

**General Certificate of Secondary Education**

**A354 CA**

**Classical Civilisation**

Unit A354: Culture and Society in the Classical  
World

**Specimen Controlled Assessment Material**

## INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the GCSE Classical Civilisation specification for instructions on completing controlled assessment tasks.
- Candidates complete one task relating to the option that they have studied.
- Candidates must not alter the wording of the tasks, however they may focus on any appropriate area of investigation within the parameters of the questions set. Candidates can approach the questions in a number of different ways and in varying levels of depth, meaning that with guidance from teachers tasks can be adapted to suit centre and candidate specific circumstances.
- Where candidates choose a task which allows for discussion of modern reception and values, a minimum of 50% of the task must be about the Classical World.
- The total number of marks for each Task is **60**.
- Marks are awarded for the quality of written communication of your answer.

## INFORMATION FOR CANDIDATES

- You should choose one task relating to the option you have studied.
- You cannot alter the wording of the task.
- You can focus on a specific area of investigation within the question set.
- You must support your arguments with analysis and evaluation of appropriate source material.
- Where the task you have chosen allows for discussion of the modern as well as the classical world, at least 50% of the task must be about the classical world.

This document consists of 4 printed pages.

**Culture and Society in the Classical World****Option 1: Sophocles Antigone****EITHER**

How would an ancient Athenian audience have responded to Antigone's behaviour in Sophocles' *Antigone*? [60]

**OR**

How do Antigone and Ismene differ in their views on the role of women in society? [60]

These questions will require candidates to select relevant quotations from Sophocles' *Antigone* to support their discussion. They are not restricted from using other appropriate sources to support their analysis and evaluation.

**Option 2: Aristophanes Lysistrata****EITHER**

How successful was Aristophanes in making the *Lysistrata* amusing for his audience? [60]

**OR**

How would you adapt Aristophanes' *Lysistrata* for a modern day audience? [60]

These questions will require candidates to select relevant quotations from Aristophanes' *Lysistrata* to support their discussion. They are not restricted from using other appropriate sources to support their analysis and evaluation.

A minimum of 50% of the task must be about the Classical World.

**Option 3: The Olympic Games****EITHER**

To what extent was warfare a major contributor to the events in the ancient Olympic Games? **[60]**

**OR**

To what extent are the values of the modern Olympic Games based on the values of the Classical Games? **[60]**

These questions will require candidates to select relevant original source material on the Olympic Games to support their discussion. They are not restricted from using other appropriate sources to support their analysis and evaluation.

A minimum of 50% of the task must be about the Classical World.

**Option 4: Virgil The Aeneid****EITHER**

To what extent is *The Aeneid* more about a nation than an individual?

**[60]****OR**

Is the plot of the *The Aeneid* driven more by gods or by human characters?

**[60]**

These questions will require candidates to select relevant quotations from Virgil's *Aeneid* to support their discussion. They are not restricted from using other appropriate sources to support their analysis and evaluation.

Candidates will not be expected to make reference to every book of *The Aeneid* but to select sections that are relevant to the theme of the question.

**Option 5: Pliny Letters****EITHER**

Pliny says, 'Slaves always have two sides to their nature. They act with reason like men. They also act by instinct like animals.'

Do you think that this is an accurate reflection of Pliny's attitude to slaves? **[60]**

**OR**

To what extent is Pliny, 'a man who thinks a great deal of others, but even more of himself'?

**[60]**

These questions will require candidates to select relevant quotations from Pliny's *Letters* to support their discussion. They are not restricted from using other appropriate sources to support their analysis and evaluation.

Candidates will not be expected to make reference to every book of Pliny's letters but to select letters that are relevant to the theme of the question.

**Option 6: Roman Britain****EITHER**

Using evidence from a Roman villa, explain why the Romans developed villas in Britain.

**[60]****OR**

Do you think history should look back on Boudica's rebellion as a success or a failure?

**[60]**

These questions will require candidates to select relevant source material from a Roman villa to support their discussion. They are not restricted from using other appropriate sources to support their analysis and evaluation.

SPECIMEN

	<b>AO1</b> <b>Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.</b>	<b>AO2</b> <b>Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.</b>	<b>AO3</b> <b>Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.</b>
<b>Thorough</b>	<b>17-21</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence, appropriate to the title.</li> <li>• Facts are accurate.</li> <li>• <b>Thorough</b> range of relevant primary source material.</li> <li>• Gives a detailed overview.</li> <li>• Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</li> <li>• The candidate has written with precision and succinctness, so that the word limit is not exceeded.</li> </ul>	<b>15-18</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>thorough</b> understanding of issues raised by title with full explanation.</li> <li>• Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.</li> </ul>	<b>17-21</b> <ul style="list-style-type: none"> <li>• <b>Thorough</b> evaluation of issues raised by title with detailed analysis of evidence.</li> <li>• Primary sources are used effectively in constructing a reasoned argument.</li> <li>• Conclusions are well drawn and <b>thoroughly</b> supported by evaluation and analysis.</li> <li>• Candidate constructs an informed personal response to the question.</li> </ul>
<b>Sound</b>	<b>12-16</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence, appropriate to the title.</li> <li>• Facts are mostly accurate though there may also be inclusion of some material that is inaccurate or outside the remit of the title.</li> <li>• <b>Sound</b> range of relevant primary source material</li> <li>• Gives a <b>sound</b> overview.</li> <li>• Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</li> <li>• The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.</li> </ul>	<b>11-14</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>sound</b> understanding of issues raised by title with explanation.</li> <li>• Demonstrates <b>sound</b> understanding of evidence with explanation.</li> </ul>	<b>12-16</b> <ul style="list-style-type: none"> <li>• <b>Sound</b> evaluation of issues raised by title with analysis of evidence.</li> <li>• Primary sources are mostly used effectively though some may not move the argument forward much.</li> <li>• <b>Sound</b> conclusions are drawn from the evaluation and analysis.</li> <li>• Candidate offers a personal response to the question.</li> </ul>

<b>Some</b>	<p style="text-align: center;"><b>8-11</b></p> <ul style="list-style-type: none"> <li>• Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence.</li> <li>• Facts are often accurate, but inaccuracies occur throughout the work and some of the material included is outside the remit of the title.</li> <li>• <b>Some</b> relevant primary source material.</li> <li>• Gives a partial overview.</li> <li>• Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</li> <li>• The candidate has written with precision or succinctness and has not exceeded the prescribed word limit.</li> </ul>	<p style="text-align: center;"><b>7-10</b></p> <ul style="list-style-type: none"> <li>• Demonstrates <b>some</b> understanding of <b>some</b> of the issues raised by title.</li> <li>• Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.</li> </ul>	<p style="text-align: center;"><b>8-11</b></p> <ul style="list-style-type: none"> <li>• <b>Some</b> evaluation of issues raised by title with <b>some</b> analysis of evidence.</li> <li>• <b>Some</b> use of the primary sources that have been included, though others may be placed in the work with little obvious relevance and are merely decorative.</li> <li>• <b>Some</b> conclusions are drawn which are supported to <b>some</b> extent by the evaluation and analysis.</li> <li>• Candidate offers a personal response to <b>some</b> of the question.</li> </ul>
<b>Limited</b>	<p style="text-align: center;"><b>4-7</b></p> <ul style="list-style-type: none"> <li>• Demonstrates <b>limited</b> relevant knowledge and information.</li> <li>• It may appear that many facts have been included but there is a considerable degree of inaccuracy and much of the material is outside the remit of the title.</li> <li>• <b>Limited</b> primary source material, with little relevance.</li> <li>• Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</li> <li>• The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.</li> </ul>	<p style="text-align: center;"><b>4-6</b></p> <ul style="list-style-type: none"> <li>• Demonstrates <b>limited</b> understanding of limited relevance to issues raised by the title.</li> <li>• Demonstrates a <b>limited</b> understanding of evidence.</li> </ul>	<p style="text-align: center;"><b>4-7</b></p> <ul style="list-style-type: none"> <li>• <b>Limited</b> evaluation of issues raised by title with <b>limited</b> analysis of the evidence.</li> <li>• The majority of primary sources that have been included are not used and are merely decorative.</li> <li>• Simple conclusion which may not be supported by the evaluation or analysis.</li> <li>• Answers offer a personal response at a <b>limited</b> level.</li> </ul>

Minimal/ None	0-3	0-3	0-3
	<ul style="list-style-type: none"> <li>• Demonstrates <b>minimal or no</b> relevant knowledge.</li> <li>• What is included is almost entirely, or is entirely inaccurate and outside the remit of the title.</li> <li>• <b>Minimal or no</b> primary source material of any relevance to the title.</li> <li>• Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</li> <li>• The candidate has either written relatively little or it is of some length but the content is not focussed on the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>minimal or no</b> understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Minimal or no</b> evaluation or analysis.</li> <li>• Any primary sources that have been included are merely decorative.</li> <li>• Answers offer a <b>minimal</b> personal response, or <b>no</b> response.</li> </ul>