

# Cambridge International AS & A Level

---

**CLASSICAL STUDIES**

**9274/23**

Paper 2 Roman Civilisation

**October/November 2024**

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **22** 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 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.

**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**

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
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

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
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)	<b>Where exactly was the Temple of Mars Ultor located? Make <u>two</u> points.</b>  The Forum of Augustus Rome	<b>2</b>
1(a)(ii)	<b>Why did Augustus order the Temple of Mars Ultor to be built? Make <u>two</u> points.</b>  To fulfil a vow (1) That he would avenge his father/Julius Caesar (1) Which happened after the battle of Philippi (1)	<b>2</b>
1(a)(iii)	<b>In what year was the Temple of Mars Ultor dedicated?</b>  2 BCE	<b>1</b>



Question	Answer	Marks
1(b)	<p><b>Augustus claimed that he found Rome a city of brick and left it a city of marble.</b></p> <p><b>Using the image as a starting point, explain how far you agree that Augustus was justified in making this claim.</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 information from their own knowledge. 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>Image:</p> <ul style="list-style-type: none"> <li>• The temple of Mars Ultor</li> <li>• In the Forum of Augustus.</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>• Mausoleum of Augustus</li> <li>• <i>Ara Pacis Augustae</i></li> <li>• <i>Res Gestae Divi Augusti</i> <ul style="list-style-type: none"> <li>– Restoration of 82 temples in 28 BCE</li> <li>– Building of new temples, including Palatine Apollo, and the Deified Julius</li> <li>– Restoration of the Capitol and Theatre of Pompey</li> <li>– Building of the Theatre of Marcellus</li> <li>– Completion of the Forum of Julius and the Basilica</li> </ul> </li> <li>• He encouraged members of his family to contribute to the building programme, such as Marcus Agrippa and the Pantheon.</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Image:</p> <ul style="list-style-type: none"> <li>• The temple of Mars Ultor was an impressive building made of marble</li> <li>• The Forum of Augustus was large and decorated with many marble statues.</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>• The many new buildings changed the skyline of Rome</li> <li>• Expensive materials, especially marble were used to make these buildings</li> <li>• Much of it was imported from around the Empire</li> </ul> <p>But:</p> <ul style="list-style-type: none"> <li>• There were still very many brick buildings in Rome, especially the tenements and private houses</li> <li>• Much of the infrastructure, such as aqueducts, was made of brick</li> <li>• Many of the temples were built of brick and faced with marble.</li> </ul> <p>The claim could be justified to a certain extent. There can be no doubt that when Augustus became sole ruler of the Empire, Rome was in a dilapidated state. His building programme enhanced the city's appearance.</p>	20

Question	Answer	Marks
2	<p><b>‘Augustus had nothing to do with the victories in the military campaigns of 44–31 BCE; it was all the work of others.’</b></p> <p><b>How far do 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>Candidates should know details of the military campaigns of 44 to 31 BCE:</p> <ul style="list-style-type: none"> <li>• The victory over Mark Antony at Mutina (43 BCE)</li> <li>• The victory over Cassius and Brutus at Philippi (42 BCE)</li> <li>• The victory over Lucius Antony at Perusia (40 BCE)</li> <li>• The victory over Sextus Pompeius at Naulochus (36 BCE)</li> <li>• The victory over Mark Antony at Actium (31 BCE).</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <ul style="list-style-type: none"> <li>• Despite being present in the campaigns, Augustus himself did not take part in the fighting or command any of the armies <ul style="list-style-type: none"> <li>– Command of the armies at Mutina was in the hands of Hirtius and Pansa</li> <li>– Mark Antony led the campaign at Philippi</li> <li>– Marcus Agrippa was responsible for the victories at Perusia, Naulochus and Actium.</li> </ul> </li> </ul> <p>But:</p> <ul style="list-style-type: none"> <li>• Augustus did make a contribution to achieving victory in the campaigns <ul style="list-style-type: none"> <li>– He raised armies from Caesar’s veterans</li> <li>– He used his political skill to get the backing of the Senate for his campaigns and to negotiate settlements</li> <li>– He used propaganda to get the backing of the people of Rome for his campaigns, especially in the campaigns against Mark Antony</li> <li>– He funded the recruitment of armies</li> <li>– He claimed credit for the victories in the <i>Res Gestae</i>.</li> </ul> </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 do you agree that Augustus only became emperor because of his family connections?</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> <ul style="list-style-type: none"> <li>• Augustus' father was a minor politician</li> <li>• His mother was the niece of Julius Caesar</li> <li>• Augustus was adopted by Caesar as his son</li> <li>• He took the name Gaius Julius Caesar Octavianus</li> <li>• Caesar made Augustus his heir, making him rich</li> <li>• He paid Caesar's legacies to the Roman people</li> <li>• He had Caesar deified</li> <li>• He married Livia, even though she was pregnant at the time</li> <li>• His sister Octavia was married to Mark Antony.</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <ul style="list-style-type: none"> <li>• His mother being Caesar's niece brought him to Caesar's notice</li> <li>• His position as Caesar's son gave him control of Caesar's wealth and clients</li> <li>• He used Caesar's name to levy armies from Caesar's soldiers and veterans</li> <li>• By deifying Caesar, he made himself the son of a god</li> <li>• Avenging Caesar, and the Temple of Mars Ultor showed his <i>pietas</i></li> <li>• Caesar had been popular with the people of Rome, which Augustus made use of</li> <li>• By paying Caesar's legacies, he made himself even more popular with the Roman people</li> <li>• Marrying Livia allied him with the powerful <i>gens Claudia</i></li> <li>• Octavia's marriage to Mark Antony gave Augustus time to consolidate his position in Rome before the final confrontation with Mark Antony</li> <li>• Mark Antony divorcing Octavia was one of the reasons why Augustus was able to win the propaganda war against him.</li> </ul> <p>But there were other factors which led to Augustus becoming emperor:</p> <ul style="list-style-type: none"> <li>• His determination to use the chance given to him</li> <li>• His ruthless nature – as seen in the proscriptions</li> <li>• His political skill in using people like Cicero to help him gain power</li> <li>• His skillful use of propaganda</li> <li>• His choice of helpers such as Marcus Agrippa.</li> </ul> <p>There is no doubt that the connection with Caesar gave Augustus a way to obtain a position of power. He also made use of the other family connections. But without using these connections to their best advantage, he would not have become emperor.</p>	25

**Section B: VIRGIL'S *Aeneid***

Question	Answer	Marks
4(a)(i)	<p><b>'the stubborn stump' (line 1). Who is this stump dedicated to?</b></p> <p>Faunus</p>	<b>1</b>
4(a)(ii)	<p><b>How is Turnus related to Juturna (line 3)?</b></p> <p>They are brother and sister</p>	<b>1</b>
4(a)(iii)	<p><b>'to give Turnus his sword' (line 4). Why did Turnus not have a sword at this time? Make <u>two</u> points.</b></p> <p>He had picked up the sword of his charioteer (Metiscus) in his hurry to get to battle (1)  This had shattered (1)  When he tried to strike the divinely made armour of Aeneas (1)</p> <p>(Any 2)</p>	<b>2</b>
4(a)(iv)	<p><b>Who is 'the King of All-powerful Olympus' (line 10)?</b></p> <p>Jupiter</p>	<b>1</b>

Question	Answer	Marks
4(b)	<p><b>Using this passage as a starting point, discuss how important divine intervention is in Book 12 of the <i>Aeneid</i>.</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 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>• Juturna gives Turnus his sword</li> <li>• Venus helps Aeneas retrieve his spear</li> <li>• Juno is actively watching the battle</li> <li>• Jupiter is influencing events.</li> </ul> <p>Elsewhere:</p> <ul style="list-style-type: none"> <li>• Juno urges Juturna to go down and help Turnus</li> <li>• Juturna stirs up the minds of the Rutulians and sends a false omen so that the treaty is broken</li> <li>• Venus brings dittany which heals Aeneas' arrow wound</li> <li>• Juturna takes the place of Metiscus on Turnus' chariot and tries to keep Turnus away from Aeneas</li> <li>• Venus puts the idea of attacking the city in Aeneas' mind</li> <li>• Faunus is answering Aeneas' prayer and holding onto Turnus' spear</li> <li>• Juno agrees to stop interfering with fate as long as certain conditions are met</li> <li>• Jupiter sends the Dira as a sign for Juturna to stop helping Turnus.</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <ul style="list-style-type: none"> <li>• The passage is typical of the level of divine intervention in Book 12</li> <li>• Venus twice helps her son – once in the passage and once when she helps to heal his wound but is otherwise absent from the book</li> <li>• Juturna tries to keep Turnus alive but ultimately fails</li> <li>• Candidates should discuss the times that the gods intervene in human affairs in this book but should also evaluate the extent this is important</li> <li>• The interference of the gods does not change the ultimate fate of Turnus, but the breaking of the treaty does cause many deaths.</li> </ul> <p>Credit any line of argument that is well backed up with relevant examples.</p>	20

Question	Answer	Marks
5	<p><b>‘Virgil creates a range of interesting mortal characters in the <i>Aeneid</i>.’</b></p> <p><b>How far do you agree with this statement? In your answer you should <u>not</u> discuss Aeneas, Dido or Turnus.</b></p> <p><b>Use the 25 mark essay marking criteria.</b></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>• Priam and Hecuba</li> <li>• Anchises</li> <li>• Creusa</li> <li>• Anna</li> <li>• The Sibyl</li> <li>• Latinus</li> <li>• Amata</li> <li>• Evander</li> <li>• Pallas</li> <li>• Camilla</li> <li>• Amata</li> </ul> <p>This list is not prescriptive, and all relevant examples should be credited.</p> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <ul style="list-style-type: none"> <li>• Candidates could look at one or two characters in depth or explore a wider range of them</li> <li>• Creusa is perhaps most interesting as a ghost as it is then that she finally persuades Aeneas to leave Troy</li> <li>• Anna is an interesting character, who is loyal and supportive to her sister. Even to the extent of talking to Aeneas on Dido’s behalf</li> <li>• The Sibyl leads Aeneas to the Underworld and is in her hands during Book 6</li> <li>• Latinus’ conflict between wanting to obey the prophecy and love and loyalty to Amata and Turnus is interesting</li> <li>• Amata’s loyalty to Turnus is a motivating factor for Latinus</li> <li>• Camilla is an interesting depiction of a female warrior</li> <li>• Minor characters are easy to overlook but they are often crucial to a particular point in the plot and well portrayed.</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

Question	Answer	Marks
6	<p><b>‘Love is a more important theme than war in the <i>Aeneid</i>.’</b></p> <p><b>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>Candidates could choose to discuss:</p> <p>Love:</p> <ul style="list-style-type: none"> <li>• Dido and Aeneas</li> <li>• Dido and Anna</li> <li>• Aeneas and Anchises</li> <li>• Aeneas and Ascanius</li> <li>• Aeneas and Creusa</li> <li>• Evander and Pallas</li> <li>• Lausus and Mezentius</li> <li>• Juturna and Turnus</li> </ul> <p>War:</p> <ul style="list-style-type: none"> <li>• Fall of Troy</li> <li>• War in Italy</li> </ul> <p>This list is not prescriptive, and credit should be given for any valid examples.</p> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <ul style="list-style-type: none"> <li>• There are many examples of love in the <i>Aeneid</i>, including romantic love and familial love so it plays a major part in the poem</li> <li>• War is the major theme of the second half of the poem so is an important theme</li> <li>• Candidates could argue that the themes are equally important</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>What was the function of this building?</b> Market hall Shopping mall	<b>1</b>
7(a)(ii)	<b>In which city is this building located?</b> Rome	<b>1</b>
7(a)(iii)	<b>In which emperor's reign was this building constructed?</b> Trajan	<b>1</b>
7(a)(iv)	<b>What was the function of the rooms on the lower floors?</b> Shops	<b>1</b>
7(a)(v)	<b>What was the function of the rooms on the upper floors?</b> Offices	<b>1</b>



Question	Answer	Marks
7(b)	<p><b>Compare this building with the Piazza of the Corporations in Ostia. Which do you think a Roman would have found more impressive?</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>Trajan’s Market: Answers may include reference to the following points from this complex:</p> <ul style="list-style-type: none"> <li>• Planned by Apollodorus of Damascus</li> <li>• The size of the complex</li> <li>• Set into the side of the Quirinal Hill</li> <li>• Proximity to Trajan’s forum and Trajan’s column</li> <li>• More than 150 <i>tabernae</i> in the complex</li> <li>• Upper level had offices used by officials in charge of the market</li> <li>• Semi-circular façade with a row of columns</li> <li>• Semi-circular <i>exedrae</i> covered by half domes</li> <li>• Roof was arched concrete vault that sat on piers – protected shoppers from weather and allowed sunlight into shops</li> <li>• Great Hall used for concerts, speeches, etc.</li> </ul> <p>Piazza of the Corporations: Answers may include reference to the following points from this complex:</p> <ul style="list-style-type: none"> <li>• Large colonnaded square</li> <li>• Three wings</li> <li>• Fourth wing has temple of Ceres</li> <li>• Close to theatre</li> <li>• 61 rooms decorated with mosaics at the entrances</li> <li>• Acted as offices.</li> </ul> <p>AO2 – Analysis and Evaluation 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Answers may include reference to the following points:</p> <p>Impressive:</p> <ul style="list-style-type: none"> <li>• Trajan’s market</li> <li>• Size</li> <li>• Number of shops</li> <li>• Design</li> <li>• Close to other amenities</li> <li>• Scale of the decoration</li> <li>• Piazza of the Corporations</li> <li>• Similar to layout of standard forum</li> <li>• Close to other important buildings – theatre, Temple of Ceres</li> <li>• 61 rooms</li> <li>• Mosaics illustrating trade of owners/tenants of the rooms</li> <li>• Allowed many traders to be housed and contacted in one place</li> <li>• Would have been decorated with statues of prominent Ostian citizens.</li> </ul>	20

Question	Answer	Marks
7(b)	<p>Not impressive:</p> <ul style="list-style-type: none"><li>• Trajan's Market</li><li>• Very different from what people were used to</li><li>• Too many shops together made things difficult to find</li><li>• Piazza of the Corporations</li><li>• A square rather than a purpose-built building</li><li>• Rooms are small</li><li>• Probably offices.</li></ul> <p>It is up to the candidates to decide which of the two complexes a Roman would have found more impressive. Candidates should make specific reference to details from the complexes to support their answer.</p>	

Question	Answer	Marks
8	<p><b>‘The houses in Ostia were better constructed and much more practical than the houses in Herculaneum.’</b></p> <p><b>How far do you agree with this statement? Explain your answer with reference to specific houses from <u>both</u> Ostia <u>and</u> Herculaneum.</b></p> <p>Use the 25 essay marking criteria.</p> <p>AO1 – Knowledge and understanding 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Candidates have studied a wide range of houses from Ostia and Herculaneum including:</p> <p>Ostia:</p> <ul style="list-style-type: none"> <li>• Insula/House of Diana, Ostia</li> <li>• Garden Houses, Ostia</li> </ul> <p>Herculaneum:</p> <ul style="list-style-type: none"> <li>• House of Opus Craticium, Herculaneum</li> <li>• House of Stags, Herculaneum</li> <li>• Samnite House, Herculaneum</li> </ul> <p>Credit other relevant houses from the two towns.</p> <p>AO2 – Analysis and Evaluation 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Answers may include reference to the following points:</p> <p>Better built:</p> <ul style="list-style-type: none"> <li>• House of Diana (brick built) survives up to first floor</li> <li>• Upper floors part of the design</li> <li>• Integral staircases</li> <li>• Amenities incorporated</li> <li>• Garden Houses c123-125 AD, symmetrical open courtyard which may have had 32 apartments in total</li> <li>• Had ornamental gateway to protect privacy of the occupants</li> <li>• Damaged by earthquakes in late third century</li> <li>• House of Opus Craticium and Samnite House were well built ‘standard’ houses which were adapted after the earthquake in 62 AD</li> <li>• House of the Stags is a complex design which takes full advantage of the sea view [at the time].</li> </ul> <p>More practical:</p> <ul style="list-style-type: none"> <li>• The House of Diana was a house of multiple occupancy</li> <li>• Brick built – survive up to first floor</li> <li>• Amenities as part of the building – internal courtyard, water fountain and latrine</li> <li>• Often served multiple functions, e.g. other such buildings had shops</li> <li>• Garden Houses – ‘luxury’ apartments with wall-paintings and mosaics, water supplied to higher floors</li> </ul>	25

Question	Answer	Marks
8	<ul style="list-style-type: none"><li>• The plans of House of Opus Craticium and Samnite House were adapted to make them into houses of multiple occupancy in the aftermath of the earthquake</li><li>• The reduction in size to make apartments or dwellings for more than one family is practical</li><li>• The plan of the House of the Stags was adapted to make the most of its prime site on the sea coast.</li></ul> <p>Look for a strong line of argument which is well supported with reference to details from specific houses. Expect candidates to come to a reasoned decision about whether the houses in Ostia are better constructed and more practical than the houses in Herculaneum.</p>	

Question	Answer	Marks
9	<p><b>‘The temples in Italy were built on a much grander scale and were more lavishly decorated than the temples in other parts of the Roman world.’</b></p> <p><b>How far do the temples you have studied support this opinion? Explain your answer with reference to <u>at least two</u> temples from Italy and <u>at least two</u> temples in other parts of the Roman world.</b></p> <p>Use the 25 essay marking criteria.</p> <p>AO1 – Knowledge and understanding 12 marks. Marks should be awarded using the marking criteria for AO1</p> <p>Candidates have studied a range of examples of temples including:</p> <p>Temples in Italy:</p> <ul style="list-style-type: none"> <li>• Pantheon, Rome</li> <li>• Temple of Ceres, Ostia</li> <li>• Mithraeum, Ostia</li> <li>• Temple of Jupiter, Pompeii</li> <li>• Temple of Isis, Pompeii.</li> </ul> <p>Temples in the rest of the Roman world:</p> <ul style="list-style-type: none"> <li>• Maison Carrée, Nîmes</li> <li>• Temple of Bacchus, Baalbek</li> <li>• Allow other temples candidates may have studied if they are relevant.</li> </ul> <p>AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Answers may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Grand scale:</p> <ul style="list-style-type: none"> <li>• Some of the temples are built on a grand scale – Pantheon and Temple of Bacchus at Baalbek</li> <li>• Other temples are more modest in size – Maison Carrée, Mithraeum and Temple of Isis</li> <li>• Partly to do with space available</li> <li>• Partly to do with money available</li> <li>• Partly to do with the pattern of worship, e.g. Mithraea tend to be small, dark and underground</li> </ul> <p>Lavish decoration:</p> <ul style="list-style-type: none"> <li>• Certainly, the Pantheon has lavish decoration – dome, oculus, gilding, the patterned marbled floor</li> <li>• The other temples in Italy have some decoration but not to the same extent as the Pantheon</li> <li>• Temple of Bacchus at Baalbek has much lavish decoration – elaborate capitals, elaborate sculptural patterns combining geometric and figural motifs, niches for statues, carved vines of ivy and/or grapes, ears of wheat.</li> </ul>	25

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
9	This is intended to be an open question so that candidates are free to choose their own temples to address the question. The points made should be backed up with close reference to specific temples.	