

Cambridge International AS & A Level

CLASSICAL STUDIES**9274/21**

Paper 2 Roman Civilisation

October/November 2025**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 2025 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Worthy of credit
	Unclear
	Omission
	To draw attention to something [and the extendable vertical line]
	Irrelevant point
	Blank page – this annotation is used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
	Use to show that you have seen an answer which is incorrect. Use to show that you have seen a plan.

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	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.	1–2	• 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)	What name is given to this statue of Augustus? [Augustus of the] Prima (1) Porta (1)	2
1(a)(ii)	What event is shown in the centre of the breastplate of the statue? Make <u>two</u> points. • The return of the standards • Lost by Crassus • By the Parthians • To Tiberius • Victory over the Parthians. (Any two)	2
1(a)(iii)	Identify <u>Figure A</u>. Cupid	1

Question	Answer	Marks
1(b)	‘Sculpture was the best form of propaganda for Augustus.’ How far do you agree with this statement? You should use this image as a starting point for your answer. Use the 20 mark extended response marking criteria. Candidates must make some reference to the image but should also provide other information from <i>Res Gestae</i>. The amount of material from the image 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. Image: • The statue shows Augustus as a young man • He is seen as a military commander • The breastplate shows the return of the Parthian standards • Cupid is shown riding a dolphin – a link to Venus • The dolphin reminds viewers of the victory at Actium. Elsewhere: Ara Pacis: • Augustus is shown with his family, including his adopted sons Gaius and Lucius • There are scenes from Rome’s past, showing Aeneas and Romulus linking Augustus with Aeneas and Romulus. The Forum of Augustus: • The temple of Mars Ultor shows Augustus’ link with Julius Caesar • There is a statue of Augustus in a quadriga reinforcing the image of a successful military commander • There are statues of Aeneas and Romulus, linking Augustus to Rome’s founders. Poetry: • Both the Pageant of Heroes and the Shield of Aeneas from Virgil’s <i>Aeneid</i> praise Augustus by name and glorify Rome • Horace Ode I.12 praises Augustus and links him with the gods and great heroes from Rome’s past • Horace’s <i>Carmen Saeculare</i> sung at the Secular Games shows Augustus as ushering in a new Golden Age, and a fresh start for Rome after years of civil war. Coins: • Denarius showing Augustus and Gaius and Lucius Caesar • Denarius showing the goddess Feronia and the return of the Parthian standards. AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.	20

Question	Answer	Marks
1(b)	Image: • It shows Augustus as a successful military commander who regained the standards lost by Crassus and won the Battle of Actium • This is an idealised image of Augustus rather than as he was in real life. Elsewhere: • Sculpture is easily recognisable and can be seen by many people. • Poetry spells its message out clearly and understandably • Coins are seen by most people. But: • These sculptures can only be seen by people who live in Rome • Poetry is limited to the literate • The images on coins are sometimes difficult to interpret. Each form of propaganda has its positives and negatives. Which is best is up to the individual candidate to decide.	

Question	Answer	Marks
2	‘Augustus was an excellent role model for Roman men.’ How far do 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. Privately, Augustus wanted to be seen as the ideal <i>paterfamilias</i>: • He lived a simple life • His wife Livia wove cloth to make his clothes • She was seen as the ideal Roman woman • He supervised the education of his adopted sons • He arranged marriages for his sister and daughter • He controlled the moral behaviour of his family and exiled his daughter and grand-daughter when they committed adultery. Publicly, Augustus portrayed himself as a traditional Roman: • He restored the traditional form of the republic, and only held legal offices by permission of the Senate • He took part in traditional forms of Roman religion • He used the office of Censor to control moral behaviour • He donated his own money to contribute to Rome’s rebuilding. AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. All of these were designed to portray Augustus as an ordinary Roman living a traditional lifestyle. But: • The way he divorced his wife to marry Livia while she was pregnant was not in the Roman tradition • According to Suetonius, Livia supplied Augustus with Syrian slave girls • His restoration of the republic was a sham • He allowed his genius to be worshipped. Augustus portrayed himself as the ideal Roman but did not always live up to being a role model for Roman men.	25

Question	Answer	Marks
3	To what extent do you agree that Augustus was a very successful emperor? Use the 25 mark extended response marking criteria. AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1. • After defeating Mark Antony at the battle of Actium, Augustus ruled for 43 years • He restored peace to the Roman Empire after a century of civil wars • This led to a period of prosperity and an increase in trade • He re-organised governance of the provinces to remove corruption • He rebuilt Rome and ensured it had a good supply of grain • He consolidated the frontiers of the empire • During his reign, there were no revolts • He was succeeded by Tiberius, who ensured that his achievements were preserved. But: There were areas where he was less successful: • His laws on morality were openly flouted, leading to the exiles of his daughter and grand-daughter • He suffered a catastrophic loss of life in the Varian massacre, which stopped his expansion of the empire • Despite there being no revolts, there were several assassination attempts. AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. Augustus' reign had many successes and a few failures. How successful an emperor Augustus was is up to each individual candidate to decide.	25

Section B: Virgil's *Aeneid*

Question	Answer	Marks
4(a)(i)	'the warnings of Jupiter' (line 1). Who had brought the warnings from Jupiter to Aeneas? Mercury	1
4(a)(ii)	Give <u>two</u> details of the warnings of Jupiter. • He has forgotten his duty/destiny • He is idling in Libya/What does he hope to achieve in Libya? • He should think of Iulus • He owes Iulus his destiny. (Any two)	2
4(a)(iii)	'Dido' (line 4). What is the name of Dido's city? Carthage	1
4(a)(iv)	'palace of Priam' (line 10). Who was Priam? The king of Troy (or similar)	1

Question	Answer	Marks
4(b)	Using this passage as a starting point, discuss how <i>pietas</i> (sense of duty) influences Aeneas' actions and behaviour in 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 the <i>Aeneid</i>. AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1. Expect candidates to give show an understanding of the concept of <i>pietas</i>. In this passage: • The reference to 'anguish' shows that he didn't leave Dido easily • He is going to 'Italy' because the oracle has told him to • If he was allowed to do what he wanted he would rebuild Troy. Elsewhere: • He leaves Troy because he is told to do so • His <i>pietas</i> ensures he carries his father out of Troy • Goes back into the burning city to find Creusa • Concern for family • Concern for Ascanius • He arranges funeral games for his father • Goes down to underworld to visit his father • He travels to Italy and asks to marry Lavinia because it is what he has been told to do • Frequently prays and sacrifices to the gods. Credit any valid examples. AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. • <i>pietas</i> is an important influence in Aeneas' journey. He obeys the instructions of the gods on many occasions even when they go against his own wishes • Although it shows loyalty to Troy, his fighting as Troy was falling was not what he has been ordered to do • His time with Dido was not motivated by <i>pietas</i> and actively goes against it • The <i>Aeneid</i> ends with Aeneas killing Turnus in a rage so not all of Aeneas' actions are influenced by <i>pietas</i> • This could also be taken as fulfilling his duty. Candidates should explore a range of examples and reach a conclusion that is well backed up by evidence.	20

Question	Answer	Marks
5	How far do you consider Aeneas to be a good leader? 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 that candidates may choose to include that demonstrate Aeneas' leadership. For example: • He leads his people out of Troy at the end of Book 2 • He inspires the Trojans he finds to fight • He leaves even though it is against his wishes • Visits Evander to get allies • He fights to defend his men in the war with the Latins • His final battle with Turnus brings an end to the war • Rallies his men in Book 1 with food and speech • On the other hand, his visit to his father in Book 6 is driven by personal reasons • In Book 4 he forgets his men – they are eager to leave. This list is not prescriptive, and any valid example should be credited. AO2 – Analysis and evaluation – 13 marks. Marks should be awarded using the marking criteria for AO2. Candidates can argue that Aeneas is a good or bad leader as long as their argument is backed up with detail from the text. The argument that the candidates take will be shaped by the examples they choose to include. • As Troy falls, he fights not as a leader but for his own selfish reasons • Aeneas is a good leader as he takes the role that has been allotted to him • He allows himself to be distracted by Dido but ultimately puts aside his own feelings to lead his people • He is a good ambassador for his people with Latinus and Evander • He fights bravely for his people • He suppresses his own feelings to try and motivate his men after the storms in Book 1. Credit any line of argument that is well backed up with relevant examples.	25

Question	Answer	Marks
6	‘Virgil shows that there is glory in warfare 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 could choose to discuss: • The fighting in Book 2 • The details of battle on the shield in Book 8 • The description of the fighting and deaths in Books 10 and 12 • Nisus and Euryalus (not set Book) • 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. • In Book 2 there is little glory in war shown – there is the slaughter of the vulnerable and the fear of the women by the altar • Aeneas also shows <i>furor</i> in Book 2 when he sees Helen • Aeneas is a skilled and brave warrior – fights for Troy, fights well in the war with the Latins • Lausus fights bravely and earns honour defending his father • However, the details that Virgil gives show the pathos of his death • Pallas also fights bravely and earns honour • The pathos of the death of Pallas • The <i>furor</i> displayed by Aeneas towards Turnus shows a lack of glory • Glory of Augustus on the shield of Aeneas. 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)	In which Italian city is this house located? Pompeii	1
7(a)(ii)	Give the name of the house and explain how it got this name. • House of the Faun • From the statue in the centre of the atrium/impluvium	2
7(a)(iii)	Which room of the house is shown in the image? <i>atrium</i>	1
7(a)(iv)	Give the name of the area marked X in the image. • <i>impluvium</i> • Rainwater pool	1

Question	Answer	Marks
7(b)	‘The most impressive and luxurious house in the city.’ How far do you agree with this opinion? In your answer, you should discuss the size, layout and decoration of <u>this house</u> and <u>two other houses</u> from this city. Use the 20-mark extended response marking criteria. AO1 – Knowledge and understanding 8 marks. Marks should be awarded using the marking criteria for AO1. Answers may include reference to the following houses from Pompeii: • House of the Faun • House of Menander – good quality mosaics and wall paintings • House of Octavius Quartio – small house but impressive garden • House of Sallust – smaller and more standard plan. AO2 – Analysis and Evaluation 12 marks. Marks should be awarded using the marking criteria for AO2. Answers may include reference to the following points: Size: • The house occupies a whole <i>insula</i> • It is the biggest house in Pompeii • It is certainly bigger than the other houses on the specification. Impressive: • The size of the property makes it impressive • 3000 square metres • Sheer number and quality of the mosaics and wall paintings. Luxurious: • Decoration such as the tiled <i>impluvium</i> with the statue of the faun • The Alexander mosaic, employing 4 million tesserae and covering 20 square metres • Repeated room sequences • Two <i>atria</i> • One Tuscan and one with a peristyle • Two magnificent gardens – one with a Doric colonnade and the other with an Ionic colonnade. It is up to the candidates to decide whether the House of the Faun is the biggest/most impressive/luxurious house in Pompeii. They should decide on appropriate criteria to reach a reasoned conclusion. Candidates should make specific reference to details from the houses to support their answer.	20

Question	Answer	Marks
8	How important was concrete in the development of Roman architecture? In your answer, you should include discussion of <u>at least three</u> specific Roman buildings or structures you have studied. Use the 25 essay marking criteria. AO1 – Knowledge and understanding 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates have studied a wide range of buildings and structures which employ concrete as part of the building materials, including: • Colosseum • Amphitheatre, Pompeii • Aqua Claudia • Pont du Gard • Basilica of Constantine and Maxentius • Baths of Caracalla, Rome • Stabian baths • Suburban baths • Pantheon • Theatre of Marcellus, Rome • Large theatre, Pompeii. This list is not exhaustive. Credit will be given to other specific, relevant buildings appropriate to the question. AO2 – Analysis and Evaluation 13 marks. Marks should be awarded using the marking criteria for AO2. Answers may include reference to the following points: • The properties of Roman concrete • The different uses of Roman concrete • The advantages of using concrete • Cost implications of using concrete instead of marble/granite • The development of the arch • Barrel vaults • Cross vaults • The development of the dome • Umbrella dome. How important concrete was to the overall development of Roman architecture is up to the candidate to decide. Much will depend upon the specific evidence presented. Look for a strong line of argument which is well supported with reference to details from specific, recognisable buildings/structures. Expect candidates to come to a reasoned conclusion.	25

Question	Answer	Marks
9	‘When a Roman architect was designing a public building, function was more important than how a building looked.’ How far do you think this is true of the buildings and structures you have studied? In your answer, you should refer to <u>at least three</u> different buildings or structures. Use the 25 essay marking criteria. AO1 – Knowledge and understanding 12 marks. Marks should be awarded using the marking criteria for AO1. Candidates have studied a range of examples of Roman buildings and structures including: Buildings: • Amphitheatres • Colosseum, Rome • Amphitheatre, Pompeii • Aqueducts • Aqua Claudia, Rome • Pont du Gard, Nîmes • Fora and public buildings • Trajan’s Forum and Trajan’s Market, Rome • Basilica of Constantine and Maxentius, Rome • Piazza of the Corporations, Ostia • Great Warehouse, Ostia • Firefighters’ Barracks, Ostia • Forum and Eumachia Building, Pompeii • Public baths • The baths of Caracalla, Rome • Baths of Mithras, including Mithraeum, Ostia • Stabian baths, Pompeii • Suburban baths, Herculaneum • Temples • Pantheon, Rome • Temple of Ceres, Ostia • Mithraeum, Ostia • Temple of Jupiter, Pompeii • Temple of Isis, Pompeii • Maison Carrée, Nîmes • Temple of Bacchus, Baalbek • Theatres • Theatre of Marcellus, Rome • Large theatre, Pompeii • Triumphal arches • Arch of Titus, Rome • Arch of Constantine, Rome. AO2 – Analysis and Evaluation 13 marks. Marks should be awarded using the marking criteria for AO2. Answers may demonstrate evaluation and analysis through the use of some of the following arguments: Function: • The argument will depend on the buildings/structures selected • Candidates will need to show awareness of what is needed to make the buildings/structures they have chosen function effectively, e.g. • To allow large numbers of spectators to enter and leave a theatre or amphitheatre in a relatively short space of time • To have the areas necessary to function as a theatre	25

Question	Answer	Marks
9	• To have the rooms in a bathing complex set out to allow movement through the baths to flow efficiently • To have the necessary strength to span large areas or obstacles, such as rivers, for an aqueduct. This list is not exhaustive. How a building looked: • Cost implications • Traditional designs for that type of building/structure • The type and quality of materials used • The overall aesthetic quality of the building/structure • The decoration employed to make the building/structure decorative or beautiful • Additions such as statues, columns, pilasters, carvings, mosaics or inscriptions. This is intended to be an open question so that candidates are free to choose their own examples from the range of buildings studied. Whilst the Romans were incredibly practical as architects and engineers, they did not think about how the function of the building might be reflected in the form. It is difficult to say whether one was more important than the other. It does not matter what conclusion candidates reach, provided that there is a reasoned argument with reference to specific examples from particular buildings/ structures.	