

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F386**: City Life in Roman Italy

Mark Scheme for June 2011

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Section A

Question Number	Answer	Mark
1 (a)	<p>Briefly describe what we know about Eumachia and Eumachia's building.</p> <p>Answers should have a <i>reasonable balance</i> of information on both and should not be based entirely on the building plan.</p> <p>From the plan:</p> <ul style="list-style-type: none"> • open courtyard; • main entrance east side of Forum; • very large building. <p>Other details:</p> <ul style="list-style-type: none"> • function is disputed; possibly for cloth makers; accept reference to fullers*; • statue of Eumachia found at rear of building; • dates to early first century AD/CE; • various statues; • decorative frieze. <p>(*The smell of a fullery would probably not have been tolerated so near to the forum.)</p> <p>Some knowledge from inscriptions may be shown. Eumachia:</p> <ul style="list-style-type: none"> • Daughter of Lucius; • public priestess; • had a son (Marcus Numistrius Fronto); • association with fullers (statue of Eumachia if not mentioned above); • she recorded her benefaction. <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	<p>To what extent do you agree that Eumachia's tomb was the most impressive in Pompeii? You should include details from other tombs in your answer.</p> <p>The tombs included in the prescribed material: Tomb of Eumachia (Cooley & Cooley G15–19) Tomb of G. Munatius Faustus (Nocera Gate) (Cooley & Cooley G38–47a) Tomb of Naevolia Tyche (Munatius Faustus) (Cooley & Cooley G47b)</p> <p>Details from Eumachia's tomb might include:</p> <ul style="list-style-type: none"> • outside Noceria gate; • three parts; • terrace; • huge seat (accept picnic bench) paid for by herself; • enclosure behind for burials; • Amazon frieze; • herms; • inscription. 	[20]

Question Number	Answer	Mark
(b) cont'd	<p>Candidates may compare Eumachia's tomb with any other named tombs which may include:</p> <ul style="list-style-type: none"> • Tomb of Munatius Faustus at the Noceria Gate • Tomb of Naevolia Tyche (Munatius Faustus) <ul style="list-style-type: none"> (a) outside Herculaneum gate; (b) altar on steps; (c) sculptural relief of her husband's career – ship, footstool; (d) distribution of money; (e) woman peeping out on sculpture – is this Tyche? • give credit for comment on the Tomb of Scaurus. <p>Candidates must make some evaluation as to which is more impressive.</p> <p>Although Eumachia's tomb is not as impressive now, when it was commissioned it certainly was the largest and “exceptionally grand” (CC). This is a comparison of size over decoration. Naevolia shared hers with her husband and some of <i>his</i> deeds are on the tomb.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	
(c)	<p>In your opinion, which were more important to the Romans, public buildings or domestic buildings? You should support your answer with evidence from Pompeii and Herculaneum.</p> <p>The prescribed material which is available for public buildings:</p> <ul style="list-style-type: none"> • Eumachia building; • amphitheatre; • temple of Isis; • temple of Jupiter; • suburban baths (Herculaneum); • accept any relevant public building but not from Ostia. <p>Candidates may offer a range of details from any named house in Pompeii and Herculaneum.</p> <p>Importance needs to be assessed. Answers might include:</p> <ul style="list-style-type: none"> • donations of buildings were important for status – Balbus and the baths at Herculaneum; • Pliny, <i>Letters</i> 3.6 and 7.18 – candidates may bring in evidence from these letters to support general reasons for benefactions – civic pride, desire for personal prestige and commemoration; • civic pride; • importance of religion; • games to keep crowds happy (bread and circuses). <p>However in the <i>domus</i>:</p> <ul style="list-style-type: none"> • lavish decoration was put into houses to impress visitors (imitation of public architecture – large colonnades, e.g. House of Menander, Samnite House); • gardens reflected interests – the canals in the House of Octavius Quartio. <p>But for those who lived in houses such as Opus Craticium or those who had to sell off their garden this was not an option. As ever, the more money there was available, the more a Roman could impress both in his house and in his donation of public buildings.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]

Question Number	Answer	Mark
2 (a)	<p>Describe the features and activities a Roman would have seen in the Piazza of the Corporations during the first and second centuries AD.</p> <p>The complex arose in the Augustan period. It was under Claudius that further alterations were made.</p> <p>The image shows:</p> <ul style="list-style-type: none"> • an arcade with brick columns; • offices (stationes) – example may be offered. <p>Additional information which may be offered:</p> <ul style="list-style-type: none"> • the walkway was covered; • square raised by 40cm; • mosaics – examples may be offered. <p>Answers might also include:</p> <ul style="list-style-type: none"> • temple of Ceres in the middle; • SW arcade Ara of the Gemelli; • view/position of theatre. <p>The activities carried out in the Piazza might include:</p> <ul style="list-style-type: none"> • walking in the shade especially when visiting the theatre; • a place to make offerings; • trading by corporations (tow and rope traders; tanners; corn traders). <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	<p>The port of Ostia was situated at the mouth of the River Tiber. What problems did this cause the Romans and how successful were they in overcoming these problems?</p> <p>Problems:</p> <ul style="list-style-type: none"> • silting up of mouth of Tiber; • lack of deep water for boats; • low coastline – difficult access, grounding; • Storms and piracy. <p>Solutions to the problems might include:</p> <ul style="list-style-type: none"> • moving harbour – location at Portus, c.1km NW along coast from Ostia; • large basin formed by construction of two curved moles or piers; • separate mole (artificial island) at entrance made by sinking a large ship used to bring an obelisk from Egypt; • lighthouse on the mole, formed of stacked storeys like the Pharos at Alexandria; • harbour basin linked directly to Tiber by a canal. <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	[20]

Question number	Answer	Mark
(c)	<p>To what extent do you think that a sailor would have enjoyed visiting the port of Ostia? In your answer you should include discussion of specific buildings.</p> <p>Many sailors must have come to the port of Ostia and enjoyed a cosmopolitan life.</p> <p>The prescribed material which can be offered might include:</p> <ul style="list-style-type: none"> • Forum Baths; • Baths of Mithras; • Piazza of the Corporations – international nature of commerce; • the Great Warehouse. <p>Candidates may use any relevant details from Ostia but should assess the enjoyment.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • range of religious activities; • social activities in the Baths; • plenty of food (granaries); • allow shopping in the Piazza of Corporations; • safety (Fire Brigade); • proximity to Rome. <p>A sailor might not have enjoyed the busy port and its dangers with crowded housing and risk of fire. There was the possibility of seeing unusual incidents such as the whale! There should be some balance of argument in answers.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]
	Section A Total	[55]

Section B: Essays

Question Number	Answer	Mark
3	<p>How far do you agree that the Romans were always successful in their use of domestic space and gardens?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • consider the ways in which the Romans used their houses and gardens; • analyse how successfully the space was used, including any change in use of space; • use evidence from at least two of Herculaneum, Ostia and Pompeii. <p>This question requires knowledge of the basic layout of the Roman house. The most common being the atrium-tablinum-peristylum, plan.</p> <ul style="list-style-type: none"> • the use of axial vistas through the house – from entrance and dining room at House of the Menander; • from dining–room at House of Octavius Quartio; • view over bay from dining room at House of the Stags. <p>The fact that so many are built to this plan may indicate a successful layout. Candidates should be able to appreciate that the show rooms were at the front where visitors would come.</p> <p>Candidates may discuss and evaluate the use of rooms in the house (Mary Beard suggests that the rooms in houses were not as fixed in their use as we may think):</p> <ul style="list-style-type: none"> • there is evidence that the atrium was used for wool-weaving being big enough to set up a loom; • kitchens and lavatories were often beside each other and comments may be made on the hygiene risks. <p>Some assessment of success should be made.</p> <p>Houses were subject to alterations – in particular the Samnite House at Herculaneum. The garden was sold off and alterations were made to the upstairs. Some may feel that this is not successful. Similarly the House in Opus Craticium was divided into uneven sized apartments but the addition of the balcony possibly improved the usable space.</p> <p>In Ostia space was at a premium so houses were more compact. Answers might include details of:</p> <ul style="list-style-type: none"> • Garden houses; • Insula of Diana; • House of Apuleius. <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Mark
4	<p>'Pompeii and Herculaneum were only for the rich.' To what extent do you agree with this statement?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • consider the different social classes who may have lived in Pompeii and Herculaneum; • analyse what life may have been like for different social classes; • use evidence from Pompeii and Herculaneum. <p>Many would regard Pompeii as a wealthy city and evidence from some houses suggests that the population was new money – nouveaux riches. These people had acquired money and enjoyed spending it. Candidates could include discussion of named houses from Pompeii and Herculaneum such as:</p> <ul style="list-style-type: none"> • House of Octavius Quartio – money spent on Egyptian themed garden; • House of the Stags – money spent on the gardens and sculpture; rich frescoes. <p>The facilities in these towns were luxurious if one looks at evidence:</p> <ul style="list-style-type: none"> • the Suburban baths at Herculaneum with its sun lounge; • the amphitheatre at Pompeii drew crowds from neighbouring towns; • the lack of <i>insulae</i> discovered at Herculaneum indicates a wealthy population as does a high proportion of <i>domus</i> at Pompeii. <p>However, there were <i>insulae</i> in Pompeii and the high number of food shops implies that there were poorer people who did not have facilities to eat at home.</p> <p>Candidates may also discuss the town planning and credit should be given for a range of detail arising from this:</p> <ul style="list-style-type: none"> • types of shops; • street layout. <p>Credit relevant details and knowledge in social context about daily life.</p> <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Mark
5	<p>In your opinion, which is more important in telling us about city life in Roman Italy – archaeological evidence or literary evidence?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • give examples of both archaeological and literary evidence and suggest what they tell us about Roman life; • include a comparison of the importance of the two types of evidence; • use evidence from at least two cities in Roman Italy which you have studied. <p>This question requires some knowledge and discussion of the literary evidence in the prescribed material. (Accept inscriptions in both categories.)</p> <p>Sometimes it is the characters and descriptions which give a sense of what life may have been like in a Roman city/town.</p> <p>Prescribed detail:</p> <ul style="list-style-type: none"> • Petronius – details of Trimalchio’s atrium and tomb; • inscriptions give specific details- there is a range of inscriptions in Cooley and Cooley; • Pliny’s accounts are detailed; • description of the harbour at Ostia- Pliny the Elder was an eye-witness. <p>However, there are limitations:</p> <ul style="list-style-type: none"> • Trimalchio is a fictional character; • inscriptions tend to be formulaic rather than personal; • there may be personal bias. <p>Some candidates may prefer the archaeological finds and the possibility of visiting actual houses:</p> <p>In Pompeii and Herculaneum there has been the preservation of items which do not normally survive (esp. wall-paintings, artefacts made from precious metals); some well-preserved human skeletons; wine and food have been preserved (organic materials).</p> <p>However there are limitations:</p> <ul style="list-style-type: none"> • the interpretation of such evidence is sometimes unclear and in the past has been misleading – attempts to save items at time of eruption do not give the whole picture; • later plundering; • poor recording in early excavations; • damage due to the eruption itself does not provide a full picture of city life in Roman Italy after AD 79. <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]
	Section B Total	[45]

AS Classics Marking Grid for units CC1–CC6: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	<ul style="list-style-type: none"> Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9–10	18–20	<ul style="list-style-type: none"> A very good collection/range of detailed factual knowledge; Fully relevant to the question; Well-supported with evidence and reference where required; Displays a very good understanding/awareness of context, as appropriate.
Level 4	7–8	14–17	<ul style="list-style-type: none"> A good collection/range of detailed factual knowledge; Mostly relevant to the question; Mostly supported with evidence and reference where required; Displays a good understanding/awareness of context, as appropriate.
Level 3	5–6	9–13	<ul style="list-style-type: none"> A collection/range of basic factual knowledge; Partially relevant to the question; Partially supported with evidence and reference where required; Displays some understanding/awareness of context, as appropriate.
Level 2	2–4	5–8	<ul style="list-style-type: none"> Limited factual knowledge; Occasionally relevant to the question; Occasionally supported with evidence; Displays limited understanding/awareness of context, as appropriate.
Level 1	0–1	0–4	<ul style="list-style-type: none"> Little or no factual knowledge; Rarely relevant to the question; Minimal or no supporting evidence; Displays minimal or no understanding/awareness of context, as appropriate.

AS Classics Marking Grid for units CC1–CC6: AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
				<ul style="list-style-type: none"> • Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 5	9–10	14–15	22–25	<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms.
Level 4	7–8	10–13	17–21	<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms.
Level 3	5–6	6–9	12–16	<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms.
Level 2	2–4	3–5	6–11	<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms.
Level 1	0–1	0–2	0–5	<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms.

AS Classics Marking Grid for units CC1–CC6 and AH1–AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

Quality of Written Communication (QWC): In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (eg Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

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