

## **GCSE**

### **Classical Civilisation**

Unit **A353/01** Community Life in the Classical World (Foundation 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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## Annotations

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

Annotation	Meaning
	Blank Page – this annotation <b>must</b> 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

**Subject-specific Marking Instructions**

Examiners are reminded that Section B 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 for Section B 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
1		a marshy coastline high mountains a river fertile soil	4 AO1/2	One mark for each correct response in the correct place. Candidates cannot be rewarded for putting the same response in all boxes. Where candidates do this they should be given 0. The top two can be in either box and the bottom two can be in either box.
2		exercised made sure enough food was produced managed the household mocked cowards supervised the Helots	5 AO2	One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.
3	a	B – made other Greeks their slaves	1 AO1	One mark for each correct response in the correct place. If candidates tick more than 1 box they should be given 0.
	b	D – wrote very little down	1 AO1	
	c	A – Aristophanes	1 AO1	
	d	C – Tyrtaios	1 AO1	
4	a	A – comb it	1 AO3	One mark for each correct response in the correct place. If candidates tick more than 1 box they should be given 0.
	b	A – they had been trained since childhood	1	

Question		Answer	Marks	Guidance
			AO3	
	c	C – narrow	1 AO3	
	d	B – Leonidas	1 AO3	
	e	A – 300	1 AO3	
5	a	B – two	1 AO1	One mark for each correct response in the correct place. If candidates tick more than 1 box they should be given 0.
	b	A – one year	1 AO1	
	c	B – Ecclesia (Apella)	1 AO1	
	d	C – 60	1 AO1	
6		Lykourgos helots Delphi oracle full-time educational equal government	8 AO2/3	One mark for each correct response in the correct place.

## Option 1: Sparta – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	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.	<b>AO1 = 5</b> 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.	<b>AO2 = 5</b> 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	<b>AO3 = 5</b> 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	
8	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.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	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>	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Yes because there was hardly any reading and writing – it was all physical and outdoors and competition which they would like.	5 AO3	For a thorough answer candidates need to assess whether or not a Spartan boy would have enjoyed his education and come to a conclusion.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3



Question		Answer	Marks	Guidance	
				Content	Levels of response
		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. 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.		The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	Level 2 2 Level 1 0 – 1
9	a	helmet with plume cheek guards beard but no moustache red cloak very long spear short sword long, oiled hair rounded shield with a lambda on it leg guards	5 AO1	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.  Credit bare feet or other plausible reference to foot wear.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Phalanx maintained formation to block narrow pass and soldiers kept replacing those who fell. Long spears could be used from behind the shield wall. Short swords good for stabbing in the narrow confines of the pass. Pretending to retreat and then turning to fight drew the Persians into the narrow space. Rebuilt wall. Grooming before battle unsettled the enemy. Choice of a narrow pass to negate Persian numerical superiority.	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.  Credit references to orders given via music.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

	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.</p> <p>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>	5 AO3	<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><b>AO3 = 5</b></p> <p>Level 5 5                  Level 4 4                  Level 3 3                  Level 2 2                  Level 1 0 – 1</p>
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## Option 2: Pompeii – Section A

Question		Answer	Marks	Guidance
10		main room/ <i>atrium</i> dining room / <i>triclinium</i> mosaic of Alexander the great statue of a Faun	4 AO1	One mark for each correct response in the correct place. Candidates cannot be rewarded for putting the same response in all boxes. Where candidates do this they should be given 0. The top two can be in either box and the bottom two can be in either box.
11		people choked on poisonous fumes pumice fell from the sky roofs collapsed there were pyroclastic flows wells died up	5 AO2	One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.
12	a	B – meat and fish	1 AO1	One mark for each correct response in the correct place. Candidates cannot be rewarded for putting the same response in all boxes. Where candidates do this they should be given 0.
	b	A – cloth	1 AO1	
	c	D – weights and measures office	1 AO1	
	d	C – Jupiter	1 AO1	
13	a	D – 79 AD	1 AO3	One mark for each correct response in the correct place. Candidates cannot be rewarded for putting the same response in all boxes. Where candidates do this they should be given 0.
	b	A – clouds of ash covered the sun	1	

Question		Answer	Marks	Guidance
			AO3	
	c	A – flames were coming	1 AO3	
	d	C – falling rocks and stones	1 AO3	
	e	D – the wind was blowing towards the shore	1 AO3	
14	a	D – thermopolium	1 AO1	One mark for each correct response in the correct place. Candidates cannot be rewarded for putting the same response in all boxes. Where candidates do this they should be given 0.
	b	B – jars	1 AO1	
	c	D – wine	1 AO1	
	d	B – buying take-away food	1 AO1	
15		changing room exercise area warm room hot room oil scraper (strigil) wooden shoes cold room	8 AO2/3	One mark for each correct response in the correct place.

## Option 2: Pompeii – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
16	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.	<b>AO3 = 5</b> 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.	<b>AO2 = 5</b> 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.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
17	a	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	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		entertainment so people would like them. Bribery, paid supporters.			
	b	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	5 AO1	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	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.	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	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
18	a	Oval so people could see from where ever they sat. Tiered seats so the people at the back could see. High wall around the arena to protect audience/stop animals escaping. Plenty of entrances and aisles – easy to get in and out. Large/open space for fighting Demonstration of status in seating areas	5 AO2	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Pompeians and Nuceriaans Hurl insults	5 AO1	The information suggested is indicative only, and any accurate points should be	<b>AO1 = 5</b> Level 5 5

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Hurl stones Drew swords Fighting in and around the arena. Many people, especially Nuceriaans, killed</p> <p>Games banned for ten years. The sponsor was exiled.</p>		<p>credited in line with the marking grid.</p> <p>Maximum 4 if emperor's actions not included</p>	<p>Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	c	<p>A day off work to see friends and relax. Crowd creates exciting atmosphere. Shows are exciting to watch and skills are impressive. Someone paid so it didn't cost them anything.</p>	<p>5 AO3</p>	<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><b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

## APPENDIX 1 - Section B Marking Grid

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>5</b>	<b>5</b>	<b>5</b>
	Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>4</b>	<b>4</b>	<b>4</b>
	Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview.	Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>3</b>	<b>3</b>	<b>3</b>
	Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
<b>Limited</b>	<b>2</b>	<b>2</b>	<b>2</b>
	Demonstrates <b>limited</b> relevant knowledge and information.	Demonstrates <b>limited</b> understanding of evidence.	<b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.
<b>Minimal/ None</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>
	Demonstrates <b>minimal or no</b> relevant knowledge.	Demonstrates <b>minimal or no</b> understanding of evidence.	<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.



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