

Classical Civilisation

General Certificate of Secondary Education

Unit **A351/02** City Life in the Classical World (Higher Tier)

Mark Scheme for June 2012

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

Annotation	Meaning
	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 all answers should be marked with reference to the levels of response marking grid 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 the 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	
				Content	Levels of response
1	(a)	<ul style="list-style-type: none"> seen as the 'home' for the god and goddess; cult statue of the divinity was housed in the main room of the temple; worship took place outside the temple; focal point was the altar where the sacrifices took place; gifts to the gods. <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	5		AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	<p>Accept any reasonable understanding based on any of the following:</p> <ul style="list-style-type: none"> founder of Athens; tactical warfare; weaving / handicrafts; wisdom. <p>Credit details of the foundation myth.</p> <p>Candidates may present a range of responsibilities or may give greater detail about several responsibilities. Either approach is valid. Credit in line with the marking grid.</p>	5	Candidates must show some understanding of why these features made her important to the Athenians.	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> <ul style="list-style-type: none"> • home of gods; • celebration of the nation's skill; • reverence for the gods; • a temple should be superior to the dwellings of mortals; • propaganda purposes. <p>Credit sensible analysis and award marks according to the marking grids.</p>	5	A list of features with no detail should not be credited above the 'sound' band.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2	(a)	<ul style="list-style-type: none"> • tiered seating area cut into a hillside; • reserved seats for officials; • circular orchestra in front of the <i>proskene</i>; • raised stage (<i>proskene</i>); • <i>skene</i> at the back of the raised stage; • altar present in the orchestra; • 2 <i>parodoi</i> to allow for the entry of the Chorus. <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	5	Do not credit reference to masks, <i>mechane</i> and sound effects.	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
	(b)	<p>Accept any reasonable opinion based on any of the following:</p> <p>Building features:</p> <ul style="list-style-type: none"> • tiered seating enabled everyone to see; • the <i>skene</i>, <i>proskene</i> and orchestra allowed for a drama to operate visually at three different levels; • the shape of the theatre offered the best acoustics; The orchestra provided an open, visible space for dancing and processions; • the elevated <i>proskene</i> separated actors from the chorus and enhanced their visibility; • the <i>skene</i> provided a backdrop, changing area, extra platform for acting and also accommodation for props. <p>Performance features:</p> <ul style="list-style-type: none"> • scenery; • masks; • costumes; • machinery. <p>Credit both physical features and performance features. Candidates do not need to produce material from both areas.</p>	5	<p>Candidates should explain how these features help the audience enjoy a play. A list of features without explanation should not get above a sound.</p> <p>Responses should cover a range of features. An answer with fewer than 3 explanations is unlikely to score a mark in the thorough band.</p>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	(c)	<p>The Chorus contributed in the following areas:</p> <ul style="list-style-type: none"> • visual spectacle of their costumes; • choreographed dancing; • singing; • help to build up a mood of tension or suspense; • impart vital background information; • reflecting the ordinary man's opinion; • scene changing. <p>It could also be argued that they interrupted the flow of the plot.</p>	5	<p>Answers should be focused on the question. Responses which do not analyse how these features add to the excitement or contribute to the play should not be awarded above a sound band.</p>	<p>AO3 = 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
3	(a)	<ul style="list-style-type: none"> • <i>grammatistes</i> – reading, writing, basic arithmetic; • <i>kitharistes</i> – music, singing, reciting Homer; • <i>paidotribes</i> – physical education; Also credit: <ul style="list-style-type: none"> • sophists/philosophers; • father – duties of the head of the household. <p>Some candidates may focus on one or two of the above and should be credited in line with the marking grid.</p> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	5	Do not credit the <i>paidagogos</i> as this is covered in 3b.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	<p>The <i>paidagogos</i> escorted the boy to school, sat in lessons, punished the boy himself, reported to the boy's father. Teachers were also strict.</p> <p>Responses should include some explanation of the <i>paidagogos</i> role.</p>	5	Candidates should explain both what the <i>paidagogos</i> did and why. A list of features without explanation should not get above a sound.	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>the contribution of the <i>grammatistes</i> would have been essential in life, especially in political careers;</p> <p>the <i>kitharistes</i> would teach boys how to play the lyre and to sing poems of Homer. With music being central to Athenian life, this was undoubtedly another important area for boys to learn and could be important in symposia;</p> <p>the <i>paedotribes</i> would teach running, wrestling, jumping. These areas would be invaluable in warfare, competition, socialising and health.</p> <p>Candidates might also comment on the status of teachers in society.</p> <p>Credit the argument that this type of education was only available to the sons of higher status citizens and that these skills would not be as useful for lower status citizens, farmers and tradesmen.</p> <p>Candidates might also comment on the strict discipline, the repetitive and unimaginative teaching methods and the relatively basic classroom environment.</p> <p>Candidates who answer this question using different criteria should be credited in line with the marking grid.</p>	5		<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 1: Athens – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>Answers should include information about what happened during the Panathenaia. Areas for discussion might include the grand procession, the new robe, the animal sacrifice, the musical events, the sporting events, the tribal contests.</p> <p>Answers should demonstrate understanding of the purposes of the Panathenaia and evaluate how far the festival was to promote the greatness of Athens.</p> <p>Certainly there were many opportunities to show off the city and its power. Non-Athenians were invited and participated in certain parts of the festival. They would have seen the wealth and power of the city at first hand in the huge sacrifices and sporting contests. In the grand procession involving many levels of society, it was almost like a celebration of democracy.</p> <p>However, responses should also be aware of the religious significance of celebrating Athene's birthday and the importance of the goddess to the city. This can be seen in the importance placed on the sacrifice and the dedication of the new peplos to Athene.</p>	30	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>Answers should include information about the duties of the <i>kyrios</i>. This might include:</p> <ul style="list-style-type: none"> • bringing in an income through the family business; • working the farm; • promoting the family image in public and in <i>symposia</i>; • having full responsibility for his family and owning all the property; • arranging the marriage of his daughter. <p>Answers should evaluate how and why each of these areas was important for the success of an Athenian household.</p> <p>Areas for consideration might be that at a practical level he keeps the family fed by bringing in an income and prevents them from starving. A successful public image is crucial for maintaining the status and standing of the family in public. A well arranged marriage can also help this. The <i>kyrios</i> also shoulders the burden of making all the decisions for the family.</p> <p>Credit any valid points as long as conclusions are backed up by relevant references to the importance of the responsibilities to the successful running of an Athenian household.</p> <p>Stronger answers should consider the contribution of the <i>kyria</i> – spinning, cooking, bearing children, supervision of slaves, dowry – and slaves which at a practical level were crucial for the smooth day to day running of the <i>oikos</i>.</p>	30		<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>

Option 2: Rome – Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	(a)	<ul style="list-style-type: none"> seen as the 'home' for the god and goddess; cult statue of the divinity was housed in the main room of the temple; worship took place outside the temple; focal point was the altar where the sacrifices took place. <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	5		AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	<ul style="list-style-type: none"> king of the gods; most powerful of the gods; weather god who controlled the skies; any other relevant comment. <p>Answer should be based on explanation.</p> <p>Candidates may present a range of responsibilities or may give greater detail about several responsibilities. Either approach is valid. Credit in line with the marking grid.</p>	5	Candidates must show some understanding of why these features made him important to the Romans.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(c)	<ul style="list-style-type: none"> home of gods; celebration of the nation's skill; reverence for the gods; a temple should be superior to the dwellings of mortals; propaganda purposes. <p>Credit sensible analysis and award marks according to the marking grids.</p>	5	A list of features with no detail should not be credited above the 'sound' band.	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
7	(a)	<p>Candidates should demonstrate knowledge of the following aspects of the design of the Circus Maximus:</p> <ul style="list-style-type: none"> • <i>spina</i>; • <i>carceres</i>; • <i>metae</i>; • tiered seating; • track. <p>Credit dimensions of the Circus Maximus if in the right ball park.</p> <p>Responses based on the passage may not cover so many aspects but should still be credited.</p> <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	5	Accept factual information based solely on the passage.	<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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Answers might include discussion of any of the following areas:</p> <p>Features of the Circus Maximus</p> <ul style="list-style-type: none"> • size of track allowed for the racing of multiple chariots; • the tiered seating afforded an excellent view; • people were packed closely together which would have created an atmosphere. <p>Features of the races</p> <ul style="list-style-type: none"> • the carceres ensured there was a fast and dramatic start; • the long straights meant the chariots raced at considerable speeds; • the tight corners created danger and the possibility of crashes. 	5	<p>Candidates should explain how these features help the audience enjoy a day at the races. A list of features without explanation should not get above a sound.</p> <p>Responses should cover a range of features. An answer with fewer than 3 explanations is unlikely to score a mark in the thorough band.</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 will probably comment on the some of the following areas about a charioteer:</p> <ul style="list-style-type: none"> • admiration in the face of danger; • skills involved in racing a chariot; • excitement created by a chariot race; • readiness to put their life in danger; • opportunity to gamble; • belonging to a supporter's favourite colour. <p>Credit sensible analysis and award marks according to the marking grids.</p>	5		<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
8	(a)	<p>Not all details of the following Gladiators needed for full marks.</p> <ul style="list-style-type: none"> • <i>samnite</i> – crested helmet, visor, breastplate, large shield and short sword; • <i>myrmillo</i> – greave on left leg, arm guard on the right arm, curved rectangular shield, slashing sword and a helmet decorated with fish; • <i>secutor</i> – greave on left leg, arm guard on the right arm, curved rectangular shield, slashing sword and a plain helmet; • <i>retiarius</i> – trident, net, dagger and shoulder piece on the left shoulder. • <i>bestiarius</i> – <p>Descriptions of the gladiators do not need to be based solely on the mosaic, credit sensible reference to any plausible gladiator types use professional judgement!</p>	5		<p>AO1 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	(b)	<p>Answers might include discussion of any of the following areas:</p> <ul style="list-style-type: none"> • different types of armour and ways of fighting; • execution of criminals; • animal fights; • animal hunts; • possibly mock sea battles; • chance to see the emperor. <p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.</p>	5		<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
	(c)	<p>Answers might consider some of the following reasons about why an emperor might wish to put on a gladiatorial contest:</p> <ul style="list-style-type: none"> • court popularity and loyalty of the populace; • show off Roman power to visitors; • educate about the empire; • intimidate enemies; • executions could be a deterrent to law breakers; • patriotic pride. <p>Credit sensible analysis and award marks according to the marking grids.</p>	5		<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: Rome – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>Candidates might discuss the content of a Roman boy's education. These might include:</p> <ul style="list-style-type: none"> • <i>litterarius</i> – basic maths, letters, reading; • <i>grammaticus</i> – the learning of Latin and Greek, reciting passages, commentating about literature, philosophy, poetry, drama, medicine, science; • <i>rhetor</i> – art of public speaking, debates, comparisons of characters. <p>Answers should demonstrate understanding of how and why the areas mentioned above prepared a Roman boy for life.</p> <p>Essentially the education taught things necessary for civilised living – the ability to read and write and do simple arithmetic, an appreciation of literature, the ability to speak and argue convincingly.</p> <p>It also provided the necessary foundation for embarking on certain careers – a knowledge of Greek was useful in business, the ability to speak well was essential for a career in politics or the law courts.</p> <p>Credit should also be awarded for answers based on other types of education.</p> <p>A girl's education was largely conducted at home where she learnt the skills for the successful running of the household from her mother.</p> <p>Thorough and well balanced answers should consider both a boy's and a girl's education.</p>	30	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>Answers should include information about the duties of the <i>paterfamilias</i>. This might include:</p> <ul style="list-style-type: none"> • bringing in an income through the family business; • looking after the family religion; • being a successful patron; • promoting the family image in public; • purchasing slaves; • having full responsibility for his family and owning all the property; • arranging the marriage of his daughter. <p>Answers should evaluate how and why each of these areas was important for the success of a Roman household. Areas for consideration might be that at a practical level he keeps the family fed by bringing in an income and prevents them from starving. A successful public image is crucial for maintaining the status and standing of the family in public. A well arranged marriage can also help in this. The <i>paterfamilias</i> also shoulders the responsibility of ensuring the goodwill of the gods.</p> <p>Credit any valid points as long as conclusions are backed up by relevant references to the importance of the responsibilities to the successful running of an Roman household.</p> <p>Stronger answers should also consider the contribution of the wife and candidates might discuss the duties were expected to perform. These could include:</p> <ul style="list-style-type: none"> • managing the household; • assigning the various duties to the slaves and to check they were being carried out properly; • managing the spinning and weaving; • produce and bring up the children. 	30		<p>AO1 = 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> <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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>The importance of slaves to the successful running of a Roman household should also not be ignored.</p> <p>Stronger answers should consider the contribution of the roman wife—spinning, cooking, bearing children, supervision of slaves, dowry – and slaves which at a practical level were crucial for the smooth day to day running of the <i>domos</i>.</p>			

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	5	5
	Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	Demonstrates thorough understanding of evidence with clear and detailed explanation.	Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	4	4	4
	Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	Demonstrates sound understanding of evidence with explanation.	Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3	3	3
	Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	Demonstrates some understanding of evidence with some explanation.	Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	2	2	2
	Demonstrates limited relevant knowledge and information.	Demonstrates limited understanding of evidence.	Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-1	0-1	0-1
	Demonstrates minimal or no relevant knowledge.	Demonstrates minimal or no understanding of evidence.	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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