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CLASSICAL STUDIES **9274/23**

Paper 2 Roman Civilisation **October/November 2025**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **21** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✓	Worthy of credit
?	Unclear
^	Omission
~~	To draw attention to something [and the extendable vertical line]
IRRL	Irrelevant point
BP	Blank page – this annotation is used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
SEEN	Use to show that you have seen an answer which is incorrect. Use to show that you have seen a plan.

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General guidance for marking extended response and essay questions

Candidates must address the question set and reach an overall judgement, but no set answer is expected. The questions can be approached in various ways and what matters is not the conclusions reached but the quality and breadth of the argument offered by an answer.

Examiners are encouraged to constantly refresh their awareness of the question and be aware of any requirements set by the question to use sources or make reference to specific examples.

Indicative content in the question-specific mark schemes will neither be exhaustive nor prescriptive. Appropriate, supported responses which address the question should be rewarded.

Relevant accurate knowledge from outside the prescribed Sources for Study e.g. literary or historical sources not set in the Sources for Study should be rewarded as appropriate.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

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20 mark extended response marking criteria

Level	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
Level 5	• A very good range of factual knowledge • Relevant knowledge is very detailed • Well-supported with evidence and examples where required • A very good understanding/ awareness of context, as appropriate.	8	• Thorough analysis of evidence/issues • Thoughtful evaluation that answers the question • Very thoughtful engagement with sources/task • Very well structured response with coherent and reasoned argument.	11–12
Level 4	• A good range of factual knowledge • Relevant knowledge is detailed • Mostly supported with evidence and examples where required • A good understanding/ awareness of context, as appropriate.	6–7	• Good analysis of evidence/ issues • Good evaluation that answers the question • Thoughtful engagement with sources/task • Well-structured response with reasoned argument.	8–10
Level 3	• An adequate range of factual knowledge • Relevant knowledge is basic • Supported with some evidence and examples where required • Some understanding/ awareness of context, as appropriate.	4–5	• Adequate analysis of evidence/issues • Adequate evaluation that answers the question • Some engagement with sources/task • A structured response with some reasoned argument.	5–7
Level 2	• A limited range of factual knowledge • Partially relevant knowledge is basic • Partially supported with evidence and examples where required • Limited understanding/ awareness of context, as appropriate.	2–3	• Limited analysis of evidence/ issues • Limited evaluation that partially answers the question • Limited engagement with sources/task • Poorly structured response with little reasoned argument.	3–4

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Level	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
Level 1	• A very limited range of factual knowledge • Knowledge may not be relevant • Minimal or no supporting evidence or examples • Minimal or no understanding/ awareness of context, as appropriate.	1	• Superficial analysis of evidence/issues • Little or no evaluation that answers the question • Little or no engagement with sources/task • An unstructured response with little or no reasoned argument.	1–2
Level 0	No creditable response.	0	No creditable response.	0

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25 mark essay marking criteria

Level	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
Level 5	• A very good range of factual knowledge • Relevant knowledge is very detailed • Well-supported with evidence and examples where required • A very good understanding/ awareness of context, as appropriate.	11–12	• Thorough analysis of evidence/issues • Thoughtful evaluation that answers the question • Very thoughtful engagement with sources/task • Very well structured response with coherent and reasoned argument.	11–13
Level 4	• A good range of factual knowledge • Relevant knowledge is detailed • Mostly supported with evidence and examples where required • A good understanding/ awareness of context, as appropriate.	8–10	• Good analysis of evidence/ issues • Good evaluation that answers the question • Thoughtful engagement with sources/task • Well-structured response with reasoned argument.	8–10
Level 3	• An adequate range of factual knowledge • Relevant knowledge is basic • Supported with some evidence and examples where required • Some understanding/ awareness of context, as appropriate.	5–7	• Adequate analysis of evidence/issues • Adequate evaluation that answers the question • Some engagement with sources/task • A structured response with some reasoned argument.	5–7
Level 2	• A limited range of factual knowledge • Partially relevant knowledge is basic • Partially supported with evidence and examples where required • Limited understanding/ awareness of context, as appropriate.	3–4	• Limited analysis of evidence/ issues • Limited evaluation that partially answers the question • Limited engagement with sources/task • Poorly structured response with little reasoned argument.	3–4

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Level	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
Level 1	• A very limited range of factual knowledge • Knowledge may not be relevant • Minimal or no supporting evidence or examples • Minimal or no understanding/ awareness of context, as appropriate.	1–2	• Superficial analysis of evidence/issues • Little or no evaluation that answers the question • Little or no engagement with sources/task • An unstructured response with little or no reasoned argument.	1–2
Level 0	No creditable response.	0	No creditable response.	0

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Section A: Augustus

Question	Answer	Marks
1(a)(i)	**In which year were the Secular Games held?** 17 BCE	**1**
1(a)(ii)	**Name <u>one</u> of the gods the hymn was dedicated to.** • Apollo • Diana	**1**
1(a)(iii)	**Who was Romulus (line 3)?** Founder of Rome/first king of Rome	**1**
1(a)(iv)	**Who was 'the glorious offspring of Anchises and Venus' (lines 6–7)?** Aeneas	**1**
1(a)(v)	**Who were the Medes referred to in line 9?** The Parthians	**1**

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Question	Answer	Marks
1(b)	**'Augustus was a very religious man.'** **Using this passage as a starting point, explain how far you agree with this statement.** Use the 20 mark extended response marking criteria. Candidates must make some reference to information in the passage but should also provide other information from *Res Gestae.* The amount of material from the passage and elsewhere does not need to be balanced to gain the marks. AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. Passage: • Sung at the Secular Games • Prayers are made to the gods asking them to help Rome • Augustus is mentioned as sacrificing to Jupiter and Juno. Elsewhere: • He restored and built a large number of temples • He is portrayed on the *Ara Pacis* as a priest taking part in a sacrificial procession • He restored many traditional forms of worship • He held numerous priesthoods, especially the office of *Pontifex Maximus* • He used his religious beliefs to improve Rome's morals. AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. Passage: • The *Carmen Saeculare* is a hymn written to celebrate the start of a new era of peace with Augustus as the person leading the prayers. Elsewhere: • The restoration of temples and traditional forms of worship show Augustus as a religious man with traditional beliefs • Holding so many priesthoods indicates that Augustus led the Romans in worshipping the gods. • The same is true of his portrayal on the *Ara Pacis* • He used his religious beliefs to improve Rome's morals. Augustus portrayed himself as a traditionally Roman religious man. How much this is purely for propaganda purposes is open to debate.	**20**

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Question	Answer	Marks
2	**'Throughout his life, Augustus wanted to be seen as a man of peace, rather than a man of war.'** **How far you agree with this statement?** Use the 25 mark extended response marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. Man of Peace: • He claimed to have brought peace in the *Res Gestae* • He closed the Gates of the Temple of Janus three times • The Secular Games were the start of a new Golden Age of peace, as seen in Horace's *Carmen Saeculare* • The *Ara Pacis*, where he is shown as a peaceful citizen • The coin of Gaius and Lucius shows him as a family man. Man of War: • His military campaigns of 44 to 31 BCE: The victory over Mark Antony at Mutina The victory over Cassius and Brutus at Philippi The victory over Lucius Antony at Perusia The victory over Sextus Pompeius at Naulochus The victory over Mark Antony at Actium. • His campaigns as Princeps: Expansion of the empire to the Danube Campaigns on the Rhine, including the Varian Massacre His Triple Triumph His claim that the restoration of the Parthian standards was a military success His claim in the *Res Gestae* that he was acclaimed as Imperator 21 times. The Prima Porta statue The quadriga statue in the Forum of Augustus. AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. • Augustus celebrated his military victories • They showed him as a great warrior and worthy successor of Julius Caesar. But: • He claimed that the early wars were necessary to restore peace • He stressed his role as a man of peace in the later stages of his life. Candidates can agree or disagree with the statement, as long as their discussion is justified with close reference to the sources.	**25**

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Question	Answer	Marks
3	**How far do you agree that Augustus was an excellent role model for future rulers?** Use the 25 mark extended response marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. • Augustus gaining power • The Constitutional Settlements • His reorganisation of the provinces • Making life better for Romans and provincials • His accumulation of wealth • His use of propaganda • He made sure he had a successor. AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. • Augustus was ruthless in seizing power, using people and acting illegally • The Constitutional Settlements gave him absolute power under the pretext of legality • He kept control of the army • He had more wealth than the state, but used it to keep the people happy • His use of propaganda presented the Romans with the image he wanted them to have of him. Augustus was a successful emperor. He stayed in power for 43 years. He was a role model for later emperors, and his influence can be seen in the lives of Renaissance rulers such as the Medici family and Machiavelli. He also seemed to have inspired 20th century dictators, such as Mussolini.	**25**

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Question	Answer	Marks
4(a)(i)	**'he cried' (line 1). Who is speaking?** Pallas	1
4(a)(ii)	**'my father's table' (line 2). What is the name of his father?** Evander	1
4(a)(iii)	**'the friendship he offered you' (line 2). Give <u>two</u> details of the story about Hercules and the speaker's father.** • Evander performs a yearly sacrifice to Hercules • Hercules freed Evander's people from the giant Cacus • Cacus stole Hercules' cows as he was passing Evander's land • And so Hercules killed Cacus. (Any two)	2
4(a)(iv)	**'Turnus too is called by his own destiny' (lines 10–11). Who will kill Turnus?** Aeneas	1

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Question	Answer	Marks
4(b)	**Discuss how important the role of Jupiter is in the *Aeneid*. Use this passage as a starting point for your answer.** Use the 20 mark extended response marking criteria. Candidates must make use of the passage but should also provide other information from their study of the *Aeneid*. AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. In this passage: • He is shown as a loving father to Hercules • He shows that destiny cannot be changed • He references the loss of his son, Sarpedon. Elsewhere: • In Book 2 he sends the signs to Anchises that he should leave Troy • Venus tells Aeneas that it is Jupiter who is rousing the gods against Troy • In Book 4 he is prayed to by Iarbas and sends Mercury to remind Aeneas of his destiny • In Book 5 he prevents all the ships from burning • In Book 9 he allows the ships to be turned into nymphs • Calls a council of the gods in Book 10 and asks why the gods are breaking the treaty • He ends the arguing between the gods by saying that fate is what will decide • He allows Juno to rescue Turnus as long as she realises it is temporary • He makes it clear that the outcome of the war cannot be changed • He weighs the fates of Turnus and Aeneas • He tells Juno to stop helping Turnus • He grants Juno's request that the Latin people will still be called Latins after the Trojans are victorious • He is an important god to the human characters and he is prayed to before many important events in the poem. Candidates could also mention: In Book 1 he prophesies the future of Rome. Credit any valid examples. AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. • Jupiter is important in showing what is fated in the *Aeneid* • He guides both gods and humans to act in accordance with fate • He maintains order between the other gods • He is shown as a kindly father figure • Doesn't always know what is going on the Human world until he is reminded of it by Iarbas.	**20**

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Question	Answer	Marks
5	**'Turnus is more deserving of the audience's sympathy than Dido.'** **How far do you agree with this statement?** Use the 25 mark essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. Turnus: • Is betrothed to Lavinia before Aeneas arrives • Is depicted as a fierce warrior • Burns with rage against Aeneas and the Trojans • Is blinded by bloodlust • Is ruthless – death of Pallas • Is angry when Juno spirits him away from battle – does not want to be seen as a coward • Is loved by Amata. Dido: • Is a brave leader who has led her people to a new life after the murder of her first husband • She has built temples and established laws • Her love for Aeneas was created by Juno and Venus • Is loved by her sister • Is abandoned by Aeneas. This list is not prescriptive and any valid example should be credited. AO2 – Analysis and evaluation –13 marks. Marks should be awarded using the marking criteria for AO2. The argument that the candidates take will be shaped by the examples they choose to include. Candidates may argue that either character is more deserving of sympathy. • Both characters are victims of fate and the gods, which makes them deserving of sympathy • Dido is portrayed as vulnerable – doe simile – whereas Turnus is a warrior who is brutal in battle • Expect candidates to discuss how each character is portrayed and to assess whether this makes them more or less sympathetic • Some candidates might also discuss whether there might be a difference between the reaction of modern and ancient audience. Credit any line of argument that is well backed up with relevant examples.	**25**

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Question	Answer	Marks
6	**To what extent do you think that the most important relationships shown in the *Aeneid* are those between fathers and sons?** Use the 25 mark essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates could choose to discuss: • Aeneas and Ascanius • Aeneas and Anchises • Evander and Pallas • Mezentius and Lausus. Other relationships could include: • Aeneas and Venus • Aeneas and Dido • Turnus and Juturna • Jupiter and Juno • Aeneas and Creusa • Aeneas and Pallas and Evander. This list is not prescriptive, and any valid examples should be credited. AO2 – Analysis and evaluation –13 marks. Marks should be awarded using the marking criteria for AO2. Candidates can argue for or against the statement as long as their discussion is justified with close reference to the text. • Aeneas is motivated to save his father from Troy – showing the importance of this relationship • It is also Ascanius' future that Aeneas is reminded of by Jupiter/Mercury when he is told to continue his journey • Lausus fights to save his father • Showing respect to your father is an important Roman value as embodied by Aeneas. He visits the Underworld to see him again/carries him out of Troy • Candidates should discuss a range of father/son relationships • Candidates could also examine other relationships explored in the epic and assess whether they are of equal importance. Credit any reasonable line of argument that is well backed up with examples from the text.	**25**

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Section C: Architecture of the Roman City

Question	Answer	Marks
7(a)(i)	**Identify the house shown in the plan.** • House of Octavius Quartio or • House of Loreius Tiburtinus	**2**
7(a)(ii)	**In which Italian city is this house located?** Pompeii	**1**
7(a)(iii)	**Identify the room labelled X.** *atrium*	**1**
7(a)(iv)	**Give the name of the area labelled Y.** • *impluvium* • rainwater pool	**1**

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Question	Answer	Marks
7(b)	**How far do you think that a Roman visitor would have been impressed with the layout and decoration of this house?** Use the 20-mark extended response marking criteria. AO1 – Knowledge and understanding 8 marks. Marks should be awarded using the marking criteria for AO1. Answers may include reference to the following points from this house: • Naming of the house – derived from electoral graffiti [Loreius and Tiburtinus] and bronze seal Octavius Quartio • Large shops on either side of the *fauces* • Tablinum is small with fourth style paintings [but faded] • Has a kitchen • Latrina • But many of the rooms are badly damaged [because of the eruption, exposure after excavation and WW1 and WW2] • Other rooms have remnants of fourth style wall paintings. AO2 – Analysis and Evaluation 12 marks. Marks should be awarded using the marking criteria for AO2. Answers may include reference to the following points: Impressive: • *Impluvium* repurposed into fountain surrounded by plants • Quality of some of the wall paintings • Europa and the bull painting • Painted medallions – one thought to be portrait of the owner's daughter • Architectural structures and landscapes in roundels on a white ground • Trojan War themed wall paintings with Achilles and Patroklus • Herakles and Telamon • Gardens with the water channels are bigger than the domestic living space • Fountains • Frescoes • Hunting scene • Diana bathing • Actaeon attacked by his hunting dogs • Egyptian style frescoes • Marriage of Telamon and Hesione • Pyramus and Thisbe • Narcissus • Statuettes • Summer *biclinium* • *Nymphaeum* • Four columned pavilion.	**20**

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Question	Answer	Marks
7(b)	Not impressive: • Size of the living space is very small in comparison to other grand houses in Pompeii • The rooms are small and cramped • The layout of the domestic space is fairly uniform in terms of its arrangement • Small *tablinum* – master's office so unusual for it to be small • Rooms in the front part of the house not decorated. It is up to the candidates to decide whether a Roman visitor would have been impressed with the layout and decoration of the house. Candidates should make specific reference to details from the house to support their answer.	

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Question	Answer	Marks
8	**'As a place of entertainment, the design of an amphitheatre was more suitable than the design of a theatre.'** **To what extent do you agree with this statement? In your answer, you should include discussion of specific examples of each type of building.** Use the 25 essay marking criteria. AO1 – Knowledge and understanding 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates have studied amphitheatres and theatres from Rome and Pompeii including: Amphitheatre: • Colosseum • Amphitheatre at Pompeii • Credit other relevant amphitheatres from the Roman world. Theatre: • Theatre of Marcellus, Rome • Theatre, Pompeii • Credit other relevant theatres from the Roman world. AO2 – Analysis and Evaluation 13 marks. Marks should be awarded using the marking criteria for AO2. Answers may include reference to the following points: • Layout of a standard amphitheatre • Specific details of the Colosseum and the amphitheatre from Pompeii • Layout of a standard theatre • Specific details of the theatre of Marcellus and the theatre from Pompeii • Integral staircases • Amenities/facilities for spectators incorporated in both types of buildings • Importance of size of auditorium/audience for the type of events held in the two types of buildings • Ease of ingress and egress e.g. *vomitoria* • Comfort of spectators • Places of honour • Types of shows/spectacles and how well they were accommodated in the two types of buildings. Look for a strong line of argument which is well supported with reference to details from specific buildings. Expect candidates to come to a reasoned decision about whether amphitheatres or theatres were more suitable as places of entertainment.	**25**

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Question	Answer	Marks
9	**'The development of the basic arch was the greatest achievement of Roman architects and engineers.'** **How far do you agree with this opinion? In your answer, you should include discussion of how the Romans developed the basic arch form to build a range of different types of structures**. Use the 25 essay marking criteria. AO1 – Knowledge and understanding 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates have studied a range of examples of buildings and structures which employ the arch including: • Pantheon, Rome • Arch of Titus • Arch of Constantine • Colosseum • Aqua Claudia • Pont du Gard • Basilica of Constantine and Maxentius • *Caldaria* in bathing complexes. AO2 – Analysis and Evaluation 13 marks. Marks should be awarded using the marking criteria for AO2. Candidates should show an awareness of: • How a basic arch was constructed • Different types of arches and how they were used • Umbrella arch • Vaults • Domes • Suitability for purpose • Materials • Strength. Candidates should come to a reasoned conclusion based on the evidence presented. Candidates may decide that other factors [e.g. concrete] are the greatest achievement of architects and engineers	

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