

GCSE (9–1)

Classical Civilisation

J199/22: Roman city life

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
BP	Blank Page
SEEN	Seen
✓	Tick
~~~~	Questionable idea
—	Incorrect
?	Unclear
~	Omission
REP	Repetition
BOD	Benefit Of Doubt
TV	Too Vague
S	Spelling
highlight	Cross credit answer to another question

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
<b>1</b>	<p>Where in a Roman house might a visitor see paintings and mosaics such as these? Make <b>two</b> points.</p> <p>Two of: <i>atrium, triclinium, tablinum, peristyle, cubiculum, hortus</i> (2)</p> <p>Source A located in the <i>triclinium</i> of a medium sized house that was fronted by a shop</p> <p>Source B located in an alcove at the back of the peristyle</p>	2 (AO1)	<p><b>Allow English versions of room names.</b></p> <p><b>Allow Nymphaeum</b></p>
<b>2</b>	<p>What do Sources A and B tell us about the interests of the owners of these houses?</p> <p>Two from:</p> <p>Mythological Stories (1 – AO1) showed knowledge/level of education (1 – AO2)</p> <p>Image of Neptune and Amphitrite (1 – AO1) showed their religious devotion or that they liked to travel (1- AO2)</p> <p>Trade/Commerce (1 – AO1) house associated with shop &amp; Herculaneum located on the sea also this house is on Cardo V which is the Cardo that is linked to the sea front and boat sheds.</p> <p>Image of playwright (1 – AO1) showed they liked the theatre/cultured (1 -AO2)</p> <p>As Menander was a Greek playwright (1 – AO1), they may have known Greek or had an interest in Greek culture (AO2)</p>	2 (AO1) 2 (AO2)	<p><i>One mark is awarded for identification of a relevant feature (AO1), and one for suitable analysis of it (AO2).</i></p> <p><b>Allow any acceptable and reasoned answers</b></p>
<b>3</b>	<p>Suggest <b>two</b> other features about the House of Menander which show that the owner was a wealthy man.</p> <p>One from: Size/had own Baths/four reception rooms/big garden/stables (1)</p>	2 (AO1)	<b>Allow any acceptable answers</b>
<b>4</b>	<p>Which Faction/Team did Diocles <b>not</b> represent in source C?</p> <p><b>Blue</b> (1)</p>	1 (AO1)	<b>Allow 'Gold' and 'Purple'</b>
<b>4b</b>	<p>Give <b>two</b> ways in which a chariot race such as the one in Source D was dangerous for the competitors.</p>	2 (AO1)	<b>Allow any acceptable answers</b>

Question	Indicative Content	Marks (AO)	Guidance
	Two from: Crashing into other chariots/turning around the <i>metae</i> /crashing into the <i>spina</i> /being trampled on by horse/thrown off the chariot/whipped by other charioteers/track could become uneven (3)		
4c	Give one reason why some charioteers might choose to compete in such a dangerous sport One from: <ul style="list-style-type: none"><li>• Huge prize money/fame/celebrity status (2)</li></ul>	1 (AO2)	Allow any acceptable answers
5 a	Identify <b>two</b> pieces of equipment that a charioteer such as the one in Source D might use during a race. Two from Whip/reins/knife/helmet/coloured tunic (2)	2 (AO1)	Allow other acceptable answers
5b	Why was one of these pieces of equipment important to the charioteer? One from: Whip to control speed of horses Reins (wrapped around charioteer) to steer horses Knife to cut reins in the event of a crash Helmet to protect head Coloured tunic to show audience which team the charioteer represented	1 (AO2)	Allow other acceptable answers
6	(a) State two ways in which Psecas might have become a slave girl.  Two from: Prisoner of war/captured by pirates/exposed as a child/child of slaves  (b) What does this passage tell us about the treatment of domestic slave girls and slaves? Examples might include any two of: Mistress is compared to a (Sicilian) tyrant (1 -AO1) which suggests she treats her slaves badly (1 -AO2) Psecas' appearance is disheveled – scalp torn and breasts and shoulders bare (1 – AO1), so is not looked after well (1 – AO2) Psecas may be whipped (1 -AO1) for somethings as minor as leaving a loose curl (1 - AO2)	2 (AO1)   2 (AO1) 2 (AO2)	   <i>One mark is awarded for identification of a relevant feature (AO1), and one for suitable analysis of it (AO2).</i>

Question	Indicative Content	Marks (AO)	Guidance
	Psecas is blamed for her mistress's lack of good looks (1 – AO1) so will be unfairly punished (1 – AO2)		

7	<p>(a) Name <b>one</b> other job a domestic slave or slave girl might carry out in a household. Examples might include any two of:</p> <ul style="list-style-type: none"><li>• Gardener/secretary/<i>paedogus</i>/treasurer/cook (1)</li></ul>	1 (AO2)	Allow any acceptable answers
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<b>8</b>	<p>Describe how wealthy Romans entertained audiences in the amphitheatre. Give reasons for why they did this.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Suettius pays for gladiators and animals for a hunt to entertain the audience. He also pays for awnings for the comfort of the audience</li> <li>• Augustus puts on Games in his own name and for his magistrates</li> <li>• Huge sums spent on these Games – gladiators, beasts, sea-battle</li> <li>• 'Bread and Circuses'</li> <li>• Emperors executed criminals during Games</li> <li>• Sponsors decided the fate of gladiators</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Getting popularity allowed local politicians to win local elections</li> <li>• Emperor could prevent rioting by giving the people food and entertainment</li> <li>• Beasts from all over the Roman Empire showed the emperor's power</li> <li>• Emperors had power of life and death over criminals and gladiators, so could show their power at the Games</li> </ul>	<b>8</b> <b>(See LoR)</b>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 8-mark detailed response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are equally weighted, and both worth 4 marks. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed and structured, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically, responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 6 might reflect a balance of 3 (AO1) + 3 (AO2), for example. However, an overly-descriptive response may focus on details from the sources or pure knowledge but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 7 made up of 6 (AO1) + 1 (AO2).

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Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2)  <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>accurate knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2)  <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>sound, mostly accurate, knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2)  <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1)  <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2)  <i>includes isolated analysis, interpretation and evaluation</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

<p><b>9</b></p> <p>'The <i>paterfamilias</i> was the most important member of a Roman household.'</p> <p>To what extent do you agree with this statement?</p> <p><u>AO1</u></p> <p><i>paterfamilias</i></p> <ul style="list-style-type: none"> <li>• Power of life and death over household</li> <li>• Inspected new born babies</li> <li>• Duty to raise children well</li> <li>• Act as patron and client</li> <li>• Household religion</li> <li>• Led ancestral worship</li> <li>• Arranged marriage for daughters</li> <li>• Hold or attend dinner parties</li> <li>• Represented whole family/ancestors/gens</li> <li>• 'Bread winner'/trade/politics/military service/determined social position of family</li> </ul> <p>Children</p> <ul style="list-style-type: none"> <li>• Educated to continue success of family</li> </ul> <p>Slaves and Freedmen</p> <ul style="list-style-type: none"> <li>• Slaves did much of the work in the house</li> <li>• Freedmen often supported their former masters and sometimes worked for them</li> </ul> <p>Wife</p> <ul style="list-style-type: none"> <li>• Wives like Pliny's wife Calpurnia would manage the household</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Discussion is likely to focus on how the activities of the <i>paterfamilias</i> improved the wealth, status and social standing of the <i>familia</i>.</li> <li>• Candidates may argue for the importance of the <i>paterfamilias</i>, the children, the slaves and freedmen or the wife</li> </ul>	<p><b>15</b></p> <p>(See LoR page x)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed and structured, selecting relevant evidence from the sources and the conclusions drawn.

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Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

<b>10</b>	<p>'A visit to the baths was an essential part of everyday Roman life.'</p> <p>To what extent do you agree with this statement? Justify your response.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• The <i>palaestra</i> – sport &amp; fitness</li> <li>• The bathing process <i>apodyterium</i>, <i>tepidarium</i>, <i>caldarium</i>, <i>frigidarium</i></li> <li>• Part of daily routine</li> <li>• Rich men accompanied by slaves and freedmen</li> <li>• Business/networking activities</li> <li>• Sponsorship of facilities, oil etc for political/social advancement</li> <li>• Snacks</li> <li>• Entertainment in some bath houses – recitals, libraries, etc</li> <li>• Decoration in the bath houses</li> <li>• For men and women</li> <li>• Could get invite to a dinner party at Baths</li> <li>• Some houses (e.g. Menander) had their own baths</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Exercise for health and fitness</li> <li>• Cleanliness to stop the spread of disease</li> <li>• Chance for the rich to show off power</li> <li>• Chance for the poor to secure invite to dinner parties</li> <li>• Business meetings gave chance to improve wealth</li> <li>• Not everyone went to baths, as some had their own bath complexes</li> </ul>	<b>15</b> (See LoR page 1x)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 15-mark extended response

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Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
11	Identify <b>two</b> dangers that Juvenal mentions about living in the city in lines 1-5 Two from: Falling tiles/falling chamber pots/shards of broken chamber pots hitting you (2)	2 (AO1)	
12	How does Juvenal emphasise the dangers of walking through the streets of Rome? Three from: <ul style="list-style-type: none"><li>• 'The highest roof' (AO1) – superlative emphasises how far the tile will fall (AO2)</li><li>• 'If you go out without making a will' (AO1) - every walk could end with death (AO2)</li><li>• 'As many opportunities to die as there are windows' (AO1) – hyperbole shows that every walk could end with death (AO2)</li><li>• 'Windows watching you' (AO1) – personification adds menace (AO2)</li><li>• 'Wish and prayer' (AO1) – need to pray for survival (AO2)</li><li>• 'Brimming pots' (AO1) – the contents of very full chamber pots falling on you is an unpleasant thought (AO2)</li><li>• 'Like Achilles for a friend' (AO1) – simile shows grief of drunkard who cannot find someone to fight with (AO2)</li></ul>	3 (AO1) 3 (AO2)	<i>One mark is awarded for identification of a relevant feature(AO1), and one for suitable analysis of it(AO2).</i>
13	Give <b>two</b> examples of ways in which Juvenal makes life in the city sound hazardous <b>elsewhere</b> in his story. Two from: Noise causing insomnia/pushed out of the way by sedan chairs/crushed by marble blocks/trampled on by soldiers/mugged by robbers/flats could collapse/flats and houses could burn down (2)	2 (AO1)	<b>Allow any acceptable answers from the text</b> <b>Allow examples of literary techniques with examples</b>
14	Why is Pliny so shocked that Macedo was cruel to his slaves? He is son of a freedman/his father was once a slave (1)	1 (AO1)	

15 a	In which part of his baths did the slaves assault Macedo? <i>Caldarium/laconium/tepidarium</i>	1 (AO1)	Allow English names of the rooms in the bath
15 b	Select a phrase from the passage which tells you this. (they threw him onto) the boiling-hot floor of the bath	1 (AO2)	
15 c	Suggest two ways in which the slaves might have been punished for the assault. Two from: All punished for the crime of a few/execution/flogging/beating/torture/branding	2 (AO1)	Allow any acceptable answers
15 d	Give one reason why slaves would be punished for attacking their master. One from: <ul style="list-style-type: none"><li>• Deter slaves from attacking their master (1)</li><li>• So all slaves would keep an eye on the others (1)</li><li>• All slaves even innocent ones would be executed, so they would prevent disloyal slaves attacking their master (1)</li></ul>	1 (AO2)	
16	(a) How does Trimalchio play a trick on his guests in this passage? <ul style="list-style-type: none"><li>• He pretends the pig has not been gutted</li><li>• He orders the cook to strip and be beaten</li><li>• The cook reveals that the pig really contains sausages and black puddings</li></ul> (b) 'I wouldn't forgive him, by god, if he overlooked a fish.' Which character wants to see the cook punished in Source J? Encolpius/the narrator	3 (AO1)  1 (AO1)	

17	<p>How does Trimalchio show his power in this scene?</p> <ul style="list-style-type: none"><li>• Trimalchio orders the slave to be stripped and whipped (AO1) so has the power to punish his slaves for minor offences (AO2)</li><li>• When he calls for the cook (AO1) he is immediately obeyed (AO2)</li><li>• Trimalchio listens to the guests' opinions (AO1) then chooses to spare the slave (AO2)</li><li>• Rewards the cook in front of his guests (AO1) gives him a crown and defies social conventions and hierarchy (AO2)</li></ul>	<p>1 (AO1)</p> <p>1 (AO2)</p>	<p><b>Allow references to Trimalchio being like the sponsor at a show weighing up the audiences' opinions</b></p>
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18	<p>How fairly do you think slaves and ex-slaves were treated by their masters in the literature you have read?</p> <p>Use Sources E and F as a starting point and your own knowledge in your answer.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Macedo's attackers are executed</li> <li>• Some of Macedo's slaves helped him, but would also have been executed</li> <li>• The cook is humiliated before the others as part of a trick</li> <li>• The cook is given a drink and a silver crown for playing along with the trick</li> <li>• Elsewhere, Pliny sends Zosimus abroad to get better</li> <li>• Elsewhere, Trimalchio's treasurer unfairly wants to punish a slave who has lost his tunic</li> <li>• The guests are rude about Trimalcio (a freedman himself) and the other ex-slaves at the party (Fortunata, Proculus, Diogenes)</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Candidates may argue that the execution of all for the crime of some is unfair</li> <li>• Humiliating cooks is unfair but he is rewarded afterwards</li> <li>• If the guests had wanted the cook beaten, Trimalchio may well have beaten him – he is only spared because most of them want him to be</li> <li>• Pliny treats Zosimus as a friend</li> <li>• The treasurer, as a slave himself, cannot own possessions or punish other slaves</li> <li>• People are quite condescending towards ex-slaves</li> </ul>	8 (See LoR)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 8-mark detailed response

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Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2)  <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>accurate knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2)  <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>sound, mostly accurate, knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2)  <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1)  <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2)  <i>includes isolated analysis, interpretation and evaluation</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

<p><b>19</b></p> <p>Trimalchio's dinner party is less entertaining for the guests than the party of Nasidienus Rufus."</p> <p>Based on your reading of literature, to what extent do you agree with this statement? Justify your response.</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Trimalchio shows off his wealth to his guests</li> <li>• Trimalchio sits in the 'guest of honour' seat</li> <li>• Trimalchio shows off his status as an Augustalis</li> <li>• Trimalchio tries to show his intelligence by explaining Corinthian Ware</li> <li>• The food is elaborate but very luxurious</li> <li>• The Alexandrian serving boys attend to the guests very well</li> <li>• Trimalchio plays culinary tricks (Fig-Pecker and Pig tricks) on his guests to amuse them</li> <li>• In Nasidienus' Dinner Party, Horace mocks the odd and unusual food</li> <li>• Nasidienus bores his guests with stories of the food's origins</li> <li>• Some guests are so bored that they just want to get drunk</li> <li>• The service is odd – slaves carry wine like women in a procession</li> <li>• Tapestry falls on the food</li> <li>• The guests are so bored they eventually flee</li> <li>• In Trimalchio and Nasidienus, the guests are unpleasant</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Candidates are free to choose which Dinner Party is the more entertaining for the guests</li> <li>• Argument will come from discussion of how the different elements at the dinner parties make them good or bad.</li> <li>• The characters of the hosts, the food served, the slaves, the entertainment are all valid points of discussion</li> </ul>	<p><b>15</b> (See LoR page x)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed and structured, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically, responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

<b>20</b>	<p>'Living simply and sensibly is the best way to be happy.'</p> <p>To what extent do Horace's <i>Satires</i> agree with this statement?</p> <p><u>AO1</u></p> <p>Horace 2.2</p> <ul style="list-style-type: none"> <li>• Ofellus argues for simple food instead of luxurious food</li> <li>• Ofellus mocks 'trendy' foods</li> <li>• Ofellus warns against being like Avidienus the miser</li> </ul> <p>Horace 2.6</p> <ul style="list-style-type: none"> <li>• Horace prefers life on his farm to life in the city</li> <li>• Horace prefers simple country food instead of dinner parties in the city</li> <li>• The County Mouse is poor but happy</li> <li>• The Town Mouse lives well, but there is danger in the city</li> </ul> <p>Horace 2.8</p> <ul style="list-style-type: none"> <li>• The luxurious food of Nasidienus is mocked for being unusual and inedible</li> </ul> <p><u>AO2</u></p> <p>Horace 2.2</p> <ul style="list-style-type: none"> <li>• Luxurious food makes people bloated and unhealthy</li> <li>• Expensive food tastes the same as cheaper food</li> <li>• A middle course, neither too mean nor too extravagant is best</li> <li>• The simple life in the country is less stressful and healthier</li> <li>• Although there is some mocking of the country mouse, he seems happy with the little he has</li> <li>• The dishes of Nasidienus are mocked, suggesting that simple food would be preferable</li> </ul>	<b>15</b> (See LoR page 1x)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed and structured, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically, responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

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Level	Mark	Characteristics of Performance
5	<b>13 – 15</b>	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	<b>10 – 12</b>	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	<b>7 – 9</b>	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	<b>1 – 3</b>	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	<b>0</b>	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

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