



# Cambridge International AS & A Level

---

**CLASSICAL STUDIES**

**9274/21**

Paper 2 Roman Civilisation

**October/November 2022**

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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This document consists of **17** printed pages.

**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 descriptors 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.

### 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.

**20 mark extended response marking criteria**

| Level   | AO1 Knowledge and understanding  | Marks | AO2 Analysis and evaluation   | Marks |
|---------|--|-------|---|-------|
| Level 5 | <ul style="list-style-type: none"> <li>• A very good range of factual knowledge</li> <li>• Relevant knowledge is very detailed</li> <li>• Well-supported with evidence and examples where required</li> <li>• A very good understanding/ awareness of context, as appropriate.</li> </ul>  | 8     | <ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues</li> <li>• Thoughtful evaluation that answers the question</li> <li>• Very thoughtful engagement with sources/task</li> <li>• Very well structured response with coherent and reasoned argument.</li> </ul> | 11–12 |
| Level 4 | <ul style="list-style-type: none"> <li>• A good range of factual knowledge</li> <li>• Relevant knowledge is detailed</li> <li>• Mostly supported with evidence and examples where required</li> <li>• A good understanding/ awareness of context, as appropriate.</li> </ul>               | 6–7   | <ul style="list-style-type: none"> <li>• Good analysis of evidence/ issues</li> <li>• Good evaluation that answers the question</li> <li>• Thoughtful engagement with sources/task</li> <li>• Well-structured response with reasoned argument.</li> </ul>                                 | 8–10  |
| Level 3 | <ul style="list-style-type: none"> <li>• An adequate range of factual knowledge</li> <li>• Relevant knowledge is basic</li> <li>• Supported with some evidence and examples where required</li> <li>• Some understanding/ awareness of context, as appropriate.</li> </ul>                 | 4–5   | <ul style="list-style-type: none"> <li>• Adequate analysis of evidence/issues</li> <li>• Adequate evaluation that answers the question</li> <li>• Some engagement with sources/task</li> <li>• A structured response with some reasoned argument.</li> </ul>                              | 5–7   |
| Level 2 | <ul style="list-style-type: none"> <li>• A limited range of factual knowledge</li> <li>• Partially relevant knowledge is basic</li> <li>• Partially supported with evidence and examples where required</li> <li>• Limited understanding/ awareness of context, as appropriate.</li> </ul> | 2–3   | <ul style="list-style-type: none"> <li>• Limited analysis of evidence/ issues</li> <li>• Limited evaluation that partially answers the question</li> <li>• Limited engagement with sources/task</li> <li>• Poorly structured response with little reasoned argument.</li> </ul>           | 3–4   |
| Level 1 | <ul style="list-style-type: none"> <li>• A very limited range of factual knowledge</li> <li>• Knowledge may not be relevant</li> <li>• Minimal or no supporting evidence or examples</li> <li>• Minimal or no understanding/ awareness of context, as appropriate.</li> </ul>              | 1     | <ul style="list-style-type: none"> <li>• Superficial analysis of evidence/issues</li> <li>• Little or no evaluation that answers the question</li> <li>• Little or no engagement with sources/task</li> <li>• An unstructured response with little or no reasoned argument.</li> </ul>    | 1–2   |
| Level 0 | No creditable response.  | 0     | No creditable response.   | 0     |

**25 mark essay marking criteria**

| Level   | AO1 Knowledge and understanding  | Marks | AO2 Analysis and evaluation   | Marks |
|---------|--|-------|---|-------|
| Level 5 | <ul style="list-style-type: none"> <li>• A very good range of factual knowledge</li> <li>• Relevant knowledge is very detailed</li> <li>• Well-supported with evidence and examples where required</li> <li>• A very good understanding/ awareness of context, as appropriate.</li> </ul>  | 11–12 | <ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues</li> <li>• Thoughtful evaluation that answers the question</li> <li>• Very thoughtful engagement with sources/task</li> <li>• Very well structured response with coherent and reasoned argument.</li> </ul> | 11–13 |
| Level 4 | <ul style="list-style-type: none"> <li>• A good range of factual knowledge</li> <li>• Relevant knowledge is detailed</li> <li>• Mostly supported with evidence and examples where required</li> <li>• A good understanding/ awareness of context, as appropriate.</li> </ul>               | 8–10  | <ul style="list-style-type: none"> <li>• Good analysis of evidence/ issues</li> <li>• Good evaluation that answers the question</li> <li>• Thoughtful engagement with sources/task</li> <li>• Well-structured response with reasoned argument.</li> </ul>                                 | 8–10  |
| Level 3 | <ul style="list-style-type: none"> <li>• An adequate range of factual knowledge</li> <li>• Relevant knowledge is basic</li> <li>• Supported with some evidence and examples where required</li> <li>• Some understanding/ awareness of context, as appropriate.</li> </ul>                 | 5–7   | <ul style="list-style-type: none"> <li>• Adequate analysis of evidence/issues</li> <li>• Adequate evaluation that answers the question</li> <li>• Some engagement with sources/task</li> <li>• A structured response with some reasoned argument.</li> </ul>                              | 5–7   |
| Level 2 | <ul style="list-style-type: none"> <li>• A limited range of factual knowledge</li> <li>• Partially relevant knowledge is basic</li> <li>• Partially supported with evidence and examples where required</li> <li>• Limited understanding/ awareness of context, as appropriate.</li> </ul> | 3–4   | <ul style="list-style-type: none"> <li>• Limited analysis of evidence/ issues</li> <li>• Limited evaluation that partially answers the question</li> <li>• Limited engagement with sources/task</li> <li>• Poorly structured response with little reasoned argument.</li> </ul>           | 3–4   |
| Level 1 | <ul style="list-style-type: none"> <li>• A very limited range of factual knowledge</li> <li>• Knowledge may not be relevant</li> <li>• Minimal or no supporting evidence or examples</li> <li>• Minimal or no understanding/ awareness of context, as appropriate.</li> </ul>              | 1–2   | <ul style="list-style-type: none"> <li>• Superficial analysis of evidence/issues</li> <li>• Little or no evaluation that answers the question</li> <li>• Little or no engagement with sources/task</li> <li>• An unstructured response with little or no reasoned argument.</li> </ul>    | 1–2   |
| Level 0 | No creditable response.  | 0     | No creditable response.   | 0     |

**SECTION A: AUGUSTUS**

| Question  | Answer  | Marks    |
|-----------|---|----------|
| 1(a)(i)   | <p><b>In which year were the <i>Res Gestae</i> published?</b></p> <p>14 CE</p>  | <b>1</b> |
| 1(a)(ii)  | <p><b>'my father' (line 1). To whom is Augustus referring here?</b></p> <p>Julius Caesar</p>  | <b>1</b> |
| 1(a)(iii) | <p><b>'Those who butchered my father' (line 1). Give the names of <u>two</u> of the killers of Augustus' father.</b></p> <p>Brutus (1)<br/>Cassius (1)<br/>Credit any correct answer.</p> | <b>2</b> |
| 1(a)(iv)  | <p><b>In which battle did Augustus defeat the killers of his father?</b></p> <p>Philippi</p>  | <b>1</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p><b>‘Totally accurate and truthful.’</b><br/> <b>Using this passage as a starting point, explain how far you agree with this description of the <i>Res Gestae Divi Augusti</i>.</b></p> <p>Use the 20 mark extended response marking criteria</p> <p>Candidates should make some reference to information in the passage but should also provide other information from <i>Res Gestae</i>.</p> <p>AO1 – Knowledge and understanding – 8 marks<br/> Marks should be awarded using the marking criteria for AO1</p> <p>In the passage:</p> <ul style="list-style-type: none"> <li>• He describes how he avenged Julius Caesar</li> <li>• He states he showed <i>clementia</i> by sparing Roman citizens and foreigners</li> <li>• He describes how he looked after retired soldiers</li> </ul> <p>Elsewhere</p> <ul style="list-style-type: none"> <li>• He mentions turning down dictatorship but he was granted perpetual consulship</li> <li>• He lists his political and religious offices</li> <li>• He describes the religious honours paid to him</li> <li>• He lists the gifts of money he gave to the people and treasury of Rome</li> <li>• He mentions his building works</li> <li>• He describes how he expanded the boundaries of the empire</li> <li>• He mentions all the foreign peoples who sent embassies to him</li> <li>• He ends by claiming to have restored the republic, and that he had no more power than any other magistrate.</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks<br/> Marks should be awarded using the marking criteria for AO2</p> <p>Candidates should be able to discuss how accurate these claims are. He certainly achieved the things mentioned, but he was economical with the truth.</p> <p>Passage</p> <ul style="list-style-type: none"> <li>• He claims credit for defeating Caesar’s assassins, despite not taking part in the fighting</li> <li>• Sparing Roman citizens makes no mention of the proscriptions.</li> </ul> <p>Elsewhere</p> <ul style="list-style-type: none"> <li>• His description of his early career glosses over his illegal actions</li> <li>• He does not mention how he gained his wealth</li> <li>• His military achievements make no mention of defeats, such as Varus</li> <li>• His claim to have restored the republic and lack of power is patently false.</li> </ul> | 20    |

| Question | Answer   | Marks |
|----------|--|-------|
| 2        | <p><b>‘Religion was very important to Augustus.’<br/>Explain how far you agree with this opinion.</b></p> <p>Use the 25 mark extended response marking criteria</p> <p>AO1 – Knowledge and understanding – 12 marks<br/>Marks should be awarded using the marking criteria for AO1</p> <ul style="list-style-type: none"> <li>• Augustus held many priesthoods during his reign (<i>Pontifex Maximus</i>)</li> <li>• He had his father deified</li> <li>• He revived many traditional forms of worship (Lupercal Festival, Secular Games)</li> <li>• He built many temples, and restored others (Mars the Avenger, Palatine Apollo)</li> <li>• He claimed he was under the protection of Apollo</li> <li>• He was portrayed as a priest in sculpture (<i>Ara Pacis</i>)</li> <li>• He allowed himself to be worshipped alongside the goddess Roma in the East.</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks<br/>Marks should be awarded using the marking criteria for AO2</p> <p>All of this shows the importance of religion to Augustus</p> <ul style="list-style-type: none"> <li>• He seems to have been personally religious</li> <li>• The links to Apollo and Julius Caesar strengthened his position in Rome</li> <li>• Being worshipped in the east meant that he was acting as a leader in accordance with local traditions</li> <li>• Priesthoods and his portrayal as a priest showed him as a traditional Roman</li> <li>• Reviving forms of worship enabled him to bring back traditional Roman values</li> <li>• Holding the Secular Games was seen as a fresh start after the civil wars</li> <li>• Religious festivals and temple building showed off his generosity to the people of Rome.</li> </ul> <p>Religion was important to Augustus, but whether it was because he was personally religious, saw religion as a means of propaganda, or as a useful political tool to help with the restoration of peace in the empire is up to the candidate to decide.</p> <p>Candidates can agree or disagree with the statement, as long as their line of argument is supported.</p> | 25    |



| Question | Answer   | Marks |
|----------|--|-------|
| 3        | <p><b>How far would you agree that, during his reign, Augustus always tried to expand the frontiers of the Empire?</b></p> <p>Use the 25 mark extended response marking criteria</p> <p>AO1 – Knowledge and understanding – 12 marks<br/>Marks should be awarded using the marking criteria for AO1</p> <p>Augustus expanded the frontiers of the Empire</p> <ul style="list-style-type: none"> <li>• He made Egypt into a Roman province</li> <li>• He moved the frontier of the empire to the Danube</li> <li>• He tried to extend the frontier of the empire in Germany to the Elbe</li> <li>• He was contemplating an invasion of Britain</li> <li>• After the Varian disaster, the Elbe frontier was abandoned</li> <li>• The invasion of Britain did not take place</li> <li>• He never tried to expand the frontier to the East, preferring to use diplomacy when dealing with the Parthians</li> <li>• In his will, he advised against further expansion of the frontiers.</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks<br/>Marks should be awarded using the marking criteria for AO2</p> <ul style="list-style-type: none"> <li>• Augustus was keen to expand the frontiers of the empire during the early part of his reign</li> <li>• But his policy changed after the Varian disaster to one of consolidation</li> <li>• His dealings with the Parthians showed no desire to expand eastwards.</li> </ul> <p>Candidates can agree or disagree with the statement, as long as their line of argument is supported.</p> | 25    |

**SECTION B: VIRGIL'S AENEID**

| Question  | Answer  | Marks    |
|-----------|---|----------|
| 4(a)(i)   | <p><b>What news has Iarbas heard just before this passage begins?</b></p> <p>That Dido and Aeneas are having an affair/are 'married'</p>  | <b>1</b> |
| 4(a)(ii)  | <p><b>Name the 'little city' (line 2).</b></p> <p>Carthage</p>  | <b>1</b> |
| 4(a)(iii) | <p><b>'this second Paris' (line 4). Who was Paris? Make <u>two</u> points.</b></p> <p>Any 2</p> <ul style="list-style-type: none"> <li>• A Trojan</li> <li>• Prince of Troy</li> <li>• Husband of Helen</li> <li>• Fought in the Trojan War</li> <li>• Son of Priam</li> <li>• Brother of Hector</li> <li>• Judged the beauty competition</li> </ul> <p>Accept any valid answer</p> | <b>2</b> |
| 4(a)(iv)  | <p><b>Identify 'the All-powerful god' in line 8.</b></p> <p>Jupiter (Jove)</p>  | <b>1</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 4(b)     | <p><b>‘In Book 4 of the <i>Aeneid</i>, the relationship between gods and humans is always depicted negatively.’</b><br/><b>How far do you agree with this statement? You should use this passage as a starting point in your answer.</b></p> <p>Use the 20 mark extended response marking criteria.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Candidates must make use of the passage but should also provide other information from their study of <b>Book 4</b> of the <i>Aeneid</i>.</p> <p>In this passage Virgil:</p> <ul style="list-style-type: none"> <li>• Shows Iarbas immediately turning to prayer to seek justice</li> <li>• Shows that Iarbas is pious as he mentions ‘bringing gifts’</li> <li>• Iarbas calls Jupiter ‘a useless god’</li> <li>• Shows Jupiter responding to the prayer immediately and sending Mercury to tell Aeneas to move on</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>• Venus and Juno plot to make Aeneas and Dido to fall in love</li> <li>• Juno sends the storm that leads to Dido believing that she is ‘married’</li> <li>• Anna tells Dido to make offerings to the gods</li> <li>• Mercury convinces Aeneas to leave and continue with his mission</li> <li>• Mercury appears to Aeneas in a dream</li> <li>• Juno sends Iris to end Dido’s life</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Negative points include:</p> <ul style="list-style-type: none"> <li>• Venus and Juno’s plot could be seen as negative as both goddesses are manipulating human lives for their own reasons</li> <li>• Mercury induces terror in Aeneas – could be interpreted as negative</li> </ul> <p>Positive points</p> <ul style="list-style-type: none"> <li>• Iarbas’ relationship with Jupiter seems mostly positive – he immediately prays to his father but also seems to use reverse psychology to ensure that his prayers are fulfilled. Jupiter responds immediately</li> <li>• Venus is trying to protect her son</li> <li>• Juno’s decision to send Iris to help Dido shows compassion</li> </ul> <p>Candidates can argue for or against the statement as long as their argument is supported with close detail from the text.</p> | 20    |

| Question | Answer   | Marks |
|----------|--|-------|
| 5        | <p><b>‘Aeneas always shows the characteristics of a hero.’</b><br/><b>How far do you agree with this statement? In your answer, you should refer to the books of the <i>Aeneid</i> you have studied.</b></p> <p>Use the 25 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Candidates should define what a hero is and could explore the changing concept of what a hero is.</p> <p>There are many examples of Aeneas’ behaviour that candidates may choose to include, for example:</p> <ul style="list-style-type: none"> <li>• His behaviour when Troy was falling</li> <li>• His behaviour towards Dido in Books 4 and 6</li> <li>• His descent to the Underworld</li> <li>• His interaction with the gods</li> <li>• His shield</li> <li>• His prowess on the battlefield</li> <li>• His final duel with Turnus</li> <li>• His leadership skills</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>The argument that the candidates take will be shaped by the examples they choose to include.</p> <ul style="list-style-type: none"> <li>• In Book 2 for example they could argue that Aeneas shows the characteristics of a hero as he chooses to fight for his city. He is a hero in the Homeric mould – he is aiming for glory. He refuses to leave without his father. However, he also ignores instructions to leave, is possessed by <i>furor</i> at the sight of Helen and manages to lose his wife.</li> <li>• In Book 4 he loses sight of his destiny which many may see as less heroic. He does, however, in the end put his wishes aside to obey his fate.</li> <li>• In Book 6 he finally fully embraces his destiny. By descending to the Underworld he joins the ranks of great heroes such as Odysseus and Heracles.</li> <li>• In Book 8 – Tiberinus appears to him to tell him where to build his city and to seek help from Evander. Assistance from the gods is a heroic trait. Moreover, he receives his divinely made shield in this book. He also is shown as a diplomat in his dealings with Evander (echoing the Homeric idea of being ‘a doer of deeds and a speaker of words.’)</li> <li>• In Book 10 he displays his martial skills but also his <i>furor</i> after the death of Pallas – including the capture of young men as sacrifices. Here is a hero in the Homeric mould, although there are plenty of references to filial duty and the more Roman ‘pius’ ideal.</li> <li>• Book 12 again shows Aeneas’ martial skill. The key moment for candidates will probably be the death of Turnus. In the final duel he is supported by his mother – a heroic characteristic. The epic ends with a moment of rage though.</li> </ul> | 25    |

| Question | Answer  | Marks |
|----------|---|-------|
| 5        | Candidates can argue for or against the statement as long as their argument is supported with close detail from the text. |       |

| Question | Answer  | Marks |
|----------|---|-------|
| 6        | <p><b>‘There are no interesting female characters in the <i>Aeneid</i>.’</b><br/><b>How far is this statement true of the books of the <i>Aeneid</i> you have studied?</b></p> <p>Use the 25 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>As the question does not specify mortal women there are range of female characters that candidates could choose to discuss, including:</p> <ul style="list-style-type: none"> <li>• Dido</li> <li>• Anna</li> <li>• Creusa</li> <li>• Helen</li> <li>• Lavinia</li> <li>• Amata</li> <li>• The Sibyl</li> <li>• Juturna</li> <li>• Venus</li> <li>• Juno</li> </ul> <p>AO2 – Analysis and evaluation –13 marks.</p> <p>Marks should be awarded using the marking criteria for AO2.</p> <ul style="list-style-type: none"> <li>• Candidates will need to decide what makes a character interesting.</li> <li>• Some of the female characters are more fully developed than others. Candidates may find the bickering and interference of Juno and Venus interesting.</li> <li>• Candidates could also explore the way that Venus is constantly supporting and helping Aeneas.</li> <li>• Dido is the most in depth portrayal of a mortal female character, some candidates may argue that her transition from independent queen to heart broken lover is interesting.</li> <li>• However, her role in the <i>Aeneid</i> is that of Aeneas’ lover and is not developed much beyond this.</li> <li>• Candidates may notice that with the exception of the goddesses no female characters are seen other than in relation to Aeneas.</li> </ul> <p>Candidates can argue for or against the statement as long as their discussion is justified with close reference to the text.</p> | 25    |

**SECTION C: ARCHITECTURE OF THE ROMAN CITY**

| <b>Question</b> | <b>Answer</b>  | <b>Marks</b> |
|-----------------|--|--------------|
| 7(a)(i)         | <b>Identify the house shown in the image above.</b> <ul style="list-style-type: none"><li>• House of (the) Menander</li></ul>  | <b>1</b>     |
| 7(a)(ii)        | <b>In which Roman town was this house located?</b> <ul style="list-style-type: none"><li>• Pompeii</li></ul>   | <b>1</b>     |
| 7(a)(iii)       | <b>Identify the room shown in the image above.</b> <ul style="list-style-type: none"><li>• Atrium</li></ul>  | <b>1</b>     |
| 7(a)(iv)        | <b>Identify the areas of the house marked A and B. Write out the letter and the name of the area next to it.</b> <ul style="list-style-type: none"><li>• A <i>lararium</i></li><li>• B <i>impluvium</i></li></ul> Accept the English equivalents | <b>2</b>     |

| Question | Answer   | Marks |
|----------|--|-------|
| 7(b)     | <p><b>How far do you think that a Roman visitor would have been impressed with this house?</b></p> <p>Use the 20 mark extended response marking criteria.</p> <p>AO1 – Knowledge and understanding 8 marks.</p> <p>Answers may include reference to the following points:</p> <p><b>House of (the) Menander</b></p> <ul style="list-style-type: none"> <li>• extremely large site</li> <li>• occupies most of an <i>insula</i></li> <li>• undergoing major renovation and restoration in AD79</li> <li>• asymmetrical plan because of the site and development of the house</li> <li>• <i>peristylum</i> is off-centre</li> <li>• gap between columns narrowed to provide optical illusion of exaggerated perspective</li> <li>• odd number of columns on north and south of <i>peristylum</i></li> <li>• north side = 5</li> <li>• south side = 7</li> <li>• break in columns of <i>peristylum</i> to enhance view from the large dining room across the <i>hortus</i> into facing rooms</li> <li>• wall painting of Menander and possibly Euripides</li> </ul> <p>AO2 – Analysis and Evaluation 12 marks</p> <ul style="list-style-type: none"> <li>• size of house</li> <li>• quality of wall paintings – eg series of paintings connected with fall of Troy and other mythological scenes</li> <li>• visual axis maintained by placement of <i>exedrae</i> in south wall of <i>peristylum</i></li> <li>• axis designed to impress the visitor and the passer-by</li> <li>• axis from other rooms considered</li> <li>• there was a bigger and more impressive house</li> </ul> | 20    |

| Question | Answer  | Marks |
|----------|---|-------|
| 8        | <p><b>How well did the design of Roman amphitheatres meet the needs of the audience? In your answer, you should refer to <u>at least two</u> amphitheatres which you have studied.</b></p> <p>Use the 25 essay marking criteria.</p> <p>AO1 – Knowledge and understanding 12 marks.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• the amphitheatre at Pompeii</li> <li>• the Colosseum</li> </ul> <p>AO2 – Analysis and Evaluation 13 marks</p> <p>An architect had a number of practical considerations to take into consideration when designing and building an amphitheatre:</p> <ul style="list-style-type: none"> <li>• size of the audience to be accommodated affected the size of the building</li> <li>• Pompeian amphitheatre – 20 000</li> <li>• capacity was going to be increased before the eruption</li> <li>• Colosseum estimates: 50 000–70 000</li> <li>• choice of site</li> <li>• easy ingress/egress</li> <li>• spectators had to be able to find seats easily</li> <li>• and get out easily</li> <li>• materials to be used</li> <li>• cost</li> <li>• comfort of the spectators</li> <li>• <i>velarium</i></li> <li>• the nature of the seats</li> <li>• sight lines for the spectators – ease of viewing from any seat</li> <li>• facilities for use by the spectators</li> <li>• nature of the spectacles held there</li> <li>• safety of spectators</li> <li>• accommodation of gladiators</li> <li>• accommodation of animals</li> <li>• hypogeum</li> <li>• appearance of the building</li> <li>• aesthetically pleasing for the spectators.</li> </ul> | 25    |



| Question | Answer   | Marks |
|----------|--|-------|
| 9        | <p><b>‘Architects should design public buildings with strength, function and beauty in mind.’ How far do you agree with this statement? In your answer, you should include discussion of <u>at least three</u> different types of Roman public buildings you have studied.</b></p> <p>Use the 25 essay marking criteria.</p> <p>AO1 – Knowledge and understanding 12 marks.</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• amphitheatres</li> <li>• aqueducts</li> <li>• fora</li> <li>• public baths</li> <li>• temples</li> <li>• theatres</li> <li>• triumphal arches</li> </ul> <p>AO2 – Analysis and Evaluation 13 marks</p> <p>Answers may include reference to the following points:</p> <p><b>Strength:</b></p> <ul style="list-style-type: none"> <li>• choice of material eg stone, type of stone, concrete, choice of aggregate within the concrete</li> <li>• choice of structural system - post and lintel or arch and vault</li> <li>• arched structure required to span large areas e.g. in baths, aqueducts, <i>basilicae</i></li> </ul> <p><b>Function:</b></p> <p>Candidates will need to decide what is required to make their selected buildings function efficiently eg:</p> <ul style="list-style-type: none"> <li>• arched structures for aqueducts</li> <li>• provision of water supply</li> <li>• provision of heating systems in the baths</li> <li>• tiered seating for theatres and amphitheatres</li> <li>• <i>velarium</i></li> <li>• system to allow large numbers of people to enter and leave</li> <li>• provision of accommodation for gladiators, animals, actors</li> </ul> <p><b>Beauty</b></p> <ul style="list-style-type: none"> <li>• choice of material</li> <li>• use of marble as main material or facing stone</li> <li>• use of stucco</li> <li>• use of metalwork</li> <li>• use of sculpture</li> <li>• use of mosaics</li> </ul> | 25    |