tomb is in this grave circle?**

Shaft

**AO1 (1 mark)**

**(b) What is the feature labelled B ?**

Lion Gate

**AO1 (1 mark)**

**(c) Which room of the palace is labelled C?**

Hall / megaron

**AO1 (1 mark)**

**(d) How can you tell that the palace at Mycenae was built for rich and powerful rulers?**

**Levels of Response**

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

Size of storerooms indicating economic importance – number of workshops – imposing buildings reflecting centre of government – royal apartments highlighted by fine decoration – importance and décor of megaron – evidence of fine furniture – heavily fortified – king’s room in centre of palace – separate suite of rooms – walls made of stone – number of different types of rooms – bathrooms.

**AO2 (3 marks)**

**(e) Apart from the palace, what do you find impressive about the site at Mycenae? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Cyclopean walls – well-fortified position – size of buildings – Lion Gate – Beehive tombs – tomb of Atreus – granary by Lion gate – house of the Warrior Vase – House of Columns – network of wide roads outside the city – drainage system – shape following contours of hill – position on rocky outcrop – protected water supply.

**AO3 (3 marks)**

**10 (a) Name two materials the type of helmet shown in the picture was made of.**

Two from:

Bronze (cheek guards) – boars' tusks – leather

**AO1 (2 marks)**

**(b) State two types of shield the Mycenaeans used.**

Two from:

Tower – figure of eight – small round shields.

**AO1 (2 marks)**

**(c) Explain how well the warrior in the picture is defended by his armour.**

**Levels of Response**

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

Cuirass covering whole body – face well protected – lower legs kept safe by greaves / shin guards – head has strong protection with boars' tusk helmet – cheeks have cheek guards – neck covered by high collar – breast and back plates hinged and tailored to fit the wearer – shoulder pieces also fitted to the body – shoulder pieces would have prevented spear-throwing and archery but a sword or thrusting spear could have been wielded easily – separate plates aided flexibility – helmet and high collar provided almost complete protection for the face – wrist guard would protect the lower arm.

**AO2 (3 marks)**

- (d) **Do you think the archaeological evidence shows that the Mycenaeans were warlike? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

**Yes:**

Wide range of different types of armour – helmets – shields – thickness of citadel walls – warrior vase – sally ports – depiction of war in frescoes – chariot wheels – pottery depicting war – depiction of war on seals – arrow heads in graves – evidence from Linear B tablets such as lists of weapons.

**No:**

Evidence for trade – evidence for hunting – evidence from Linear B tablets about day to day living – jewellery – evidence for religion.

Accept mixed responses

**AO3 (3 marks)**

- 11 (a) **Other than bodies and the mask of Agamemnon, describe what Schliemann found in the tomb of Agamemnon.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Golden face masks – drinking cups – jars of gold and silver – ‘Cup of Nestor’ – richly decorated diadems – breast coverings – elaborate necklaces – weapons / rapiers / spears / daggers – goblets – cylindrical box – stone vases – pottery vessels – beads.

**AO1 (4 marks)**

**(b) Explain why Schliemann believed the person wearing the mask was Agamemnon.**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Kingly appearance of corpse – he was predisposed to expect finds from Homeric age – objects matching those described by Homer – body buried with mask and items that befitted a king – thought burials were from Homeric times – found where Pausanias had said Agamemnon’s tomb was.

**AO2 (4 marks)**

**(c) Do you think Schliemann was a good archaeologist? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**Yes:**

He found undiscovered tombs – kept careful records – had a small workforce – took advice from Dorpfeld – found site of Troy – found treasury of Priam – uncovered several layers of Troy – excavated Mycenae – found ‘funeral mask of Agamemnon’ – willingness to revise ideas – co-operation with local authorities – lucky with good instincts in discovering remarkable finds – built museum.

**No:**

Tendency to jump to conclusions (e.g. finding Tomb of Agamemnon / looking on the face of Agamemnon / finding the Treasury of Priam) – too dependent on the works of Homer – obsession with Homer – too reliant on other ancient authorities such as Pausanias – didn't take enough care in his early excavations in Troy – gave some of precious items, in particular jewellery, to his wife – he made rash assumptions – didn't take advice – made rash interpretations – misinterpretation of copper boxes – stole from Troy – told lies.

Accept mixed responses

**AO3 (5 marks)**

- 12 (a) ***If you had attended a Mycenaean funeral, what would you have seen in the tomb?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2- 3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Body clothed – decked with jewellery – weapons placed by the side – other objects placed around the body – sometimes laid on a bier or stretcher – door closed or blocking wall built – final 'toast' with drinking cups smashed at the entrance of the tomb – animal sacrifice.

**AO1 (4 marks)**

- (b) ***Explain what grave goods were placed in Mycenaean tombs and why.***

**Levels of Response**

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

Students may mention some but not necessarily all of:

Everyday objects for use in the underworld – pottery vessels / jars / jugs – stone vases

Weaponry for warriors – bronze weapons / swords / spears

Grooming objects and jewellery for women – ivory boxes – combs – ivory handled mirrors – necklaces – pendants – earrings

Precious objects to show person's wealth and status – precious metal drinking vessels – pair of horses – clay figurines – funeral masks – beads of lapis lazuli.

**AO2 (4 marks)**

- (c) **Which burial customs of the Mycenaeans do you think were good and which ones were bad? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**Good:**

Animal sacrifice displaying respect and honour to the deceased – last 'toast' showing respect to the dead – face masks preserving appearance of the dead person – placing of grave goods to indicate some belief in an afterlife – building of wall around grave circle at Mycenae indicating sanctity of the place – tombs well sealed and entrances concealed to protect grave from being disturbed.

**Bad:**

Earlier bodies moved over showing little respect for the dead – animals sacrifice was cruel – waste of gold and precious jewels – effort of building tomb.

**AO3 (5 marks)**

**Topic D Social Life in Rome in the First Century AD**

- 13 (a) ***Other than food, state two things a client received from his patron.***

Two from:

Dole / *sportula* / financial handout – assistance in law courts – advice – contacts – jobs – clothes – set up in business – dinner invitation.

**AO1 (2 marks)**

- (b) ***State one thing a client might have to do for his patron.***

One from:

Attend the *salutatio* – early morning greeting – attend him in public life – help to enhance his prestige by accompanying him around the forum – give him or a member of his family political support – vote – canvass for him – applaud speeches – present himself to his patron in his toga – work for him for a given number of days a year – pay him instead of working.

**AO1 (1 mark)**

- (c) ***How many people could recline around a table at a Roman dinner?***

Nine

**AO1 (1 mark)**

- (d) ***Explain the differences between a Roman dinner party and a modern one.***

**Levels of Response**

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

Reclining to eat – no cutlery – food cut up by slaves – wine diluted – different types of food (+ examples, e.g. dormice) – more courses – live entertainment – *vomitarium* – length of time – different types of elaborate sauces / *garum* / *defructum* – dining started late afternoon – layout of room – appearance of table / low table – no plates for diners.

**AO2 (3 marks)**

- (e) **Who do you think gained more from the client-patron system, the client or the patron? Give your reasons.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

**Patron:**

Number of clients enhanced his status in society – could bank on clients’ support in court or political canvassing – when accompanied to forum his prestige was increased – large numbers of clients attending *salutatio* increased his status – clients preserved patron’s superiority – meant he had a large pool of supporters – clients provided patrons with opportunities to display generosity – opportunities to display power – provided with advice or specialist knowledge – flattery.

**Clients:**

Obvious benefits from food, money and dinner invitations – help from business contacts – advice from patron – sometimes basis for real friendship – source of support for the poor when little public provision  
 But: time-consuming – could be humiliating – might or might not receive aid – badly treated at dinner parties – got different food

Accept mixed responses

**AO3 (3 marks)**

- 14 (a) **The man in the photograph is wearing a toga. Who was allowed to wear a toga?**

A (Roman) citizen  
 Allow: senators, equestrians, Roman men

**AO1 (1 mark)**

- (b) (i) **What did a boy wear round his neck?**

A *bulla* / good luck charm / amulet

**AO1 (1 mark)**

- (ii) **When did a boy stop wearing this?**

Coming of age ceremony / when he took up the *toga virilis* / about the age of sixteen / when he reached manhood

**AO1 (1 mark)**

- (iii) **How did a boy’s toga look different from a man’s?**

It had a broad purple stripe (man’s was plain white)

**AO1 (1 mark)**

- (c) **Explain why the role of the head of family (*paterfamilias*) was so important within the household.**

**Levels of Response**

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

Accepting new born babies – having the right to expose new-born children – absolute control over all members of family – possible right to execute wives and sons – had responsibility to provide for children’s education – character training – religious upbringing – demanded respect and obedience – sacrifice to Lares and Penates and Vesta – libations (to Vesta) – arranged marriages – in charge of finance / breadwinner – responsible for family funerals

**AO2 (3 marks)**

- (d) **What public entertainment would you have enjoyed as a rich Roman? Give your reasons**

Amphitheatre: gladiatorial fights – brutality – skill - spectacle – variety of types of fighting – displays of exotic wild animals – animal fights – naval battles.

Theatre: range of types of performance – comedy – farce - slapstick – mime – tragedy – pageantry – displays of singing and dancing – skills of actors and artists.

Circus and Chariot-racing: large crowds – wide range of races 24 a day – supporting different factions – skills of the charioteers – tension of the race – excitement – risks of collision – bloodthirstiness.

Do not allow references to dinner parties and baths.

**AO3 (3 marks)**

- 15 (a) **How did a Roman bride dress on her wedding day?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Hair made ready / special hair arrangement – specially selected ribbons – six locks of hair parted with iron spearhead – created cone shaped arrangement – head dress made of flowers – face covered with wedding veil – wedding veil flame-coloured / saffron – shoes the same colour – dress plain white tunic – full length dress – fastened at the waist with a belt – tied in special knot.

**AO1 (4 marks)**

**(b) What are the differences between a Roman wedding and a modern one?**

**Levels of Response**

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

Students may mention some but not necessarily all of:

Marriages were always arranged – girl could get married from age of 12 – dowry from bride’s father – ceremony started with a sacrifice – bridesmaid / *pronuba* joined the right hands of the couple together – after wedding feast groom led bride to his house – she pretended to resist – procession of torch bearers and flute players accompanied them – bride carried spindle and distaff as symbols of married life – three boys escorted them one carrying a hawthorn torch – guests followed singing the marriage hymn and rude songs – spectators gave greetings of good luck – children scrambled for small coins and nuts thrown by the groom – door posts were smeared with fat.

**AO2 (4 marks)**

**(c) Imagine that you are a Roman woman. What would you like and/or dislike about your life?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**Like:**

Had slaves to look after her – had slaves to carry out the mundane tasks in the household – slaves to bring up the children – had a good house – plenty of leisure time – had opportunities for good social life – lots of luxuries such as fine clothes, jewellery – perfume – great deal of independence – hosted dinner parties – shopping – could attend games and chariot racing – some financial independence.

**Dislike:** A divorce over which she had no say – arranged marriage – often married to much older man – married from early age – dangers of childbirth – no opportunity to fulfil occupation – had to obey husband – boring lifestyle.

Accept mixed responses

**AO3 (5 marks)**

**16 (a) In Rome during the first century AD, what important jobs did slaves do?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
<b>Level 3</b>	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention some but not necessarily all of:

Gladiator: to provide entertainment in the arena

Greek tutor: to teach children and develop the arts

Steward in the household: to oversee the running of the house

Secretary: to help with administration and finance e.g. ex-slaves of Claudius

*Paidagogos*: to escort the children to school and oversee their development

**AO1 (4 marks)**

**(b) Explain how a person could become a slave in Roman society.**

**Levels of Response**

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

Captured in war – born into slavery – victims of kidnapping by pirates / robbers – children left to die at birth – debtors – criminals – sell yourself or your children

**AO2 (4 marks)**

**(c) What do you think was good and/or bad about a slave's life in Rome?****Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i>	1 mark
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

**Good:**

Provided food – provided shelter – treated well because of skills – could be given a wage – could be allowed to purchase freedom – could develop relationship with family – could be set free after long term service – could be set free as terms of a will – could be allowed to have children – Pliny allowed slaves to marry and make a will.

**Bad:**

Always under control of their masters – masters had power of life or death – subject to harsh punishment – sometimes short life expectancy such as gladiators – unpleasant jobs / quarries / *latifundia* / galleys / factories – gave evidence in court under torture – death sentence if master killed at home – any money they earned belonged to their master – sexual abuse.

Accept mixed responses

**AO3 (5 marks)**