

GCSE

Classical Civilisation

Unit **A353/02** Community Life in the Classical World (Higher 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.

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1. 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

2. Subject-specific Marking Instructions

Examiners are reminded that 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 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: Sparta – Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	a	Survive the agoge train for the army fight for Sparta stand firm and win or die be Sparta's walls/defend the city produce healthy children take part in the assembly control Helots	5 AO1	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	The Spartans thought the things the <i>Perioikoi</i> did were beneath them because they thought being a soldier was the best thing but only pure Spartans could be in the Spartan army. Had been conquered by Spartans so were less valued. The <i>perioikoi</i> produced all the practical items the Spartans needed since the <i>Spartatai</i> were professional soldiers. <i>Perioikoi</i> carried out any trading that was needed as this was beneath the <i>Spartiatai</i> . The <i>Perioikoi</i> lived in villages around Sparta which acted as a buffer to prevent helots from escaping so were not involved in the Spartan way of life.	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	<i>Spartiatai</i> only knew how to be soldiers so they couldn't farm to grow things – they needed the Helots to do it. The men were away training and the women saw the jobs as beneath them. There were not enough <i>Spartiatai</i> to do	5 AO3	For a thorough answer candidates need to assess whether why the Spartans needed helots and come to a conclusion. Although recall of the activities Helots did is necessary a narrative description of	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>everything so they had to make the Helots do it. Provided Spartan's contribution to syssitia Household tasks. Practise campaign skills on during the krypteia Baggage handlers/skirmishers for soldiers</p>		these activities without analysis should not score more than 2	
2	a		<p>Acted as pack leaders for the younger members of the <i>agoge</i>. Role models for younger boys. Set a good example – stayed silent with eyes to the ground. Punished younger boys with whips to instil obedience. Got boys to show off their 'learning' by getting them to sing songs. Asked the boys questions to make them think about what they had learnt. Encourage competition</p>	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p>AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	b		<p>basic literacy running climbing survival fighting dance team games hunting stealing</p>	5 AO1	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Credit music and poetry if mentioned.</p>	<p>AO1 = 5 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
	c	<p>Yes because there was hardly any reading and writing – it was all physical and outdoors and competition which they would like.</p> <p>They would have enjoyed living together and being like a team in the barracks. They were trained/supervised by elite Spartans, which gave them a chance to prove their worth for Sparta.</p> <p>No because they would miss their mothers/nurses/sisters and they would be cold and hungry all the time and have sore feet until their feet toughened up.</p>	5 AO3	<p>For a thorough answer candidates need to assess whether or not a Spartan boy would have enjoyed his education and come to a conclusion.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</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>
3	a	<p>helmet with plume</p> <p>cheek guards</p> <p>beard but no moustache</p> <p>red cloak</p> <p>very long spear</p> <p>short sword</p> <p>long, oiled hair</p> <p>rounded shield with a lambda on it</p> <p>leg guards</p>	5 AO1	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Credit bare feet or other plausible reference to foot wear.</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>Phalanx maintained formation to block narrow pass and soldiers kept replacing those who fell.</p> <p>Long spears could be used from behind the shield wall.</p> <p>Short swords good for stabbing in the narrow confines of the pass.</p> <p>Pretending to retreat and then turning to fight drew the Persians into the narrow space.</p>	5 AO2	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Credit references to orders given via music.</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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Rebuilt wall Grooming before battle unsettled the enemy. Choice of a narrow pass to negate Persian numerical superiority.</p>			
	c		<p>Yes because he had very little education and was brainwashed to think that was all there was. He was trained to be a fighter and that was what he got to do all the time. He got to live with his comrades and never had to do mundane chores at home or spend time with his wife. He could go home just for sex. Opportunities to take part in governing the city as an ephor or member of the gerousia. No because it might be boring, he might miss his wife and children and he might hate having to live with the same comrades all the time and fight and train all the time and never rest. Assembly might have been frustrating.</p>	<p>5 AO3</p>	<p>For a thorough answer candidates need to assess whether a Spartan would be satisfied with his life and come to a conclusion.</p>	<p>AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Option 1: Sparta – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>The Spartans left behind very little physical evidence about their culture. Sparta did not have walls since the men were its walls. Spartans were not encouraged to build fancy public buildings or houses. They did not produce works of art or (much) literature. There is a little of the poetry of Tyrtaios left but most of the evidence we have about Sparta comes from art or literature produced by other Greeks. The writers might not have been basing their writing on accurate evidence and they might have been very biased. The Spartans chose to isolate themselves from the rest of Greece and did not trade with the other Greeks. Other Greeks disapproved of the Spartans because they were so different from themselves. Answers may include references to authors such as Aristophanes, Xenophon, Plutarch and Aristotle and reasons why these might be reliable or unreliable.</p>	30	<p>Candidates should include factual information about the sources for the Spartan state and discuss the extent to which we can gain a reliable understanding from them. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8 Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p>AO3 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
5		<p>Lykourgos helped the Spartans to control the Helots and get all the jobs done. Reformed the education system so that the army was well trained from an early age which made it successful leading to a strong state. Educated girls so that they could do the jobs not done by men making the state efficient.</p>	30	<p>Candidates should include factual information about what Lykourgos did and discuss the extent to which he made Sparta successful.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Reformed the government so the different parts checked on each other and made sure different people had a chance to participate in the running of the state.</p> <p>Made all the <i>Spartiatas</i> equal so that they didn't envy one another creating unity and a successful state.</p> <p>Ruined Sparta by making it isolated and strange and disapproved of. Population got too small because of his policies. Men were ignorant and uneducated.</p> <p>Corruption crept in as the rules were unreasonable. The Spartans conquered the surrounding area giving them the land and people to work it. The natural geography helped them.</p>		<p>Credit any accurate references to Lykourgos even if they are not covered by the specification.</p>	<p>AO2 = 8</p> <p>Level 5 7 - 8</p> <p>Level 4 5 - 6</p> <p>Level 3 3- 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 - 11</p> <p>Level 4 7 - 8</p> <p>Level 3 5 - 6</p> <p>Level 2 3 - 4</p> <p>Level 1 0 - 2</p>

Option 2: Pompeii – Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	a	River Sarno gave irrigation for the land. Volcanic soil was fertile to grow crops. Woods good for timber, honey, fruit etc. Lava spur created natural defence. Nearness to the sea for trade. Other towns nearby to trade with.	5 AO3	Candidates should show a range of knowledge and go beyond what is on the map. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. Credit reference to other towns.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	The river was navigable and there was a natural harbour on the main trade route in the Mediterranean. Lots of gates leading to the many roads leading in different directions to the neighbouring towns. Thriving market. Easy access from port to market. Plenty of inns/thermopolia.	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	shops bars amphitheatre theatre temples forum brothels inns	5 AO1	The information suggested is indicative only, and any accurate points about features of the town of Pompeii, rather than its location, should be credited in line with the marking grid.	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
7	a	<p>duovirs and aediles were elected by the free men in the town. decurions made up from former duovirs and aediles. They made speeches to get support. They had graffiti painted on walls to help their popularity/others' unpopularity. They paid for public buildings or entertainment so people would like them. Bribery, paid supporters.</p>	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	<p>Basilica – speeches/meetings; platform for judges Comitium – elections held/polling station Curia – meeting place of town council/offices to do their work Steps of temple of Jupiter - speeches</p>	5 AO1	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	<p>People who wanted to get elected put on shows for the inhabitants to enjoy. People who wanted to be elected paid for public buildings or days at the baths or gave out bread etc. If officials wanted to keep their jobs they would have to do a good job so it was in their interests to maintain public amenities (aediles upheld public temples, road maintenance, markets; duovirs monitored public funds). Sometimes the candidates helped people with legal matters.</p>	5 AO3	Although recall of the social activities/ electoral duties which might benefit citizens is necessary, a narrative description of these activities without analysis should not score more than 2	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
8	a	<p>Oval so people could see from where ever they sat.</p> <p>Tiered seats so the people at the back could see.</p> <p>High wall around the arena to protect audience/stop animals escaping.</p> <p>Plenty of entrances and aisles – easy to get in and out.</p> <p>Large/open space for fighting</p> <p>Demonstration of status in seating areas</p>	5 AO2	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</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>
	b	<p>Pompeians and Nucerians</p> <p>Hurl insults</p> <p>Hurl stones</p> <p>Drew swords</p> <p>Fighting in and around the arena.</p> <p>Many people, especially Nucerians, killed</p> <p>Games banned for ten years.</p> <p>The sponsor was exiled.</p>	5 AO1	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Maximum 4 if emperor's actions not included</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>
	c	<p>A day off work to see friends and relax.</p> <p>Crowd creates exciting atmosphere.</p> <p>Shows are exciting to watch and skills are impressive.</p> <p>Someone paid so it didn't cost them anything.</p>	5 AO3	<p>For a thorough answer candidates need to assess the enjoyment gained from a day at the amphitheatre.</p> <p>Credit details of shows if given and linked to enjoyment. Credit reasons for non-enjoyment.</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>

Option 2: Pompeii – Section B

Question			Answer	Marks	Guidance	
					Content	Levels of response
9			<p>It could be argued that it was not that fast since there were plenty of warning signs – earth tremors, animals behaving strangely, wells and springs drying up. The eruption itself lasted about 18 hours and there was a long time of falling debris before the column collapsed and created the pyroclastic flow.</p> <p>There was quite a long time in which the people could evacuate hence the small number of bodies compared to the population. It was sudden/fast when compared to how long it took for the town to develop and it was deadly for those left behind. Not all the inhabitants died as many managed to escape during the destruction.</p> <p>Credit references to the literary and archaeological sources.</p>	30	<p>Candidates should include factual information about the destruction of Pompeii and discuss the extent to which it was sudden, fast and deadly for the inhabitants.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8</p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
10			<p>The Stabian Baths had a men’s and women’s section which is luxurious and practical. <i>Apodyterium</i> had niches for clothes also very functional. Large exercise area and swimming pool for recreation and keeping fit. <i>Tepidarium</i> to get the body acclimatised to the heat. <i>Caldarium</i> with steam and hot bath to sit in. Basin of cold water to cool off if need be. <i>Frigidarium</i> with cold plunge pool to cool off, wash skin and close pores.</p>	30	<p>Candidates should include factual information about the Stabian Baths in Pompeii and assess the extent to which they were luxurious rather than practical. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Credit candidates who make a distinction between the men’s and women’s baths.</p>	<p>AO1 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8</p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Heated by hypocaust with furnace tended by slaves. Flues inside walls. All the amenities needed for a luxurious bath but also an opportunity to get clean – practical. Advanced heating system – practical but luxurious as hot baths are not a necessity. Slaves, food sellers, massage etc. add to the luxury. Latrines may be considered practical or a luxury. Private bathrooms were a luxury.			Level 2 2 Level 1 0 – 1 AO3 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2

APPENDIX 1 - Section A 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.

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	9-11 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation.	9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
	7-8 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	5-6 Demonstrates sound understanding of evidence with explanation.	7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	3-4 Demonstrates some understanding of evidence with some explanation.	5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
	3-4 Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	2 Demonstrates limited understanding of evidence.	3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-2 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	0-1 Demonstrates minimal or no understanding of evidence.	0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

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