

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F386**: City Life in Roman Italy

Mark Scheme for June 2012

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MARK SCHEME

Question		Answer	Marks	Guidance	
				Content	Levels of Response
1	(a)	<p>Answers might include:</p> <ul style="list-style-type: none"> • shares half frontage with another house in an insula in Pompeii; • laid out like a country villa estate with a small house compared with the garden; • recessed entrance – shops each side; • two rooms above the shops; • no <i>tablinum</i>; • three sided portico; • dining room in SE corner; • garden occupies 2/3rds site – accept details of garden layout such as canals as in stimulus material; • accept any other specific detail of layout. 	10	<ul style="list-style-type: none"> • Some credit should be given for appropriate plan offered in support of answer. 	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(b)	<p>Answers might include:</p> <ul style="list-style-type: none"> • the site is exceptionally large; • peristyle is off-centre; • gaps in columns (S) narrowed providing optical illusion of greater perspective; • different no. of columns (N: 5; S: 7); • break in columns to enhance vista from the large <i>triclinium</i>; • views from rooms considered / rooms facing each other; • details from the wall paintings – Fall of Troy / Menander. <p>There should be some assessment of ‘impress’.</p>	20		<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(c)	<p>Answers might include:</p> <ul style="list-style-type: none"> answers may describe the 'typical' Pompeian house with the layout of <i>fauces-atrium-tablinum</i>-peristyle; many do have this layout at their core – as photograph B shows; houses also needed the same type of rooms – bedrooms, kitchens; houses seem similar from their outward appearance. <p>On the other hand:</p> <ul style="list-style-type: none"> there are no identical houses; sizes varied – House of Menander is one of the largest and House of Actius Anicetus is much smaller; individuals reflected their own interests in decoration and art – House of the Stags; alterations were made over time –the Samnite House lost its garden; additions such as stables / servants'quarters / Scaurus' big windows; gardens – House of Octavius Quartio. 	25	<ul style="list-style-type: none"> Expect details from a range of houses. Candidates may offer details from houses outside the specification. 	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
2	(a)	<p>Answers might include description of:</p> <ul style="list-style-type: none"> • <i>Apodyterium</i>/changing room –benches/niches possibly for clothes; • <i>Tepidarium</i>/warm room – to sit and perspire; • <i>Caldarium</i>/hot room – hot water bath massage/strigils/oils/masseurs; • <i>Frigidarium</i>/cold room – cold plunge pool. <p>Candidates should have a basic understanding of the bathing process to understand the bath buildings however a strict sequence is not required.</p> <ul style="list-style-type: none"> • Rooms should have some description attached. • List of names will not score so highly as more detailed answers. <p>Accept also:</p> <ul style="list-style-type: none"> • <i>Palaestra</i>/exercise yard/gym – men wrestling/mock fights; • women's section. <p>Accept detail from named examples from City Life in Roman Italy.</p>	10		<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(b)	<p>Answers might include:</p> <ul style="list-style-type: none"> location – building on the sea front; square outside the entrance; impressive atrium with pillars and herm of Apollo; rooms – <i>tepidarium</i> and <i>caldarium</i>, waiting room/sun room faced the sea; luxuriously decorated with stucco, cupids; marble wall panels/benches – richness; use of light. <p>There should be some discussion of ‘impress’.</p>	20		<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(c)	<p>Answers might include:</p> <ul style="list-style-type: none"> baths were situated in key positions in cities – eg near the Forum; most of the inhabitants did not have private bath houses; place to socialise – large pools; place to do business – benches in Suburban Baths – Herculaneum; place to sunbathe – Heliocaminus – Forum Baths, Ostia; toilets were attached to the Forum baths in Ostia; baths of Mithras, Ostia – important for worshippers; Wealthy could sponsor building eg family of Nonius Balbus in Herculaneum. <p>However:</p> <ul style="list-style-type: none"> The wealthy may not have found them so important – House of Menander’s own bath suite. 	25	<ul style="list-style-type: none"> Baths in Pompeii are not in the specification. Accept references to prostitution. 	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
3		<p>Answers might include:</p> <ul style="list-style-type: none"> • both cities relied on trade for its wealth; • details of the Great Warehouse (Ostia) which dominates; • port silting up – and the efforts to rectify this (Suetonius: Claudius 18/20); • House of Scaurus amphora mosaics imply bringing trade into the home; • House of the Dioscures have mythology mosaics which can be linked with trade; • details of the Piazza of the Corporations – Ostia; • details from inscriptions of Scaurus garum sauce; • details of Eumachia's building – accepting link with fullers. <p>On the other hand:</p> <ul style="list-style-type: none"> • Possibly limited evidence in Pompeii of how owners had gained wealth. • Houses mainly reflect the tastes or beliefs of their owners. • religious sites dominate implying that trade was not as important. 	45	Expect a range of detail drawn from different sources for higher levels.	<p>AO1 = 20</p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
4		<p>Answers might include:</p> <ul style="list-style-type: none"> • details of the eruption of Vesuvius/date/pyroclastic; • Pliny's account (Letters 6.16; 6.20). <p>Disadvantages of destruction:</p> <ul style="list-style-type: none"> • Destruction by force which burned artefacts and organic material. Threw basin of Suburban Baths (H) across room. <p>Advantages of eruption:</p> <ul style="list-style-type: none"> • idea of frozen in time where bread and wine were preserved, work was going on in the House of Menander; • sealed from elements. <p>Disadvantages of discovery:</p> <ul style="list-style-type: none"> • gradual disintegration of buildings such as fading of the wall paintings; • looting. <p>Advantages of discovery:</p> <ul style="list-style-type: none"> • accept frozen in time under this argument; • tourism pays for protection. 	45	Expect a range of detail drawn from different sources for higher levels.	<p>AO1 = 20</p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
5		<p>Candidates are directed to use the printed sources in their answers.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Inscriptions give names and sometime the age and occupation of a person as in Source A; • Tombs – can give an indication of wealth such as the tomb of Eumachia; Naevolia Tyche; • Images from the tomb of Naevolia Tyche; • imagines Clipeatae at Ostia (source B) are linked to the Baths of Mithras (Ostia); • Written evidence from Pliny can give us detailed knowledge about how people of his class lived as in 6.16 and 6.20. also 3.6, 7.18. <p>However:</p> <p>There is also much to <i>imply</i> or guess about individuals.</p> <ul style="list-style-type: none"> • The occupants of many houses are conjecture eg House of Stags, House in Opus Craticium and Samnite House (Herculaneum); • Debate over ownership of House of Octavius Quartio (Loreius Tiburtinus), seal stone and slogan found but nothing else known about the occupant; • Trimalchio in Petronius Satyricon is a fictional character and the work is regarded as satirical; • inscriptions are often formulaic. <p>We may know what the inhabitants did but not who they were as individuals.</p>	45	Expect a range of detail drawn from different sources for higher levels.	<p>AO1 = 20</p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9-10	18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms. 		
Level 4	7-8	14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms. 		
Level 3	5-6	9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms. 		
Level 2	2-4	5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms. 		
Level 1	0-1	0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 		

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