



Cambridge International AS & A Level

CLASSICAL STUDIES

9274/21

Paper 2 Roman Civilisation

October/November 2023

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 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	• 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	AO1 Knowledge and understanding	Marks	AO2 Analysis and evaluation	Marks
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 Battle of Actium (line 4) take place? 31 BCE	1
1(a)(ii)	Who commanded Augustus' forces in the Battle of Actium? Marcus Agrippa	1
1(a)(iii)	Which Egyptian queen was married to Antony (line 7)? Cleopatra	1
1(a)(iv)	What were Neptune and Mars (line 8) the gods of? Neptune god of the sea (1) Mars god of war (1)	2

Question	Answer	Marks
1(b)	Using this passage as a starting point, explain how far Augustus' reorganisation of the provinces made life better for the inhabitants of the provinces. Use the 20 mark extended response marking criteria. Candidates must make some reference to information in the passage but should also provide information from other sources. The amount of material from the passage and elsewhere does not need to be balanced to gain the marks. AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. In the passage: • Augustus arranged for the Nile to be dredged • This increased the yield of grain • He founded a new city in Greece and restored an ancient temple Elsewhere: • He personally appointed the governors of some provinces, leaving the rest in the hands of the Senate • Those under his control were the ones which contained the majority of the legions • Tax gathering was regulated • Local self-government was encouraged • Governors were paid a good wage • <i>Maius Imperium Proconsulare</i> gave Augustus authority over all of the provinces • Provinces were linked with an extensive road system • The <i>Pax Romana</i> provided stability in the empire AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. • The increase in grain production made the province of Egypt more prosperous • New cities expanded and building works enhanced the provinces • Having authority over the provinces enabled Augustus to ensure that bad governors could be removed • Regulation of finances removed the corruption common under Republican governors • Local self-government was linked to more provincials becoming citizens • The road system allowed rapid communication between the provinces and Rome • The road system and <i>Pax Romana</i> encouraged an increase in trade within the empire, making the provinces more prosperous	20

Question	Answer	Marks
2	How far would you agree that Augustus would not have been successful as emperor without his family? Use the 25 mark extended response marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. Augustus used his family in a number of ways: • Links with Julius Caesar • Marrying Livia • Augustus' Family life • Use of Octavia and Julia for dynastic marriages • Adoption of family members as heirs • Military successes of Tiberius and Drusus AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. • The link with Julius Caesar gave him popularity, wealth and loyal soldiers • Marrying Livia allied him to the powerful Claudian clan • Livia also helped him in his administrative work • His family life was portrayed as the ideal Roman family, reinforcing his image as <i>Pater Patriae</i> • Octavia's marriage to Mark Antony helped to delay the civil war, allowing Augustus to strengthen his position, while Julia's marriages provided him with support and grandsons to adopt as heirs • This indicated continuity of his ideas • Tiberius' and Drusus' military successes were vital in preserving the frontiers, especially after the Varian disaster But: • The adultery of his daughter and grand-daughter ruined the family image • Tiberius caused problems with his retirement and reluctance to divorce Vipsania in order to marry Julia. Candidates may conclude that Augustus may well have been a successful emperor without the involvement of his family, but his family definitely helped him gain and maintain power. Candidates can agree or disagree with the statement, as long as their discussion is justified with close reference to the sources.	25

Question	Answer	Marks
3	‘Augustus deserved to be honoured for saving the Roman Republic.’ 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. • Augustus was awarded the Civic Crown for saving Rome • There had been civil wars for over a century, which Augustus stopped • The closing of the gates of the Temple of Janus symbolized this • He preserved the Republican form of Government • He regained control over the empire and its governors • He restored the traditional religious practices and moral values of Rome • He rebuilt the ruined city of Rome • He ensured a regular supply of grain to Rome AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. • Once established as emperor, there were no opponents, so peace was not solely down to Augustus • He established an autocracy • He restricted the powers of the Senate and Senators’ role in administration, so that they only passed the laws he approved of • Only candidates he approved of were elected • He made sure he was succeeded by a personally chosen heir to ensure that his ideas were carried on • This led to future emperors such as Caligula and Nero Augustus did save Rome, but whether he saved the Republic is debatable and is up to the candidate to decide. Candidates may conclude that the forms were preserved, but in reality, Augustus had ultimate power. Candidates can agree or disagree with the statement, as long as their discussion is supported.	25

Section B: Virgil's *Aeneid*

Question	Answer	Marks
4(a)(i)	'He was veiled' (line 1). Who is 'he'? Tiberinus / god of the river Tiber	1
4(a)(ii)	How is Aeneas 'born of the race of the gods' (line 3)? His mother is a goddess/Venus	1
4(a)(iii)	In what ways is Aeneas 'bringing back to us the city of Troy' (line 3)? • He will build a new city (1) • He is bringing the household gods [Lares & Penates] from Troy (1)	2
4(a)(iv)	Who is Ascanius (line 12)? Aeneas' son/Iulus	1

Question	Answer	Marks
4(b)	Using this passage as a starting point, discuss how successfully Virgil explores the theme of fate and the future of Rome in Book 8 of the <i>Aeneid</i>. Use the 20 mark extended response marking criteria. Candidates must make use of the passage but should also provide other information from their study of Book 8 of the <i>Aeneid</i>. AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. In this passage Virgil: • Confirms that Aeneas is in his fated location • Tells him not to give up on his fate even if it is difficult • Prophesies Ascanius' future founding of Alba Longa Elsewhere: • The omen of the sow proves true – Aeneas finds and sacrifices it • The tour of what will become Rome • The fact that the Etruscans have been waiting for a foreign leader because it was fated • The images of the future on the shield – Romulus and Remus and the Battle of Actium 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. Book 8 is very much looking forward to the future founding of Rome: • Virgil confirms that Aeneas is finally in the right location through the prophecy of Tiberinus and so explores the idea of the location being fated • The tour through what will become important landmarks in Rome gives Virgil a way to show the future • This is also explored on the shield where the different scenes from Roman history are displayed • Candidates should explore how successfully they think this is done as there are numerous glimpses of the future in this book.	20

Question	Answer	Marks
5	‘Family is very important in the <i>Aeneid</i>.’ To what extent do you agree with this statement? Use the 25 mark essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. There are many examples of family that candidates may choose to include, for example: • Aeneas and Anchises in Book 2/6 • Aeneas and Creusa in Book 2 • Aeneas and Ascanius Book 2 • Aeneas and Venus in Book 2/4/6/8 • Priam and Hecuba in Book 2 • Anna and Dido in Book 4 • Aeneas leaves to ensure Ascanius’ future Book 4 • Pallas and Evander in Book 8 • Mezentius and Lausus in Book 10 • Turnus and Juturna in Book 12 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 take will be shaped by the examples they choose to include. • Family is clearly important in the <i>Aeneid</i> and a variety of family relationships are shown. • Candidates could choose to explore the mother/son relationship between Aeneas and Venus across the books. Without her help would he have achieved his mission? • Candidates could also explore the father/son relationship as it is presented in the <i>Aeneid</i>. Priam buckles on his useless armour after witnessing the death of his son. Aeneas carries Anchises out of Troy, he even risks the Underworld to see him again. It is Aeneas’ duty as a father that seems to convince him to leave Dido. Candidates may also look at the relationship between Mezentius and Lausus – their love for each other may be the one redeeming feature of Mezentius. • Candidates could also explore how filial duty is a key part of <i>pietas</i> and so family is an intrinsic part of a key theme of the poem. • In Book 12 we see a brother/sister relationship with Juturna even mourning that, as an immortal, she cannot die with her brother. • Candidates could explore how husband/wife relationships seem less important – many candidates may choose to look at how Creusa is lost in the fall of Troy.	25

Question	Answer	Marks
6	‘There are no human villains in the <i>Aeneid</i>.’ How far do you agree with this statement? 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: • Sinon • Pyrrhus • Dido • Mezentius • 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. • Sinon is a spy left behind by the Greeks to persuade the Trojans to take in the Wooden Horse. His character is not explored beyond his false and persuasive speech. • Pyrrhus’ kills Polites in front of his parents and viciously kills Priam. He is presented as a villain. • Dido could be seen as a villain to the Romans. She may have been identified with Cleopatra and her curse brought about the Punic War – but she is manipulated by the gods. • Mezentius is an interesting character - he is a hated tyrant and in Book 8 is described as tying corpses to living men. However in Book 10 Virgil is compassionate in describing his pain at the loss of his son. • Turnus is probably the character that most candidates will explore in depth. He is the villain of the poem as the main obstacle in the way of Aeneas’ fate. At times he fights brutally and candidates might especially look at the death of Pallas. He is prone to <i>furor</i>. • However Turnus is also heavily manipulated by the gods with Allecto stirring him to war in the first place and Juno’s intervention when a truce seems likely. • At times Virgil presents us with the view of the Latin people (Book 12) which makes us more inclined to sympathise with Turnus. • Turnus fights nobly in the final duel. • References to other characters, including minor characters, should be credited if they are backed up with relevant details. Credit any reasonable line of argument that is well backed up with examples from the text.	25

Section C: Architecture of the Roman City

Question	Answer	Marks
7(a)(i)	Identify the monument shown in the image. Arch (1) of Constantine (1)	2
7(a)(ii)	Who dedicated this monument? Senate and people of Rome	1
7(a)(iii)	In what year was this monument dedicated? AD 315	1
7(a)(iv)	What event does this monument commemorate? Constantine's victory at the battle of the Milvian Bridge	1

Question	Answer	Marks
7(b)	‘The finest example of this type of monument.’ How far do you agree with this assessment? In your answer, you should include discussion of this monument and <u>one</u> other monument of the same type. Use the 20 mark extended response marking criteria. AO1 – Knowledge and understanding – 8 marks. Expect candidates to refer to relevant factual information about: • triumphal arches built to commemorate great victories/emperors/general • Arch of Constantine AD 315 • Arch of Titus AD 81 AO2 – Analysis and Evaluation – 12 marks. Arch of Constantine: • built of brick, concrete – faced with marble • large central archway flanked by two smaller vaulted corridors • imposing piece of architecture • multiple pieces of sculpture from different sources depicting different emperors • Hadrianic roundels depicting hunting and ritual sacrifice • relief sculpture depicting Trajan’s victory over the Dacians • relief sculpture with Marcus Aurelius’ victory over the Germans and Sarmatians • linking Constantine to character and qualities of previous Emperors Arch of Titus: • commissioned by Domitian to commemorate his brother Titus • inscription to Titus • simple construction in comparison to Arch of Constantine • only one pathway through the arch • sculptural decoration created specifically for the arch • decoration is understated in comparison to Arch of Constantine • celebrates the victory in the Jewish Wars • sculptural decoration relevant to Titus – <i>triumphator</i>, spoils from the temple of Jerusalem, <i>apotheosis</i> • Pentelic marble • fine proportions Whether the Arch of Constantine is the finest example of a triumphal arch in terms of its beauty, construction, decoration and elegance is for the candidates to decide.	20

Question	Answer	Marks
8	Which do you think would have impressed an ancient visitor more, the houses from Herculaneum or the houses from Pompeii? In your answer, you should include discussion of <u>at least two</u> houses from Herculaneum and <u>at least two</u> houses from Pompeii to explain your answer. Use the 25 essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Candidates may refer to: Pompeii: • House of Menander • House of Octavius Quartio • House of Sallust • House of the Faun Herculaneum: • House of Opus Craticium • House of the Stags • Samnite House AO2 – Analysis and Evaluation – 13 marks. Answers may include reference to the following points when considering what aspects of a house might be considered to be impressive: • the size of the insula occupied by the house • the design of the house • sight lines from the <i>ianua</i> through to the <i>peristylum</i> • the number of public rooms • the design and layout of the <i>peristylum</i> and <i>hortus</i> • mosaics • wall paintings • furniture • statues • evidence of remodelling • benches for clients outside the house Expect candidates to refer to specific details about the houses chosen for discussion.	25

Question	Answer	Marks
9	‘The Pantheon – the most perfect of all Roman temples.’ How far do you agree with this statement? In your answer, you should include discussion of the Pantheon and <u>at least two other</u> Roman temples. Use the 25 essay marking criteria. AO1 – Knowledge and understanding – 12 marks. Candidates may refer to: • Rome – Pantheon • Ostia – temple of Ceres • Pompeii – temple of Jupiter, temple of Isis • Nîmes – Maison Carrée • Baalbek – temple of Bacchus Candidates may show knowledge of: • the ‘typical’ Graeco-Roman layout of a temple • front porch • columns • use of stone • pediment • pedimental sculpture AO2 – Analysis and Evaluation – 13 marks. Answers may include reference to the following points: The Pantheon has typical elements of a temple from the outside: • octostyle porch • Corinthian columns eight columns behind the façade divide the porch into three corridors • grey Egyptian granite with capitals of Parian marble • entablature with inscription • pediment which originally held sculpture • statues in niches at the back of the porch • at the end of an enclosed precinct	25

Question	Answer	Marks
9	But the Pantheon goes beyond the ‘typical’: • impressive proportions of the porch ‘hide’ the building behind • the rotunda • height from floor to dome same as diameter of dome • brick-faced concrete walls • floor paved with alternating circles of porphyry and yellow squares of marble • interior walls have 3 semi-circular recesses and 4 rectangular recesses framed by pilasters and fronted by two fluted Corinthian columns supporting an entablature • roof of dome divided into series of 140 graduated coffers which were originally gilded • oculus – 9 m in diameter • material used – stone, concrete, choice of aggregate within the concrete Whether the Pantheon is the most perfect of all Roman temples is for the candidates to decide. They must refer to at least two other temples to explain their answer fully.	