

GCSE

Classical Civilisation

Unit **A351/01** City Life in the Classical World (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Benefit of doubt
	Cross credit
	Cross
N/A	Highlight
	
	Off page comment
	Repetition
	Tick
	AO1
	AO2
	AO3
	Omission mark

Subject-specific Marking Instructions

Examiners are reminded that Section B answers should be marked with reference to the levels of response marking grids in Appendix 1 of this Mark Scheme. The suggested answers given in the Mark Scheme for Section B are indicative only and examiners are reminded that they should credit any accurate points that address the question.

If a candidate answers too many questions please mark all parts and award marks of best answer (eg if all three context passages are done, all questions are marked and the best two questions are to count).

Markers are asked to use the 'number keys' on the computer for entering marks, rather than using the 'drop down marks' in the bottom right-hand corner of the Scoris screen. In order to set this up in Scoris, select **Tools** from the tool bar at the top of the screen. Then a menu will open and on this tick '**assign single digit marks without pressing enter key**' and tick '**on screen mark confirmation**'. Please note however that for NR (no response), you do still have to use the button on the bottom right-hand corner of the screen.

Option 1: Athens – Section A

Question		Answer	Marks	Guidance
1	a	thunderbolt - Zeus (1)	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same name in all boxes. Where candidates do this they should be given 0.
	b	trident – Poseidon (1)	1	
	c	owl – Athene (1)	1	
	d	grapes – Dionysus (1)	1	
	e	winged sandals – Hermes (1)	1	
2	a	seating (1)	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same response in all boxes. Where candidates do this they should be given 0.
	b	<i>skene</i> (1)	1	
	c	<i>proskene</i> (1)	1	
	d	<i>orchestra</i> (1)	1	
	e	altar (1)	1	
3	a	C – the host's slaves	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and ticking more than 1 box. Where candidates do this they should be given 0.
	b	A – <i>andron</i>	1	
	c	D – prostitutes	1	
	d	B – flicking wine at a target	1	
	e	B – improve his business opportunities	1	
4		citizens who had done great deeds were given crowns it showed off the greatness of Athens money paid to Athens by other city states was shown off	5	One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number

Question		Answer	Marks	Guidance
		there was a great feast of sacrificial meat they thought it pleased Dionysos		of answers than that required. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.
5	a	D – showing dead characters	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and ticking more than 1 box. Where candidates do this they should be given 0.
	b	B – linen ... but will accept: A - leather	1	
	c	B – actors had to play different characters	1	
	d	C – it suited the theme of the play	1	
	e	C – create humour	1	
6		attend the Assembly been responsible for all of his family found a wife for his son supervised the running of the farm worked to provide an income	5	One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.

Option 1: Athens – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	a	<ul style="list-style-type: none"> sacrificial animals were driven along the route; all levels of Athenian society participated in the procession; only Athenian citizens were allowed onto the Acropolis; sacrifice of the animals; peplos carried in procession (in ship cart) peplos given to Athene; feast of sacrificial meat Dipylon gate wealthy metics, dressed in purple cloaks, carried trays of cakes; musicians played flutes and lyres; old men carried olive branches; charioteers walked alongside chariots 	5 AO1	.Use generic MS for AO1 questions	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Look for responses showing understanding of how an Athenian education might have prepared a citizen to participate in the following events: <ul style="list-style-type: none"> the musical competitions and recitations – <i>kithariste</i> and the learning by rote practised by the <i>grammatiste</i>; weaving; sporting and tribal events – <i>paidotribes</i>. 	5 AO2	Use generic MS for AO2 questions	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	c	<p>Accept any reasonable opinion based on any of the following:</p> <p>At an individual level:</p> <ul style="list-style-type: none"> • distribution of meat; • opportunity to participate; • chance to win prizes in the games; • chance to be united with the rest of the city, especially in the communal worship; • affirmation of status; • change of routine; • holiday. <p>At the city level:</p> <ul style="list-style-type: none"> • ensures the continued blessing of Athene and her protection over the city; • shows off the greatness of the city and its people. 	5 AO3	Use generic MS for AO3 questions Should be two-sided answer to reach top band.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8	a	<ul style="list-style-type: none"> • ceremony booked with priest • animal selected and purchased; • ribbons were tied to its horns; • the animal proceeded to the sacrifice; • all the participants washed themselves; • maiden carried basket full of grain in which a knife was hidden; • flute player played throughout ceremony; • barley was sprinkled over it; 	5 AO1	Use generic MS for AO1 questions	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> priest poured water on its head; the animal was stunned; the throat was cut. 			
	b	<p>Accept any reasonable answer based on any of the following:</p> <ul style="list-style-type: none"> public nature of sacrifices showed the status of priests and leading citizens creating a sense of awe; so that large crowds could see it; the position of the altar outside the temple; the avoidance of pollution within the temple as it was the home of the god; to allow for the blood to flow away; the practicality of burning so that the smoke can rise to the god. 	5 AO2	Use generic MS for AO2 questions	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	<p>Accept any reasonable argument based on any of the following:</p> <ul style="list-style-type: none"> the importance of pleasing the gods through the burning of selected parts of the animal to the gods; the examination of entrails to read the omens and predict the future; giving the participants meat to feast on. <p>The importance of the events prior to the sacrifice are shown in the following:</p> <ul style="list-style-type: none"> the meticulous procedure; the need not to offend the god; the purity and contractual nature of the prayer. 	5 AO3	<p>For a thorough answer candidates need to assess whether the events before or after the killing of the animal were more important (ie two-sided) and come to a conclusion.</p> <p>Although recall of the events is necessary a narrative description of the events without analysis should not score more than 2</p>	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
9	a	<ul style="list-style-type: none"> • make sure the slaves were getting on with their tasks; • spinning; • weaving; • managing the storeroom; • have babies; • nurse children; • educate daughter; • collection of water. • Make garlands for the symposium • Looking after ill slaves 	5 AO1	<p>Use generic MS for AO1 questions</p> <p>Answers should be specific to the classical world. Answers that only include generic tasks ('cooking, cleaning') are likely to be banded as L1 or L2.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	b	<p>Accept any reasonable opinion based on any of the following:</p> <ul style="list-style-type: none"> • <i>gynaikon</i> often at the back of the house or upstairs out of the way. There was also a loom there for weaving; • courtyard gave open air and alleviated the need for women to go out. It was also an area where cooking could take place. • <i>Andron</i> near front door; no women allowed to enter 	5 AO2	<p>Use generic MS for AO2 questions</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	c	<p>Candidates may refer to the negative aspects such as the fact a wife:</p> <ul style="list-style-type: none"> • could not own property; • had to accept her husband's decisions; • had no political rights; • was discouraged from going out. <p>The counter argument might include some of the following. The <i>kyria</i>:</p> <ul style="list-style-type: none"> • was crucial in the self-sufficiency of the <i>oikos</i>; 	5 AO3	<p>Although recall of the events is necessary a narrative description of the factors without analysis should not score more than 2</p> <p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • had a big say in the day to day running of the house; • played a crucial role in the rearing of children and education of her daughter; • produced any heirs to inherit the family fortune. • dowry 			

Option 2: Rome – Section A

Question		Answer	Marks	Guidance
10	a	thunderbolt – Jupiter (1)	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same name in all boxes. Where candidates do this they should be given 0.
	b	trident – Neptune (1)	1	
	c	owl – Minerva (1)	1	
	d	bow and arrow – Diana (1)	1	
	e	winged sandals – Mercury (1)	1	
11	a	seating for emperor	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same response in all boxes. Where candidates do this they should be given 0.
	b	seating for women / slaves	1	
	c	exit	1	
	d	cages for animals	1	
	e	awning	1	
12	a	B – improve his business opportunities	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and ticking more than 1 box. Where candidates do this they should be given 0.
	b	A – fruit	1	
	c	B – three	1	
	d	C – the hosts slaves	1	
	e	B – reclining	1	
13		could increase the popularity of the Emperor (1) kept the people of Rome happy (1)	5	One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number

Question		Answer	Marks	Guidance
		made a public display of executing criminals (1) might celebrate a military victory (1) showed off the greatness of Rome (1)		of answers than that required. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.
14	a	C – wax tablet	1	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and ticking more than 1 box. Where candidates do this they should be given 0.
	b	C – reeds	1	
	c	D – soot	1	
	d	A – easy to correct a mistake	1	
	e	D – when students could write well	1	
15		could not vote might have been gladiators often came from many different countries were not allowed to marry were the property of their masters Credit ‘Could not have money of their own’	5	One mark for each response correctly identified up to a total of FIVE. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required [excepting ‘Could not have money of their own’]. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.

Option 2: Rome – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
16	a	<ul style="list-style-type: none"> • basic reading; • basic writing; • simple arithmetic; • repetitive writing of letters. • Use of tablet and stylus • Methods used by the teacher – repetition, etc. 	5 AO1	Use generic MS for AO1 questions	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Answers might include discussion of any of the following areas: <ul style="list-style-type: none"> • learning of Latin and Greek assisted by the basic reading and writing undertaken at the first stage; • reciting of passages helped by basic reading skills; • commentaries on texts; • study of varied areas such as philosophy, science and poetry further developed literacy; • question and answer sessions helped improve memory. • Credit variety of material studied – philosophy, drama etc. 	5 AO2	Use generic MS for AO2 questions Must be linked to the q rather than just description to reach higher levels	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Candidates may refer to what and how boys learned under the <i>rhetaor</i> . <ul style="list-style-type: none"> • art of speaking/debate; • looking at texts; • comparison of characters; • studying events from history; • monologues in character. 	5 AO3	For a thorough answer candidates need to assess whether the education was a good preparation for adult life and come to a conclusion. Although recall of the events is necessary a narrative description of the factors without analysis should not score	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Responses should make reference to possible careers in later life which involved these skills such as:</p> <ul style="list-style-type: none"> • law courts; • senatorial duties; • debates; • politics; • military. <p>Credit reference to the fact that girls and poor boys were not taught by the <i>rhetor</i>. Narrow focus of subjects physical education not taught.</p>		<p>more than 2</p> <p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p> <p>Credit arguments that revolve around disagreeing</p>	
17	a	<ul style="list-style-type: none"> • selection and purchase of animal • booking a date • a musician played the flute; • ribbons were tied to its horns; • the animal proceeded to the sacrifice; • priest would cover his head; • <i>mola salsa</i> was sprinkled over the animal's head; • priest said a prayer • hair cut and burnt on the altar; • the animal was stunned; • the throat was cut. 	5 AO1	Use generic MS for AO1 questions	<p>AO1 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	b	<p>Accept any reasonable answer based on any of the following:</p> <ul style="list-style-type: none"> • public nature of sacrifices showed the status of priests and leading citizens, creating a sense of awe; • so that large crowds could see it; 	5 AO2	Use generic MS for AO2 questions	<p>AO2 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> the position of the altar outside the temple; the avoidance of pollution within the temple as it was the home of the god; blood flowing away; the practicality of burning so that the smoke can rise to the god. 			
	c	<p>Accept any reasonable argument based on any of the following:</p> <ul style="list-style-type: none"> the importance of pleasing the gods through the burning of selected parts of the animal to the gods; the examination of entrails to read the omens and predict the future; giving the participants meat to feast on. <p>The importance of the events prior to the sacrifice are shown in the following:</p> <ul style="list-style-type: none"> the meticulous procedure; the need not to offend the god; the purity and contractual nature of the prayer. 	5 AO3	<p>For a thorough answer candidates need to assess whether the events before or after the killing of the animal were more important and come to a conclusion.</p> <p>Although recall of the events is necessary a narrative description of the events without analysis should not score more than 2</p> <p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
18	a	<ul style="list-style-type: none"> manage household; make sure the slaves were getting on with their tasks; spinning; weaving; have babies; nurse children; educate daughter; help at dinner-parties. 	5 AO1	<p>Use generic MS for AO1 questions</p> <p>Answers should be specific to the classical world. Answers that only include generic tasks ('cooking, cleaning') are likely to be banded as L1 or L2.</p>	<p>AO1 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Range of tasks for rich/poor • Credit alternative valid duties of Roman wives. 			
	b	<p>Answers might include discussion of any of the following areas:</p> <ul style="list-style-type: none"> • was crucial in the self-sufficiency of the household; • had a big say in the day to day running of the house; • played a crucial role in the rearing of children and education of her daughter – a well educated daughter would be a sought after wife; • produced any heirs to inherit the family fortune; • her good character would reflect well on her husband; • a successful dinner party might enhance the standing and prospects of the family; • compared to being unmarried, the status of married women increased under some emperors. • Differences between rich and poor 	5 AO2	<p>Use generic MS for AO2 questions</p> <p>Answers must explain the benefit a Roman family received from the wife's activities.</p> <p>Answers based on description will not reach higher levels.</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	c	<p>Answers might consider some of the following reasons on why a Roman wife's life was restricted...</p> <ul style="list-style-type: none"> • could not consort with whom she choose; • was answerable to her husband; • could not vote; 	5 AO3	<p>Although recall of the events is necessary a narrative description of the factors without analysis should not score more than 2</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> could not stand for political office; prospects of initiating a divorce were limited. <p>Or not restricted:</p> <ul style="list-style-type: none"> Going to the baths Visits to circus maximus/colosseum Visiting friends Owning property <p>However, there were big differences between rich and poor women. The former could enjoy considerable freedoms and luxuries and the latter were forced to go out and work.</p>		<p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p>	

APPENDIX 1 - Section B Marking Grid

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	5 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	5 Demonstrates thorough understanding of evidence with clear and detailed explanation.	5 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	4 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	4 Demonstrates sound understanding of evidence with explanation.	4 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	3 Demonstrates some understanding of evidence with some explanation.	3 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	2 Demonstrates limited relevant knowledge and information.	2 Demonstrates limited understanding of evidence.	2 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-1 Demonstrates minimal or no relevant knowledge.	0-1 Demonstrates minimal or no understanding of evidence.	0-1 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

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