



# Cambridge International AS & A Level

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**CLASSICAL STUDIES**

**9274/23**

Paper 2 Roman Civilisation

**October/November 2023**

MARK SCHEME

Maximum Mark: 50

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**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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

**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	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
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	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
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**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)(i)	<b>What type of coin is shown in the image?</b> Denarius	<b>1</b>
1(a)(ii)	<b>Name the <u>two</u> figures shown on the coin in the image.</b> Gaius (1) Lucius Caesar (1)	<b>2</b>
1(a)(iii)	<b>Who is shown on the other side of this coin?</b> Augustus Caesar	<b>1</b>
1(a)(iv)	<b>From what metal is this coin made?</b> Silver	<b>1</b>

Question	Answer	Marks
1(b)	<p><b>‘Augustus’ family was very important to his success as emperor.’ Using this image as a starting point, explain how far you agree with this statement.</b></p> <p>Use the 20 mark extended response marking criteria.</p> <p>Candidates must make some reference to information in the image but should also provide other information from their study of Augustus. The amount of material from the image and elsewhere does not need to be balanced to gain the marks.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In the image:</p> <ul style="list-style-type: none"> <li>• The coin shows Augustus and his adopted sons</li> <li>• It indicates the position of Gaius and Lucius as heirs to the throne</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>• Being adopted by Julius Caesar</li> <li>• Marrying Livia</li> <li>• Dynastic marriages</li> <li>• Tiberius and Drusus served as generals</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>His family helped in a variety of ways:</p> <ul style="list-style-type: none"> <li>• The coin was propaganda spread throughout the empire about Augustus as a family man and ruler</li> <li>• Gaius and Lucius did not contribute much to Augustus’ success due to their early deaths</li> <li>• The link with Julius Caesar was largely responsible for him gaining power</li> <li>• Marrying Livia allied him to the powerful Claudian clan</li> <li>• Julia’s marriages provided him with support and grandsons to adopt as heirs</li> <li>• Octavia’s marriage to Mark Antony was a political alliance</li> <li>• Tiberius and Drusus</li> </ul> <p>But:</p> <ul style="list-style-type: none"> <li>• Gaius and Lucius did not contribute much to Augustus’ success due to their early deaths</li> <li>• The two Julias ruined the family image through their adultery and exile</li> <li>• Tiberius often argued with Augustus, and had to be forced to marry Julia</li> </ul> <p>Candidates can agree or disagree with the statement, as long as their discussion is justified with close reference to the sources.</p>	20



Question	Answer	Marks
2	<p><b>‘Augustus’ reforms of the provinces benefitted <u>both</u> the people of Rome <u>and</u> the people of the provinces.’ Explain how far you agree with this statement.</b></p> <p>Use the 25 mark extended response marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>During his reign, Augustus reformed how the provinces were run:</p> <ul style="list-style-type: none"> <li>• Being granted <i>Maius Imperium Proconsulare</i> gave Augustus authority over all of the provinces</li> <li>• He was given personal control of the provinces where legions were stationed</li> <li>• He personally appointed Governors and made sure they were well paid</li> <li>• He reorganized the system for gathering taxes</li> <li>• He allowed locals to govern themselves</li> <li>• Roads were built, uniting the empire</li> <li>• The <i>Pax Romana</i> provided stability in the empire</li> <li>• The cult of Augustus and Roma was encouraged in the Eastern Empire</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Rome:</p> <ul style="list-style-type: none"> <li>• The road system and <i>Pax Romana</i> encouraged an increase in trade within the empire</li> <li>• This made Rome prosperous, bringing more money into the treasury through regulated taxation</li> <li>• It also guaranteed Rome’s grain supply from Sicily and Egypt</li> <li>• Command of the legions prevented civil wars</li> </ul> <p>Provinces:</p> <ul style="list-style-type: none"> <li>• Control over the provinces meant Augustus could remove bad governors</li> <li>• By reorganising taxation, he made the system fairer and removed the corruption common under Republican governors</li> <li>• Local leaders in the provinces were made into citizens</li> <li>• The road system allowed rapid communication between the provinces and Rome</li> <li>• Command of the legions made the frontier provinces secure</li> </ul> <p>Candidates can agree or disagree with the statement, as long as their discussion is justified with close reference to the sources.</p>	25

Question	Answer	Marks
3	<p><b>How far would you agree that Augustus destroyed the Roman Republic, rather than saving it?</b></p> <p>Use the 25 mark extended response marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Augustus took power after a century of civil wars:</p> <ul style="list-style-type: none"> <li>• He established a ruling dynasty</li> <li>• Elections gave power to his appointees</li> <li>• He restricted the powers of the Senate and Senators' role in administration</li> <li>• They passed the laws he wanted and had a limited role as governors of provinces</li> <li>• He had ultimate control over the army and the provinces</li> <li>• He organized the succession to carry on his ideas</li> <li>• This led to future emperors such as Caligula and Nero</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks Marks should be awarded using the marking criteria for AO2.</p> <p>But:</p> <ul style="list-style-type: none"> <li>• Augustus was awarded the Civic Crown for saving Rome</li> <li>• Rome had been fighting civil wars for a century</li> <li>• Augustus stopped these</li> <li>• Closing the gates of the Temple of Janus</li> <li>• He restored control over the empire and its governors, establishing the <i>Pax Romana</i></li> <li>• He restored traditional religious practices and morality</li> <li>• He rebuilt the ruined city of Rome</li> <li>• He preserved the Republican form of Government</li> <li>• He ensured a regular supply of grain to Rome</li> </ul> <p>While Augustus did preserve the political forms of the Roman Republic, he still ruled as an autocrat. However, he did save both the city of Rome and the empire from continuing wars, and established peace and prosperity.</p> <p>Candidates can agree or disagree with the statement, as long as their discussion is justified with close reference to the sources.</p>	25

**Section B: Virgil's *Aeneid***

Question	Answer	Marks
4(a)(i)	<p><b>'Alas! Alas! Was I the cause of your dying?' (line 1). Who is Aeneas talking to?</b></p> <p>Dido</p>	<b>1</b>
4(a)(ii)	<p><b>Where precisely is Aeneas?</b></p> <p>In the Underworld / the Mourning Plains</p>	<b>1</b>
4(a)(iii)	<p><b>'I left your shore' (line 3). Where was this shore?</b></p> <p>Carthage / Libya</p>	<b>2</b>
4(a)(iv)	<p><b>'stern authority of the commands of the gods' (line 3). Which <u>two</u> gods had commanded Aeneas to leave this shore?</b></p> <p>Jupiter (1) Mercury (1)</p>	<b>1</b>

Question	Answer	Marks
4(b)	<p><b>How is Aeneas portrayed in this passage? How typical is this of his portrayal in Books 4 and 6?</b></p> <p>Use the 20 mark extended response marking criteria.</p> <p>Candidates must make use of the passage but should also provide other information from their study of Books 4 and 6 of the <i>Aeneid</i>.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In this passage:</p> <ul style="list-style-type: none"> <li>• He claims he was only obeying fate when he left – shows <i>pietas</i></li> <li>• He weeps at the sight of Dido</li> <li>• He is remorseful about leaving her</li> <li>• He pities Dido</li> <li>• He is brave for venturing into the 'mouldering place.'</li> </ul> <p>Elsewhere:</p> <p>Book 4:</p> <ul style="list-style-type: none"> <li>• Tries to sneak away without telling Dido</li> <li>• He is compared to an oak tree – not without emotions but strong</li> <li>• He obeys the gods – shows <i>pietas</i></li> <li>• Tells Dido it wasn't a marriage – cruel</li> <li>• Unclear whether he loves her</li> </ul> <p>Book 6:</p> <ul style="list-style-type: none"> <li>• He travels to Underworld</li> <li>• Shows love for his father</li> <li>• Shows his duty to the gods – sacrifices to Apollo</li> <li>• Embraces his duty and fate</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Candidates can argue for or against as long as their argument is backed with close detail from the text.</p> <ul style="list-style-type: none"> <li>• In Book 4 Aeneas' abandonment of Dido can make it seem as though he is heartless. The scene in the passage shows he cares</li> <li>• In both books Aeneas shows the qualities of <i>pietas</i> he shows duty to the gods both by (eventually) leaving Dido and embracing his fate. He also embodies this quality by his loyalty to his father</li> <li>• Although candidates may argue that for most of Book 4 Aeneas seems to be forgetting his duty by staying with Dido</li> <li>• In the passage Aeneas seems brave for venturing into the Underworld – this is shown elsewhere in Book 6 for example when he tries to fight the monsters</li> </ul>	20

Question	Answer	Marks
5	<p><b>‘The books of the first half of the <i>Aeneid</i> are far more interesting and exciting than those of the second half.’ To what extent do you agree with this statement?</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>There is a wealth of examples candidates may choose to include as any examples could be relevant. These are just a few possible examples:</p> <p>Book 2:</p> <ul style="list-style-type: none"> <li>• Trojan horse</li> <li>• Fantasy elements – gods and ghosts</li> <li>• Fall of Troy</li> </ul> <p>Book 4:</p> <ul style="list-style-type: none"> <li>• Love story with Dido</li> </ul> <p>Book 6:</p> <ul style="list-style-type: none"> <li>• Fantasy and drama of the Underworld</li> <li>• Reunion with Anchises</li> <li>• Future Romans</li> </ul> <p>Book 8:</p> <ul style="list-style-type: none"> <li>• Introduction to Italy</li> <li>• Appearance of the god of the Tiber</li> <li>• Future site of Rome examined</li> <li>• Stories of Hercules</li> <li>• Aeneas’ shield</li> </ul> <p>Book 10:</p> <ul style="list-style-type: none"> <li>• Council of the gods</li> <li>• Fighting and heroism</li> <li>• Death of Pallas</li> <li>• Deaths of Lausus and Mezentius</li> <li>• Aeneas’ rage</li> </ul> <p>Book 12:</p> <ul style="list-style-type: none"> <li>• Involvement of Juturna</li> <li>• More fighting</li> <li>• Death of Turnus</li> <li>• Dramatic ending</li> </ul> <p>Candidates could also use examples from the rest of the <i>Aeneid</i> not just the set books.</p>	25

Question	Answer	Marks
5	<p>AO2 – Analysis and evaluation –13 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Candidates can argue for or against the statement as long as their discussion is justified with close reference to the text. The argument that the candidates present will be shaped by the examples they choose to include.</p> <ul style="list-style-type: none"> <li>• Books 1–6 are more concerned with Aeneas’ travels and adventures. There are more locations and a greater variety of action and characters.</li> <li>• Books 7–12 focus on the problems in Italy and the war with the Latins. They are more focused on war and warfare</li> <li>• Candidates could explore the idea that the two halves of the poem are different. They may comment on the fact that the first half reflects Homer’s <i>Odyssey</i> whereas the second half reflects the <i>Iliad</i></li> <li>• Candidates should identify what makes a book interesting and exciting to them. Different people will find different things interesting and exciting</li> <li>• Candidates could also explore the idea that ancient and modern readers may have different views. Ancient audience may have found it more exciting to read about the ancient site of Rome and the battles for its foundation as it would have been more personal</li> <li>• Some themes such as the involvement of the gods and the character of Aeneas are covered by both halves of the poem.</li> </ul> <p>There are many ways that this essay can be approached and any valid line of argument that is well backed up by examples from the text should be credited.</p>	

Question	Answer	Marks
6	<p><b>‘An effective piece of propaganda for Augustus and his regime.’ How far do you agree with this description of the <i>Aeneid</i>?</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 could choose to discuss:</p> <ul style="list-style-type: none"> <li>• The character of Aeneas and his identification with Augustus</li> <li>• The foreign threat in Book 4</li> <li>• The role of the parade of Romans in Book 6</li> <li>• Mention of Augustus’ divine descent in Book 6 / 8</li> <li>• The visions of the Roman future in Book 8</li> <li>• Jupiter’s prophecy to Juno in Book 12</li> </ul> <p>AO2 – Analysis and evaluation –13 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Candidates can argue for or against the statement as long as their discussion is justified with close reference to the text.</p> <ul style="list-style-type: none"> <li>• Candidates could explore the character of Aeneas as the main form of propaganda in the <i>Aeneid</i>.</li> <li>• Aeneas’ positive characteristics are a reflection of Augustus – e.g. Aeneas’ <i>pietas</i> and loyalty to the gods are a reflection of things that Augustus wanted people to think of him.</li> <li>• If Dido is seen as a parallel with Cleopatra then Aeneas’ resolution to leave her is positive propaganda.</li> <li>• Conversely if the reader is meant to identify Aeneas with Augustus the ending of the poem might become problematic.</li> <li>• Similarly his <i>furor</i> in Book 2 might be a problem.</li> <li>• The parade of Romans in Book 6 – Augustus is referred to as the man bringing in the golden age of Rome and the idea of Romans being the bringers of peace.</li> <li>• The depiction of great events from the Roman past and with them the battle of Actium. Augustus is described as almost godlike.</li> <li>• Candidates should explore the ways that the <i>Aeneid</i> glorifies Augustus and give their opinion on how well this works as propaganda.</li> <li>• Jupiter’s prophecy to Juno puts a positive spin on Augustus’ reign and glorifies Rome’s future.</li> <li>• Candidates could also explore how ancient and modern readers may react to things differently. Modern readers have the advantage of knowing how Augustus’ reign did change the shape of the Roman world.</li> </ul> <p>Credit any line of argument that is well backed up with relevant examples.</p>	25

**Section C: Architecture of the Roman City**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
7(a)(i)	<b>What type of structure is shown in the image?</b> Aqueduct	<b>1</b>
7(a)(ii)	<b>What is the name of the structure shown in the image?</b> Pont du Gard	<b>1</b>
7(a)(iii)	<b>Identify the location of this structure.</b> Nîmes, France	<b>1</b>
7(a)(iv)	<b>Who commissioned the building of this structure?</b> Agrippa	<b>1</b>
7(a)(v)	<b>When was this structure built?</b> Mid-1st century AD	<b>1</b>



Question	Answer	Marks
7(b)	<p><b>‘A masterpiece of simplicity which blends in with the landscape.’ How far do you agree with this description of the structure shown in the image?</b></p> <p>Use the 20 mark extended response marking criteria.</p> <p>AO1 – Knowledge and understanding – 8 marks.</p> <p>Candidates may make reference to the following factual information about the Pont du Gard:</p> <ul style="list-style-type: none"> <li>• bridge built to carry a water channel across the river Gard</li> <li>• delivering water to Roman colony of Nemausus [Nîmes], south of France</li> <li>• 275 m / 900 ft long</li> <li>• 48.77 m / 162 ft high</li> <li>• steady, gentle incline so the level of the channel drops by no more than 17 metres over the entirety of the aqueduct</li> </ul> <p>AO2 – Analysis and Evaluation – 12 marks</p> <p>Beauty:</p> <ul style="list-style-type: none"> <li>• rows of arches mean the aqueduct is not a solid object in the landscape</li> <li>• the landscape can be seen through the arches</li> <li>• local limestone blends in with the surroundings</li> <li>• the aesthetic, yet practical, placement of the arches</li> <li>• triple row of arches with diminishing height gives a sense of perspective</li> </ul> <p>Simplicity:</p> <ul style="list-style-type: none"> <li>• deceptively simple design of the triple arcade</li> <li>• use of local materials</li> </ul> <p>Strength:</p> <ul style="list-style-type: none"> <li>• foundation of piers strengthened</li> <li>• piers made of stone and wedge shaped</li> <li>• central arch widened to allow for increased water flow</li> <li>• central arch spans the river so that the piers do not sit in the river</li> </ul> <p>It does not matter whether candidates agree with the statement or not, provided there is a clear line of argument which is backed up with specific reference to the Pont du Gard.</p>	20

Question	Answer	Marks
8	<p><b>‘All the same, but different.’</b>  <b>To what extent do you think that this is true of houses from Herculaneum <u>and</u> Pompeii? In your answer, you should include discussion of <u>at least four</u> houses and make reference to specific features of the houses to explain your answer.</b></p> <p>Use the 25 essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks.</p> <p>Herculaneum:</p> <ul style="list-style-type: none"> <li>• House in Opus Craticium</li> <li>• House of the Stags</li> <li>• Samnite House</li> </ul> <p>Pompeii:</p> <ul style="list-style-type: none"> <li>• House of Menander</li> <li>• House of Octavius Quartio</li> <li>• House of Sallust</li> <li>• House of the Faun</li> </ul> <p>AO2 – Analysis and Evaluation – 13 marks.  Answers may include reference to the following points:</p> <p>Same:</p> <p>Exterior:</p> <ul style="list-style-type: none"> <li>• external appearance makes houses appear the same [except House in Opus Craticium]</li> <li>• similar materials used</li> <li>• houses present a blank front to the outside world</li> <li>• sight lines through to the <i>peristylum</i></li> <li>• benches for clients outside some houses</li> </ul> <p>Layout / rooms:</p> <ul style="list-style-type: none"> <li>• houses required the same type of rooms:</li> <li>• reception room, office, bedroom, dining room, kitchen, etc.</li> <li>• many houses had the ‘typical’ layout</li> <li>• with <i>fauces, atrium, tablinum, peristylum</i></li> </ul> <p>Different:</p> <ul style="list-style-type: none"> <li>• no identical houses</li> <li>• houses varied in size</li> <li>• houses varied in proportion of <i>insula</i> given over to the <i>peristylum</i></li> <li>• owner reflected wealth by decoration / embellishments</li> <li>• owner reflected interests by decoration</li> <li>• mosaics</li> <li>• wall paintings</li> <li>• modifications / additions made over time to some houses</li> <li>• some houses divided after the earthquake</li> </ul>	25

Question	Answer	Marks
9	<p><b>‘No imagination, no innovation.’</b>  <b>How far do you think that this is true of the temples you have studied?</b>  <b>In your answer, you should consider the design, construction and decoration of <u>at least three</u> Roman temples.</b></p> <p>Use the 25 essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks.</p> <p>Candidates may refer to the following temples from the specification:</p> <ul style="list-style-type: none"> <li>• Rome – Pantheon</li> <li>• Ostia – temple of Ceres</li> <li>• Pompeii – temple of Jupiter, temple of Isis</li> <li>• Nîmes – Maison Carrée</li> <li>• Baalbek – temple of Bacchus</li> </ul> <p>AO2 – Analysis and Evaluation – 13 marks</p> <p>Answers may include reference to the following points. An architect had a number of practical considerations to take into consideration when designing and building a temple:</p> <p>Design:</p> <ul style="list-style-type: none"> <li>• Greek and Etruscan influences on temple design</li> <li>• the basic elements required in a temple</li> <li>• function of those elements</li> <li>• Graeco-Roman design</li> <li>• post-lintel structure</li> <li>• porch</li> <li>• columns</li> <li>• arches</li> <li>• dome</li> </ul> <p>Construction:</p> <ul style="list-style-type: none"> <li>• materials used</li> <li>• granite</li> <li>• marble</li> <li>• concrete</li> <li>• brick</li> </ul> <p>Decoration:</p> <ul style="list-style-type: none"> <li>• coffering</li> <li>• gilding</li> <li>• sculpture</li> <li>• inscriptions</li> <li>• oriental influence at Baalbek</li> </ul> <p>Each of the temples has some of the traditional Greek and Etruscan elements but each also has its own characteristics. Candidates should be able to pick out elements where Roman architects were quite traditional in their design, methods of construction and decoration, but also where they were quite innovative in their approach [e.g. the decoration at Baalbek and the rotunda of the Pantheon].</p>	25