



Cambridge International AS & A Level

CLASSICAL CIVILISATION

9274/23

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 **16** 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	- A very good range of factual knowledge - Relevant knowledge is very detailed - Well-supported with evidence and examples where required - A very good understanding/awareness of context, as appropriate.	8	- Thorough analysis of evidence/issues - Thoughtful evaluation that answers the question - Very thoughtful engagement with sources/task - Very well structured response with coherent and reasoned argument.	11–12
Level 4	- A good range of factual knowledge - Relevant knowledge is detailed - Mostly supported with evidence and examples where required - A good understanding/awareness of context, as appropriate.	6–7	- Good analysis of evidence/issues - Good evaluation that answers the question - Thoughtful engagement with sources/task - Well-structured response with reasoned argument.	8–10
Level 3	- An adequate range of factual knowledge - Relevant knowledge is basic - Supported with some evidence and examples where required - Some understanding/awareness of context, as appropriate.	4–5	- Adequate analysis of evidence/issues - Adequate evaluation that answers the question - Some engagement with sources/task - A structured response with some reasoned argument.	5–7
Level 2	- A limited range of factual knowledge - Partially relevant knowledge is basic - Partially supported with evidence and examples where required - Limited understanding/awareness of context, as appropriate.	2–3	- Limited analysis of evidence/issues - Limited evaluation that partially answers the question - Limited engagement with sources/task - Poorly structured response with little reasoned argument.	3–4
Level 1	- A very limited range of factual knowledge - Knowledge may not be relevant - Minimal or no supporting evidence or examples - Minimal or no understanding/awareness of context, as appropriate.	1	- Superficial analysis of evidence/issues - Little or no evaluation that answers the question - Little or no engagement with sources/task - An unstructured response with little or no reasoned argument.	1–2
Level 0	No creditable response.	0	No creditable response.	0

25 mark essay marking criteria

Level	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
Level 5	- A very good range of factual knowledge - Relevant knowledge is very detailed - Well-supported with evidence and examples where required - A very good understanding/awareness of context, as appropriate.	11–12	- Thorough analysis of evidence/issues - Thoughtful evaluation that answers the question - Very thoughtful engagement with sources/task - Very well structured response with coherent and reasoned argument.	11–13
Level 4	- A good range of factual knowledge - Relevant knowledge is detailed - Mostly supported with evidence and examples where required - A good understanding/awareness of context, as appropriate.	8–10	- Good analysis of evidence/issues - Good evaluation that answers the question - Thoughtful engagement with sources/task - Well-structured response with reasoned argument.	8–10
Level 3	- An adequate range of factual knowledge - Relevant knowledge is basic - Supported with some evidence and examples where required - Some understanding/awareness of context, as appropriate.	5–7	- Adequate analysis of evidence/issues - Adequate evaluation that answers the question - Some engagement with sources/task - A structured response with some reasoned argument.	5–7
Level 2	- A limited range of factual knowledge - Partially relevant knowledge is basic - Partially supported with evidence and examples where required - Limited understanding/awareness of context, as appropriate.	3–4	- Limited analysis of evidence/issues - Limited evaluation that partially answers the question - Limited engagement with sources/task - Poorly structured response with little reasoned argument.	3–4
Level 1	- A very limited range of factual knowledge - Knowledge may not be relevant - Minimal or no supporting evidence or examples - Minimal or no understanding/awareness of context, as appropriate.	1–2	- Superficial analysis of evidence/issues - Little or no evaluation that answers the question - Little or no engagement with sources/task - An unstructured response with little or no reasoned argument.	1–2
Level 0	No creditable response.	0	No creditable response.	0

SECTION A: AUGUSTUS

Question	Answer	Marks
1(a)(i)	In which year did the massacre of Varus' troops take place? 9 CE	1
1(a)(ii)	Where specifically in Germany did the massacre take place? Teutoburg (1) Forest (1)	2
1(a)(iii)	What does Suetonius tell us about how Augustus reacted to this news after this passage? Make <u>two</u> points. He kept his hair and beard untrimmed for months. (1) He would often beat his head on a door. (1) He would shout 'Quintilius Varus, give me back my legions'. (1) He kept the anniversary as a day of deep mourning. (1) (Any 2)	2

Question	Answer	Marks
1(b)	‘The Varian massacre caused a complete change in Augustus’ frontier policy.’ Using this passage as a starting point, explain how far you agree with this statement. Use the 20 mark extended response marking criteria Candidates should make some reference to information in the passage but should also provide other information from their study of Augustus’ frontier policy. AO1 – Knowledge and understanding – 8 marks Marks should be awarded using the marking criteria for AO1 In the passage; • Varus’ defeat nearly wrecked the Empire • Augustus gave governors extended periods of office to calm the situation in the Empire. Elsewhere • Augustus expanded the frontiers of the empire • He made Egypt into a Roman province • He moved the frontier of the empire to the Danube • He sought to extend the frontier of the empire to the Elbe • He was contemplating an invasion of Britain • After the Varian disaster, the Elbe frontier was abandoned • The invasion of Britain did not take place. AO2 – Analysis and evaluation – 12 marks Marks should be awarded using the marking criteria for AO2 Candidates should be able to discuss Augustus’ policy before and after the Varian disaster: • Expansion in Germany was abandoned • Other frontiers were consolidated • Legions were re-distributed around the empire • There was no change in the policy regarding Parthia, where diplomacy was preferred to military confrontation. Candidates can agree or disagree with the statement, as long as their discussion is supported by evidence.	20

Question	Answer	Marks
2	How far would you agree that, in seizing power, Octavian acted in a totally unconstitutional and illegal manner? Use the 25 mark extended response marking criteria AO1 – Knowledge and understanding – 12 marks Marks should be awarded using the marking criteria for AO1 Octavian gradually seized power after the assassination of Julius Caesar. • He accepted his adoption by Julius Caesar • He paid Julius Caesar's gift to the Roman citizens out of his own pocket • He raised an army from his adoptive father's troops, and used them to march on Rome • He forced the Senate to allow him to become consul at the age of 19 • He formed the Second Triumvirate with Mark Antony and Lepidus • He organised the proscriptions and land seizures • He broke agreements with Mark Antony over exchanges of troops and ships • He obtained or forged Mark Antony's will and made it public. AO2 – Analysis and evaluation – 13 marks Marks should be awarded using the marking criteria for AO2 Some of these actions were unconstitutional and illegal • Raising a private army was illegal, as was marching on Rome • Being made a consul at 19 was against the constitution • The Triumvirate was unconstitutional • Both the proscriptions and the land seizures were illegal • Obtaining or forging Antony's will and making it public was illegal • He needed the Senate to declare his actions legal after the event But • His adoption by Julius Caesar, and paying his father's donations to the Roman citizens were totally legal • The Second Triumvirate, proscriptions, and land seizures had recent precedent. Candidates can agree or disagree with the statement, as long as their discussion is supported by evidence.	25

Question	Answer	Marks
3	‘The <i>Res Gestae Divi Augusti</i> were the most important way in which Augustus preserved his reputation for future generations.’ Explain how far you agree with this statement. Use the 25 mark extended response marking criteria AO1 – Knowledge and understanding – 12 marks Marks should be awarded using the marking criteria for AO1 <i>Res Gestae</i> • An account of Augustus’ achievements when in power • They gave details of his laws, building projects and military achievements • They listed his gifts to the Roman citizens • They were displayed on bronze tablets on his Mausoleum, and around the Empire Other ways • Being succeeded by a member of his family • His building programme • Patronage of writers • Sculpture • Coins AO2 – Analysis and evaluation – 13 marks Marks should be awarded using the marking criteria for AO2 All of these contributed to the preservation of Augustus’ reputation • The <i>Res Gestae</i> were propaganda listing his achievements and glossing over his failures and negative actions • Being succeeded by a member of his family ensured both his reputation and his policies • His building programme served as a constant reminder of his reputation to the people of Rome • His patronage of writers ensured praise for his reputation amongst the literate classes • Sculpture such as the <i>Prima Porta</i> statue and the <i>Ara Pacis</i> were a visible sign of his status and reputation • Coins spread his reputation throughout the empire. Candidates can agree or disagree with the statement, as long as their discussion is supported by evidence.	25

SECTION B: VIRGIL'S AENEID

Question	Answer	Marks
4(a)(i)	Where is Venus when she is making this speech? Any one of • Palace of the gods • (House of all powerful) Olympus • Council of the gods	1
4(a)(ii)	'commands they have received from the gods above and the shades below' (lines 3-4) Identify <u>two</u> beings who have commanded Aeneas to found a new city. Any two: • Mercury • Creusa • Hector	2
4(a)(iii)	'And now she even turns' (line 7). Who is 'she'? Juno	1
4(a)(iv)	What is 'Allecto' (line 8)? A fury	1

Question	Answer	Marks
4(b)	‘Fate is the most important theme in Book 10 of the <i>Aeneid</i>.’ How far do you agree with this statement? You should use this passage as a starting point in your answer. Use the 20 mark extended response marking criteria. Candidates should make use of the passage but should also provide other information from their study of Book 10 of the <i>Aeneid</i>. AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. In this passage: • Venus discusses what is fated – the gods can intervene, but they cannot change ‘what you have ordered or fashion a new destiny’ Elsewhere: There are numerous examples of fate in Book 10 that candidates could include: • Jupiter leaves the outcome of the war to Fate • Both Lausus and Pallas are fated not to return home • Jupiter tells Hercules that fate is unchangeable • By removing Turnus so he can see his father Juno is acknowledging (tacitly) that she cannot change his fate. Other themes include: • Relationships between parent/child – Venus/Aeneas/Ascanius, Lausus/Mezentius. • Loyalty – Lausus’ loyalty to his father • Heroism – Pallas rallying the fleeing Arcadians and leading the fight • Warfare – the battle between the Latins and Aeneas and his allies, the duel between Pallas and Turnus, the duels of Mezentius and Lausus with Aeneas • Gods and immortals– as demonstrated by the council of the gods, the appearance of the nymphs that had been Aeneas’ ships. AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. Candidates can argue for or against as long as their argument is backed with close detail from the text. • Certainly, Book 10 focuses on ‘fated’ events and candidates should explore these in their answer. • Candidates could explore the way that fate is tested by the gods in this book – they are able to influence events but not change the outcome of fate. • However, fate is not the only theme in Book 10 and candidates may choose to explore some of the other themes for example – love and loyalty, heroism, the nature of warfare. • Candidates should not focus on the other themes to the exclusion of fate but any valid line of argument that is well supported with examples should be credited.	20

Question	Answer	Marks
5	‘Virgil always depicts war and warfare negatively.’ How far is this statement true of the books of the <i>Aeneid</i> you have studied? Use the 25 mark essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates may choose to include: • The depiction of the fall of Troy – including the fate of Priam and the loss of Creusa • Death of Polites and brutality of Pyrrhus • The death of Pallas • The deaths of Mezentius and Lausus • The final battle with Turnus AO2 – Analysis and evaluation –13 marks. Marks should be awarded using the marking criteria for AO2. Candidates can argue for or against the statement as long as their discussion is justified with close reference to the text. The argument that the candidates present will be shaped by the examples they choose to include. Negative • The depiction of the death of Priam – Virgil emphasises his age and frailty • The depiction of Hecuba scared at the altar • The death of Polites • The wasted life of the death of the young – Lausus dressed in the tunic his mother made him • The pathos of the death of Pallas • The <i>Furor</i> displayed by Aeneas towards Helen and Turnus. Positive • Aeneas is a skilled and brave warrior – fights for Troy, fights well in the war with the Latins • Various characters show great bravery – Priam, Lausus, Pallas, Turnus • Glory of Augustus on the shield of Aeneas • Heroes in the parade of heroes are generals • Without war there would be no Rome.	25

Question	Answer	Marks
6	‘Aeneas is never free to make his own decisions.’ How far do you agree with this statement in the books of the <i>Aeneid</i> you have studied? Use the 25 mark essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates may choose to include: Free decisions: • His decision to fight in Troy • His decision to stay with Dido • His decision to speak with Dido in the Underworld • His killing spree and capture of sacrificial victims • His decision to kill Lausus • His decision to kill Turnus. Fated/No Choice • The fall of Troy • His destiny to leave Troy and lead the Trojans to a new home • Leaving Dido • The rise of the Romans – the pageant of heroes in the Underworld. AO2 – Analysis and evaluation –13 marks. Marks should be awarded using the marking criteria for AO2. Candidates can argue for or against the statement as long as their discussion is justified with close reference to the text. • Aeneas is often regarded as a mere puppet of the gods – he is fated to go to Italy so it may seem as though there are few decisions that he is able to make of his own accord. • Book 2 perhaps offers the most scope for candidates to explore Aeneas’ ability to make his own decisions – for example, he chooses to fight when he has been told to flee, when Anchises refuses to leave he decides that he will stay; ultimately though gods and fate mean that he leaves. • In Book 4, his relationship with Dido has been caused by the gods, although some candidates may note that Venus caused Dido to fall in love with Aeneas rather than vice versa so perhaps it is Aeneas’ decision to stay. His departure from Carthage is not his own decision • In Book 6 it is Aeneas’ desire to see his father that takes him down into the Underworld. The pageant of heroes then shows Aeneas the future and becomes a key turning point in his mission. Often it seems that Aeneas is able to make his own decisions but then fate and the gods will intervene to ensure that his mission is completed • In Book 8 – candidates could argue that the shield represents Aeneas’ fixed destiny • In Book 10 Aeneas makes his own decisions including capturing prisoners as sacrifices and not sparing Lausus • The death of Turnus is the ultimate example of Aeneas’ free will • Although Aeneas has a fated destiny it is clear that there are examples throughout the epic where Aeneas can and does make his own decisions.	25

Section C: ARCHITECTURE OF THE ROMAN CITY

Question	Answer	Marks
7(a)(i)	Identify the house shown in the image above. Samnite House	1
7(a)(ii)	In which Roman town was this house located? Herculaneum	1
7(a)(iii)	Identify the area marked A on the image above. <i>compluvium</i>	1
7(a)(iv)	Why did the Romans have a hole in the roof in this area of the house? Make two points. - to let in light - to let in fresh air - to let in rain to be collected in the <i>impluvium</i>	2
7(b)	‘The most run-down and unattractive house in town.’ How far do you agree with this description of the house in the image? Use the 20 mark extended response marking criteria. AO1 – Knowledge and understanding 8 marks. Candidates may make reference to the following: - Samnite House - House of Opus Craticum - House of the Stags AO2 – Analysis and Evaluation 12 marks Samnite House - one of the earliest surviving houses - Samnite style – hence the name - no shops at the front - large <i>atrium</i> – out of proportion with the rest of house - entrance decorated with Corinthian capitals - wall paintings in 1st and 4th style - no <i>peristylum/hortus</i> - kept being reduced in size - creation of upstairs apartment Comparison depends on the other houses chosen, but there may be reference to the following points: - location - size - level/quality of decoration - changes made to the properties over time	20

Question	Answer	Marks
8	‘Roman architects were driven only by practical issues; they were not interested in aesthetic aspects.’ How far does your study of Roman public buildings support this view? In your answer, you should include discussion of <u>at least three</u> different types of buildings you have studied. Use the 25 essay marking criteria. AO1 – Knowledge and understanding 12 marks. Candidates may refer to: • amphitheatres • aqueducts • fora • public baths • temples • theatres • triumphal arches AO2 – Analysis and Evaluation 13 marks Answers may include reference to the following points: Practical: • built huge public buildings for use, not just show • architects thought about the practical functions of a building/structure • choice of material • cost of material Aesthetic: Candidates will need to decide what is required to make their selected buildings aesthetically pleasing: • materials used • decoration employed • sculpture • mosaics • wall paintings • stucco • overall design of the structures • use of arches • use of marble as a facing material for brick/concrete structure If Romans were not interested in aesthetic considerations, why use marble as a facing material? Why use a facing material at all? It does not matter whether a candidate agrees with the quotation provided there is a conclusion backed by good argument and strong reference to specific buildings.	25

Question	Answer	Marks
9	How well did the design of Roman theatres meet the needs of the audience? In your answer, you should refer to <u>at least two theatres</u> which you have studied. Use the 25 essay marking criteria. AO1 – Knowledge and understanding 12 marks. Candidates may refer to: • the theatre of Marcellus, Rome • the large theatre, Pompeii An architect had a number of practical considerations to take into consideration when designing and building a theatre. AO2 – Analysis and Evaluation 13 marks Answers may include reference to the following points: • size of the audience to be accommodated • size of the site • easy ingress/egress • comfort of spectators • tiered seating • good sight lines for spectators of different classes • materials used • facilities for spectators • awning • acoustics of the buildings • nature of the different types of shows • aesthetic appeal of the building	25