

General Certificate of Secondary Education
Classical Civilisation
Unit A351: City Life in the Classical
World (Higher Tier)
Specimen Paper

H

A351(H)

Time: 1 hour

Candidates answer on the question paper.
Additional materials: None.

Candidate
Forename

Candidate
Surname

Centre
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Use black ink only.
- There are **two** options in this paper:
Option 1: Athens
Option 2: Rome
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **two** questions from Section A and **one** question from Section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- You will be awarded marks in Section B for the quality of written communication of your answer.

FOR EXAMINER'S USE ONLY	
SECTION A	
SECTION B	
TOTAL	

This document consists of **24** printed pages and **4** blank pages.

Option 1: Athens

Answer **two** questions from Section A and **one** from Section B.

Section A

Answer any **two** questions, you must answer **all** parts of the questions you choose.

EITHER

1 The picture below shows a scene from a drinking cup.

Study the picture and then answer **all** the questions that follow.



Cup by the Tarquinia Painter

(a) (i) What event is shown in this picture?

..... [1]

(ii) Who are the figures labelled B?

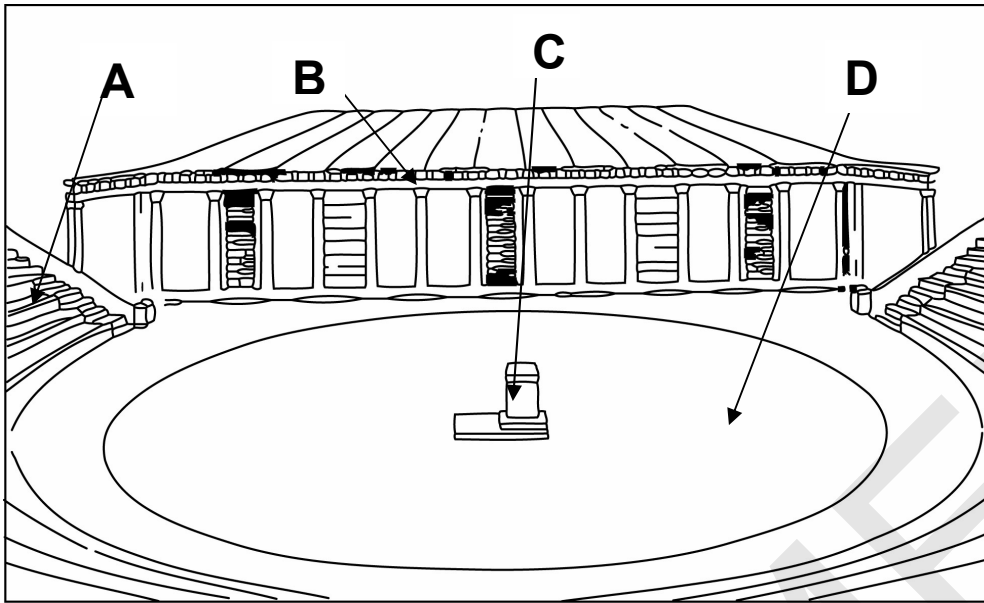
..... [1]

(iii) Explain what they are doing.

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..... [3]

OR

2 Study the picture below and then answer **all** the questions that follow.



http://atheism.about.com/library/FAQs/religion/blgrk_athens28.htm

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(a) Identify the parts of the theatre labelled A–E in the picture.

A [1]

B [1]

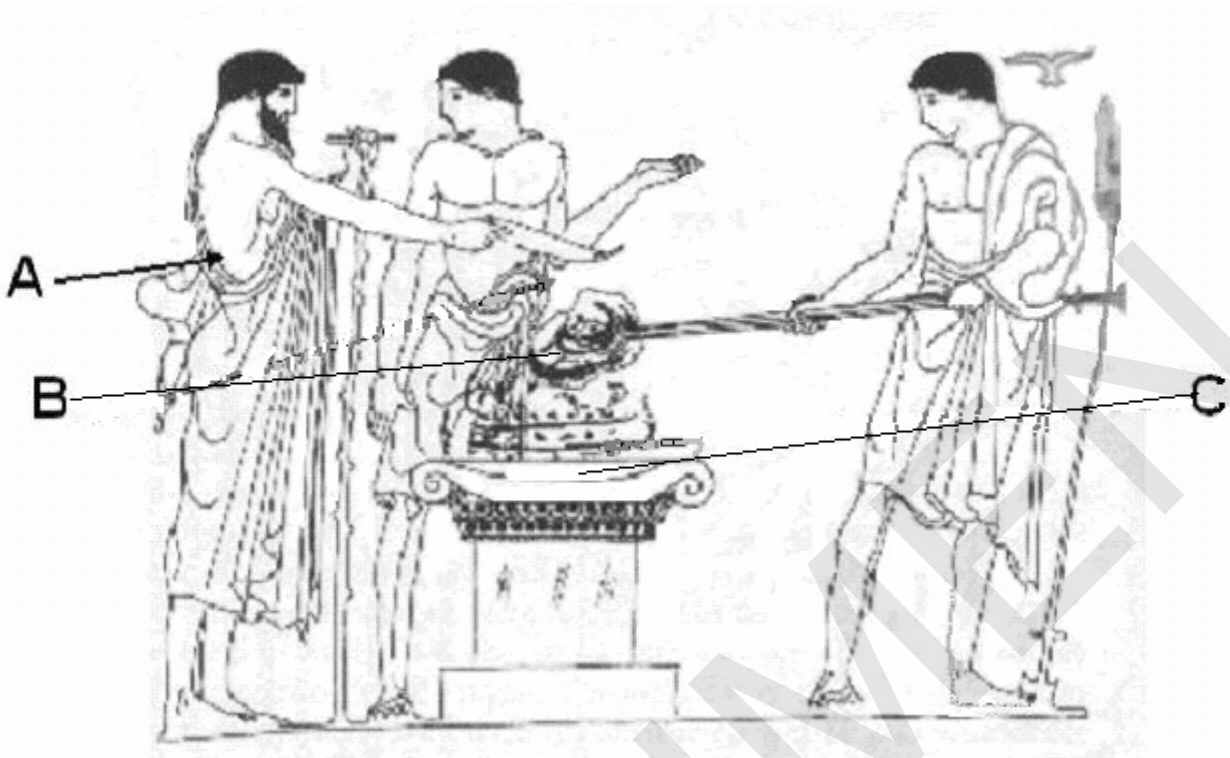
C [1]

D [1]

E [1]

OR

3 Study the picture below and then answer **all** the questions that follow.



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(a) (i) Who is A?

..... [1]

(ii) What is he doing?

..... [1]

(iii) What is B?

..... [1]

(iv) What is happening to it?

..... [1]

(v) What is C?

..... [1]

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SPECIMEN

(b) Explain how the Colosseum building would impress a visitor to Rome.

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(c) To what extent did the shows in the Colosseum offer the people and emperor of Rome more than just the chance to satisfy their bloodlust?

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[5]

OR

3 Study the picture below and then answer **all** the questions that follow.



(a) By referring to the equipment in the picture explain how a boy wrote in school. You may use the labelling to help.

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(b) What different things did a boy learn in the schools of a *litterarius* and a *grammaticus*?

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[5]

(c) Did education by a *rhetor* prepare a boy for adult life? Explain **two** reasons for your opinion.

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Section A Total [30]

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Copyright Acknowledgements:

Sources

Option 1

Q1: *Athenian Red Figure Vases - The Classical Period*, by John Boardman, Thames and Hudson 1997

Option 2

Q1: The VRoma Project, © Barbara McManus, 2001, 1986. <http://www.vroma.org/>

Q2: Zliten Mosaic © Museum of Classical Archeology, www.classics.und.ac.za

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Unit A351: City Life in the Classical World (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is **60**.

SPECIMEN

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	Examiners are reminded that the following is indicative content only and that they should credit all appropriate answers.	
1(a)	<p>The picture below shows a scene from a drinking cup. Study the picture and answer all questions that follow:</p> <p>(i) What event is shown in this picture? (ii) Who are the figures labelled B? (iii) Explain what they are doing.</p> <p>(i) Symposium.</p> <p>(ii) Men of house /male guests.</p> <p>(iii) Answers might include that:</p> <ul style="list-style-type: none"> • they are playing kottabos/ a game; • it was only men; • they played by reclining and drinking wine down to the dregs; • then they flicked the wine at a target, which was usually a bronze disc; • the loudest noise proclaimed the winner. <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	<p>[5]</p> <p>[1]</p> <p>[1]</p> <p>[3]</p>
1(b)	<p>Apart from what is shown in this picture, what else would happen at this event?</p> <p>Answers should include a range of information, such as:</p> <ul style="list-style-type: none"> • Men were entertained; • with music; • dance; • sex; • conversation; • different foods. <p>Details shown in the picture, such as drinking and playing kottabos, should not be credited.</p> <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
1(c)	<p>Explain why an Athenian family would want to hold this event.</p> <p>Explanations might focus on:</p> <ul style="list-style-type: none"> • promotion of the <i>Oikos</i>: finance/ marriage alliances/ politics etc; • or the nature of men's work meant men needed relaxation. <p>Candidates must explain by anchoring their points to Athenian life and the role of men:</p> <ul style="list-style-type: none"> • duties tended to be outside the home but linked to its prosperity; thus finding suitable husbands for daughters, etc necessitated social and possibly political status + wealth; • the need to gain status within Athens and that socialising within the home was key to establishing links. <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
2(a)	<p>Identify the parts of the theatre labelled A-E?</p> <p>A = seating. B = Stage building. C = Altar. D = Orchestra. E = Throne of (Priest of) Dionysos.</p>	[5]
2(b)	<p>Explain the typical elements of a plot in a Greek comedy.</p> <p>The typical plot of an Old Comedy centres on two elements: the Aristophanic hero: and the fantastic scheme:</p> <ul style="list-style-type: none"> • the hero of an Aristophanic play typically dominates the work; • usually the hero is male: a farmer, a member of what we would call the lower middle class who earns an honest but not lavish living by tilling his fields; • he is always ready to gorge himself and get drunk, to pilfer what he can, to grab any opportunity for sexual gratification that happens his way; • the play usually opens with the hero's distress at some troubling feature of contemporary society: e.g., the prolonging of the war, the corrupt politicians who dominate the ecclesia, the folly of the Athenian demos, the sorry state of contemporary literature; • unable to convince others of their folly, the hero sets out on his own, putting into effect some kind of fantastic scheme that is intended to set things right. <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
2(c)	<p>To what extent did the use of stage machinery improve the quality of the play for an Ancient Greek audience?</p> <p>Reward reasonable opinions. Answers may refer to the realism or lack of it achieved by any of:</p> <ul style="list-style-type: none"> • ekkuklema (allow sound effects); • cranes. <p>Look for explanations which reflect understanding of audience perception rather than twenty first century standpoint. Reward specific examples.</p> <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
3(a)	<p>(i) Who is A?</p> <p>(ii) What is he doing?</p> <p>(iii) What is B?</p> <p>(iv) What is happening to it?</p> <p>(v) What is C?</p> <p>Answers should demonstrate understanding of a sacrifice and the source by correctly identifying the following:</p> <p>(i) A =Priest</p> <p>(ii) pouring libation or similar</p> <p>(iii) B = Meat Parts of sacrificed animal.</p> <p>(iv) Being burned/ offered up to gods</p> <p>(v) C = Altar</p>	[5]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
3(b)	<p>Apart from what is shown in the picture, describe what happened at a sacrifice.</p> <p>Answers should include several points from the following (though they are not expected to go into this much detail on any one point):</p> <ul style="list-style-type: none"> • in order to celebrate the sacrifice and separate it from everyday life, worshippers would make sure to wash thoroughly and wear clean, or even new, clothing to signify the occasion as sacred. They also adorned themselves, most commonly with a garland woven from twigs; • The sacrificial offering is presumed to consent to the sacrifice and to present itself willingly as an offering to the god. The animal is reputed to be physically perfect - the most beautiful and healthy animal of the herd. It is adorned with ribbons and its horns, if it has them, are gilded; • the animal sacrificed varied by divinity and by occasion. The most common offering was a sheep, though an ox was the most noble, especially if a bull were offered. Goats and pigs were also used; the piglet was the cheapest animal to offer; • the sacrificial participants (including priests and lay individuals) escort the animal to the altar in a procession. A virtuous maiden carries the sacrificial basket, filled to the brim with barley grains or cakes that conceal the sacrificial knife. A water vessel is also carried, along with an incense burner. Musicians may accompany the procession as well, typically a male or female flute player; • during the procession, the victim is supposed to follow willingly, or at least complaisantly. Reluctant victims are considered a bad omen. The procession's destination is an altar either constructed of stone or marked by a pile of ashes. In a ceremony prior to the sacrifice, a small symbolic fire may have been lit atop the altar; • as the first communal action of the sacrifice, each participant rinses his or her hands in water poured from an ewer. This action is known as archesthai, the verb meaning 'to begin,' because it indicates the moment the sacrifice actually begins; • the victim is also sprinkled with water, causing it to jerk its head. The movement was interpreted as a nod that signified the animal's consent to be sacrificed. Larger animals were given a drink of water in order to procure the requisite 'nod.'; • each participant then takes a handful of barley from the sacrificial basket; silence descends on the gathering; • raising his arms to the sky, the sacrificer ceremonially recites a prayer, invocation, wish, and vow; • after the sacrificer concludes the vow, each participant tosses his handful of barley onto the altar and the victim; • the sacrificial knife is removed from the sacrificial basket by the sacrificer; keeping it concealed, he approaches the victim; 	[5]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • suddenly producing the knife, the sacrificer swiftly cuts a few hairs from the victim's forehead; • the victim's hairs are tossed onto the altar fire, so the victim is no longer inviolate; • immediately after the symbolic violation of <i>aparchesthai</i>, the victim is raised over the altar and its throat cut. As the sacrificer draws the blade across the animal's throat, the women present utter a high-pitched ritual cry, marking the passage from life into death; • the blood of the victim is collected in a basin and then sprayed over the top and sides of the altar. To stain the altar with blood (<i>haimassein</i>) was considered a pious duty; • next, the victim is skinned and butchered. The inner organs, particularly the heart and liver (<i>splanchna</i>), are pierced with forks and roasted on the altar fire (this is shown in the image and so should not be credited). These roasted delicacies are reserved for the most important participants, whose duty and privilege is to taste the <i>splanchna</i> first; • the inedible remains of the victim, such as bones and hooves, are consecrated by laying them out in visible order on the altar. By repositioning the bones on the altar, the sacrifice's life is recalled and celebrated; • most importantly, the sacrificer pours wine over the fire. The brilliant flame caused by the combustion of the alcohol was interpreted as signifying the presence of the deity; • after the consumption of the <i>splanchna</i> and the subsiding of the flames, the actual meat of the animal is prepared and cooked, either by roasting or boiling. A feast follows; the meat is consumed by all the participants and the skin is dedicated to the sanctuary or the presiding priest. <p>NB For the benefit of centres, this account is based on thorough research and can be found as the Burkert Ritual Model http://inside.bard.edu/academic/specialproj/ritual/Rituals/Burkert/19.html Marks should not be awarded for details which can be identified on the source.</p> <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
3(c)	<p>Explain why sacrifice was significant for people in Ancient Greece.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • most importantly, sacrifice was the basis of the relations maintained between men and gods, establishing a means of contact and interaction; • Additionally, the practice of ritual sacrifice helped to classify the gods, and differentiate them from one another: double aspects of a single deity, hierarchical relations between two deities, or the outstanding nature of one particular deity: thus in a sense clarifying to the people of Athens the role of their gods, particularly in terms of state matters; • And finally, sacrifice functions directly to clarify the political rights of each individual – a statement of social or political status; • Answers might also include consideration of the meticulous procedure/ the need not to offend the god-hence the purity/the contractual nature of the prayer/the unification element of the feast. <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
Section A Total:		[30]

Option 1: Athens		
Section B		
Question Number	Answer	Max Mark
	<p>The Higher tier Section B Assessment marking grid should be used to mark section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
1	<p>Explain the advantages and disadvantages for an Athenian of living in a society dominated by so many gods.</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • The different gods and their responsibilities; • Their importance in the lives of the Athenians; • Anything else that you think is significant. <p>Answers should include information about the different gods and their responsibilities, and different ways to honour them:</p> <ul style="list-style-type: none"> • the major gods and goddesses; • sacrifice and offerings; • the different areas of responsibilities of divinities; • festivals; • family worship. <p>Answers should demonstrate understanding of the different aspects of the gods.</p> <p>This will vary depending on which gods they have chosen to discuss.</p> <p>Answers should evaluate with discussion focused the freedoms and restrictions imposed by such a polytheistic society:</p> <ul style="list-style-type: none"> • fear of gods left them insecure; • unpredictability of life; • need for profitable life; • but could identify with individuals; • a clear hierarchy; • chance for festivals; • explain natural phenomena; • easy to understand; • better chance of personal link to god. <p>Answers might also argue that having society dominated by so many gods:</p> <ul style="list-style-type: none"> • was confusing; • That they were not good examples; • encourages scepticism. 	<p>[30]</p> <p>AO1:11</p> <p>AO2:8</p> <p>AO3:11</p>

Option 1: Athens		
Section B		
Question Number	Answer	Max Mark
2	<p>To what extent was the Great Panathenaia a political as well as a religious festival? Explain your opinions. In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • The significance of the vents at the festival; • Who would have attended the festival; • Anything else that you think is significant. <p>Answers should include factual details of the festival:</p> <ul style="list-style-type: none"> • the procession; • ship-cart; • new robe; • animal sacrifices; • distribution of meat; • games. <p>Answers should demonstrate understanding different aspects of what took place:</p> <ul style="list-style-type: none"> • leisure; • relaxation; • unifying of people of Athens; • celebration of the birth of the founder; • communal worship; • competitions for honour. <p>Answers should evaluate the extent to which the festival was political as well as religious:</p> <ul style="list-style-type: none"> • discussion of the concept of the public face of Athens on view to visitors • the likely effect of this, e.g. the statement of Athens as a 'superpower' and her control over some neighbours and her allies via tribute. <p>Answers should not simply write about the different reasons why the festival was important but look for some balance in discussing the two key elements; religion and politics.</p>	<p>[30]</p> <p>AO1:11</p> <p>AO2:8</p> <p>AO3:11</p>
Section B Total:		[30]

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1(a)	<p>Explain what the slaves in scenes A and C are doing and how scene B is related to what they are doing?</p> <p>Answers should analyse the source:</p> <ul style="list-style-type: none"> • In A slaves are preparing to serve wine; • in C food/ bread or similar; • <i>Cena</i>/dinner is taking place in B with the men /male guests lying on couches; • possibly three couches on three sides of a small table; • wives possibly seated on chairs; • The slaves are shown on either side, with the dinner taking place in the middle, the columns represent divisions between rooms/areas of activity. <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
1(b)	<p>Describe how Roman slaves might come to be working in a Roman household.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • slaves could be born into slavery as part of a slave family; • otherwise they would be captured prisoners of war; • they would be sold at slave auctions by slave dealers; • and purchased by the master of the household; • who would bid for a certain type of slave based on the family's needs. <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
1(c)	<p>Explain how a Roman family relied on its slaves in order to function.</p> <p>Discussion will obviously revolve around the duties of slaves. Duties might depend upon education.</p> <ul style="list-style-type: none"> • Educated: tutor/book keeping/family finance/accountant/secretary. • Uneducated: manual labour /cleaning/cooking/attend master or mistress/serving at banquets/supervise children. <p>Answers may also refer to the treatment of slaves. Reward sensible discussion which relates lifestyles in ancient Rome to dependence on slaves.</p> <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
2(a)	<p>What different ways did the Romans use animals in their shows according to this source.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • Execution; • animal hunts; • bestiarii. <p>Look for reference to a variety of entertainments:</p> <ul style="list-style-type: none"> • performing animals; • spectacular and/or vicious animals from Africa /Egypt/ Asia/ Europe; • hunted or pitted against each other; • used as means of execution (midday games were pure slaughter; • re-enacting hunts often killed defenceless creatures as well as fierce ones. <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
2(b)	<p>Explain how the Colosseum building would impress a visitor to Rome.</p> <p>Answers should include a range of features:</p> <ul style="list-style-type: none"> • enclosed; • high tiers; • circular; • different gates; • 76 spectator gates; • arches; • awning; • pulvinar etc. <p>Answers may refer to the entry of animals or the 'decoration' of the arena, ie the animals were kept in cages/ their keepers forced them through the narrow passageways by burning their rears with torches/ lifts operated by slaves were then used to raise the animals to the level of the arena floor. Animals then emerged into the amphitheatre through one of 28 trap doors set around the edge of the arena floor. Sometimes the trap doors could be covered by scenery so that wild animals would emerge from a cave or hill.</p> <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
2(c)	<p>To what extent did the shows in the Colosseum offer the people and emperor of Rome more than just the chance to satisfy their bloodlust?</p> <p>Answers should focus on:</p> <ul style="list-style-type: none"> • Roman patriotism – Rome was in control of so many areas of the world and at the Colosseum people could see Rome's defeated enemies; • Emperor gains loyalty from the people; • Audience involvement - signalling life or death appealed without thinking about the consequences and replaced "the vote" so personal prestige; • accessibility etc/ nobility of death spurs on the soldiers to fight; • pure admiration of fighting skill like boxing today; • it demonstrates the power of Rome to foreign visitors. <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
3(a)	<p>By referring to the equipment in the picture explain how a boy wrote in school. You may use the labelling to help.</p> <p>Answers should demonstrate understanding of how the different equipment could be used:</p> <ul style="list-style-type: none"> • tablet (C) made of wood was covered with wax; • sharp end of <i>stili</i> (B) inscribed in it; • the flat end smoothed wax again; • ink was used via quill pen (the unlabelled one has a spoon end for mixing ink which was mixed and kept and carried in (A)). <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
3(b)	<p>What different things did a boy learn in schools of a <i>litterarius</i> and a <i>grammaticus</i>?</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • what the <i>litterarius</i> taught- ie basic maths /letters/ reading. • what the <i>grammaticus</i> taught and how he taught ie: Learning Latin + Greek / reciting passages / commentaries on texts: style, form, content, variety of material, particularly Greek works: philosophy / poetry / drama / medicine / science. Analysis / question + answer sessions. <p>Answers must make reference to both types of teacher</p> <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 2: Rome		
Section A		
Question Number	Answer	Max Mark
3(c)	<p>Did education by a Rhetor prepare a boy for adult life? Explain two reasons for your opinion.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • what was taught by a <i>rhetor</i> and how he taught: art of speaking/debate/forming arguments/ BY: Looking at texts/ question + answer debates/comparison of characters/events from history /<i>suasoria</i> / <i>controversia</i>/ monologues in character; • how what was taught related to possible careers in later life which involved these skills. ie: Law courts/senatorial duties, debates/passing legislation/politics/military etc. <p>Answers should evaluate the role of rhetor in the context of a Roman man's adult life.</p> <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
Section A Total:		[30]

Option 2: Rome		
Section B		
Question Number	Answer	Max Mark
	<p>The Higher Tier Section B Assessment grid should be used to mark section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
1	<p>Explain the appeal of a day at the Circus Maximus in ancient Rome. In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • The events of the day; • The experience of the audience; • Anything else that you think is significant. <p>Answers should include factual details of the races including the circus:</p> <p>Details of the circus:</p> <ul style="list-style-type: none"> • size of track; • starting gates set back ; • fast/dramatic start; • oval so there was a long straight/tight turns –for danger ; • inside lane+ graze <i>meta</i> with wheel going around curve at end of <i>spina</i>.- Most dangerous; • seating all-round and tiered to give maximum view; • prominence of emperor with own box; • splendour of Rome celebrated by <i>spina</i>. <p>Details of the races:</p> <ul style="list-style-type: none"> • charioteers wore colours as part of their team; • people supported a team and bet on colours; • or idolised particular charioteers. <p>Answers should demonstrate understanding of how the different aspects would have contributed to the appeal of the day:</p> <ul style="list-style-type: none"> • people won money; • supported teams; • crashes often occurred so impressed spectators; • charioteers' popularity with women; • they were favourites because of the danger/excitement; • they were seen as heroic because they risked their lives. <p>Answers should evaluate appeal in the context of daily life for citizens in Rome:</p> <ul style="list-style-type: none"> • races were a release of tension; • people idolised their heroes; • children had played chariots; • it was a spectacular occasion; • it was a holiday. <p>Evaluation should be based on evidence and reasons discussed above.</p>	<p>[30]</p> <p>AO1:11</p> <p>AO2:8</p> <p>AO3:11</p>

Option 2: Rome		
Section B		
Question Number	Answer	Max Mark
2	<p>How was a Roman sacrifice organised so that it honoured the gods but also impressed the onlookers?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • The various stages of the sacrifice; • The role of the different participants; • Anything else that you think is significant. <p>Answers should include factual details about sacrifice, which might include:</p> <ul style="list-style-type: none"> • the selection of the animal; • decorating it; • the journey to the temple-its willingness to go. • the stages of the sacrifice at the altar including the officials present: <ul style="list-style-type: none"> • Chief priest/pontifex=to oversee ceremony; • <i>Popa</i> =strikes with hammer; • knife man = to slit throat; • flute player = drowns out unwanted noise; • attendants = to deal with meat etc; • <i>Haruspex</i> =to examine entrails. • entrails examined to see if animal healthy; • if so then the omens were good. <p>Answers should demonstrate understanding of what the different elements signify.</p> <p>Answers should evaluate how far the religious and the public nature both played a part:</p> <ul style="list-style-type: none"> • discussion of the religious significance of why something was done; • but also whether the extravagant nature had an element of demonstrating the status of officials; • many people were excluded from the sacrifice; • and those who could attend watched from a distance; • the procession was also a very public display. 	<p>[30]</p> <p>AO1:11</p> <p>AO2:8</p> <p>AO3:11</p>
Section B Total		[30]
Paper Total		[60]

Higher Tier Section A Assessment 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.

Higher Tier Section B Assessment 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.
Sound	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.
Limited	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.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
Section A				
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
Section B				
1	11	8	11	30
2	11	8	11	30
Totals	21	18	21	60

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