

GCSE

Classical Civilisation

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

General Certificate of Secondary Education

Mark Scheme for June 2015

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross credit
	Cross
N/A	Highlight
	
	
	Off page comment
	Repetition
	Tick
	AO1
	AO2
	AO3
	Omission mark

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	a	Accept any reasonable points including altar, sanctuary, columns, pro-naos, cult statue, items dedicated to the god – statues etc, steps, pediment and etc	5	Use markscheme. Candidates might refer to the sanctuary, and should be credited for doing so, but they do not have to in order to reach the top level.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Credit: To honour gods – candidates may detail specific gods and reasons for their being honoured linked to their responsibilities To house gods / cult statue To store valuables/money To protect city For personal kudos And any other reasonable response		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.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Accept any reasonable answer based on any of the following: Uses of a temple: offerings, healing, sanctuary, learning about the myths from the sculptures, prayers Sacrifice: to attain the gods help/favour; benefit of the community; see the spectacle; social occasion, especially for women; music; feasting; to receive answer from a god.		A list of facts with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2	a	Accept any reasonable points including the three main teachers (The <i>paidotribes</i> , the <i>grammatistes</i> , the <i>kitharistes</i>) and subjects/skills taught. Some candidates may identify one of the objects in the illustration as an abacus.	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	b	<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. Credit: literacy, numeracy, physical education [war, competitions, festivals, Olympics etc], music [<i>symposium</i>, <i>panathanaia</i> etc] and literature [<i>symposium</i>, <i>panathanaia</i> etc] and why they were important.</p> <p>Any other reasonable comment</p>		<p>Use markscheme Candidates must explain the importance of the various skills in relation to Athenian society.</p>	<p>AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>
	c	<p>Accept any reasonable answer based on any details of the two options. Boys' skills were important in business [must specify specific jobs/businesses/activities relevant to the ancient world – general comments eg “being educated in order to get a good job” should not be credited], politics and the symposium; girls' for running the <i>oikos</i> – food preparation, managing slaves, childcare, making cloth. Answers that focus only on one option should not be awarded more than L3.</p>		<p>A list of facts with no focus on the question should not be credited above the 'sound' band. Answers that focus only on one procession are unlikely to be above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.</p>	<p>AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>
3	a	<p>Accept any reasonable points including Managing farm Business arrangements Marriage of children Role in the Assembly Holding a symposium Buying slaves Education of sons</p>	5	Use markscheme	<p>AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	b	<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. Credit:</p> <p>Food supply Respectability Marriage choices for children Importance of the <i>symposium</i> Role in the Assembly Any other reasonable comment</p>	5	Candidates must explain, rather than describe, the role of the <i>kyrios</i>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>
	c	<p>Accept any reasonable answer based on any details of the two options. Answers that focus only on one option should not be awarded more than L3. Slaves: household tasks – cooking , cleaning, childcare etc; farming. <i>Kyria</i>: managing slaves, weaving and overseeing clothes production, behaving in respectable manner.</p>	5	<p>A list of facts with no focus on the question should not be credited above the ‘sound’ band. Answers that focus only on one option are unlikely to be above the ‘sound’ band.</p> <p>A L4 or L5 answer should provide an answer (with detail) to the question as set.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
4	<p>Typical content might include: Details of the Panathenaia: Athene's birthday 8 days Procession involved all of Athenian society, including metics Sacrifice of a hecatomb (100 animals) New peplos 'presented to Athene' Tribal contests: Musical and sporting competitions, inc torch race</p> <p>And of the City [Great] Dionysia: March, Dionysos Details of drama festival: three tragic playwrights (wrote 3 tragedies each), and three comedy (1 comedy each) Torchlight procession Statue of Dionysos brought into city Procession and sacrifices the following day Three days of drama, followed by judging and prizegiving. Reasons for holding them: to please the gods, grant wishes, make crops grow, bring victory in war, help trade etc. Festivals held to please each god. Panathenaia: Athene's birthday (patron of the city), reminder of victory of order over chaos, competitions important for individuals and groups (tribes etc), valuable prizes (olive oil) Dionysia: opportunity for rich to display their wealth, celebration of/for Dionysos. Tribute money displayed – foreigners could see graphic</p>		<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p>AO1 = 11 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p> <p>AO2 = 5 Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 2 2 Level 1 0 – 1</p> <p>AO3 = 5 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		demonstration of Athens' power; orphaned boys paraded – demonstration of sacrifice for the City, etc. Competition between playwrights			
5		<p>Entertainment provided by the chorus: Elaborate Costumes Telling the story, or 'plot' Links to the audience Role in specific plays Chorus made up of ordinary citizens</p> <p>Layout of the theatre: Acoustics Sound effects Layout of the theatre Machinery: ekkeklemia, mechane etc</p> <p>Other factors: Importance of the actors Script/plot Comedy: allusions to members of the audience; tragedy: comments on the human condition etc. Costumes [differences between tragedy and comedy costumes] and masks [ditto]</p>		<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. There should be evidence of evaluation for AO3 where the various factors are compared.</p>	<p>AO1 = 11 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p> <p>AO2 = 5 Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 2 2 Level 1 0 – 1</p> <p>AO3 = 5 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 10 – 2</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6 a) Use the picture above to describe a typical Roman temple, and what you might have found inside it.	a	Accept any reasonable points including altar, sanctuary, columns, pro-naos, cult statue, items dedicated to the god – statues etc, steps only at front, platform, pediment.	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
b) Explain why the Romans built temples.	b	Credit: To honour gods as a home for a god For personal glory Entertainment To impress foreigners To bring the gods into the city And any other reasonable response	5	Use markscheme. 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.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
c) Which do you think would be more important to an ancient Roman – visiting a temple or attending a sacrifice? In your answer you should discuss both occasions.	c	Credit: Uses of a temple: offerings, healing, sanctuary, learning about the myths from the sculptures, prayers Sacrifice: to attain the gods help/favour; benefit of the community; see the spectacle; social occasion, especially for women; music; feasting, eating meat. Accept any reasonable answer based on any details of the two options. Answers that focus only on one option should not be awarded more than L3.	5	A list of facts with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7 a) Use the picture to help you describe	a	Accept any reasonable points including Falling from chariot	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		Trampled by horses Collisions ('shipwrecks') with moving and/or crashed chariots Tight turn at the <i>metae</i> Reins wrapped around body Rutted track Fouls/cheating. Pushed into spina Emergence from carcares; track narrows after chariots come out of starting gates.			Level 3 3 Level 2 2 Level 10 – 1
b) Explain why some charioteers became rich and famous.	b	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. Credit: Danger of the job Betting - huge sums could be won or lost Driving skills Sex symbols and/or role models Importance of the four teams And any other reasonable response	5	Use markscheme	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
c) What was the most appealing part of a day at the Circus Maximus? Explain your answer.	c	Accept any reasonable answer based on any details of the CM and its events. Credit: Size of building/crowd Star status of charioteers Mixing with opposite sex Shops and stalls outside the venue Excitement of the races Betting The Teams Parade at the start	5	A list of facts with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<i>Carcares, metae, ova</i> etc			
8 a) Describe the role of the <i>paterfamilias</i> (head of the household).	a	Accept any reasonable points including: Leading daily prayers Education of children Buying slaves Managing farm/business Political role Ownership of property Role as patron Dinner parties Arranging marriage of children	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
b) Explain why the actions and duties of the <i>paterfamilias</i> (head of the household) were important in a Roman family.	b	Credit: Any reasonable response based on the factors listed in (a) which demonstrates understanding of the importance of the role of the <i>paterfamilias</i> . Eg: Dinner parties for business and arranging marriages; religious role to gain favour of the gods; farm: for food/income; slaves: labour, to enhance family's image/prestige; politics/law: career and respect.	5	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.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
c) Who was more valued in a Roman family, the wife or the slaves? Explain your answer	c	Accept any reasonable answer based on any details of the two options. Answers that focus only on one option should not be awarded more than L3. Wife: managing slaves, weaving and overseeing clothes production, behaving in respectable manner, supporting husband, dinner parties, raising children etc. Slaves: household tasks – cooking, cleaning, childcare etc; farming,	5	A list of facts with no focus on the question should not be credited above the 'sound' band. Answers that focus only on one option are unlikely to be above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		promoting family image – accompanying <i>paterfamilias</i> to forum/baths etc. Running a business			

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
9 ‘The education of girls was not as important as that of boys.’ To what extent do you agree with this summary of Roman education? In your answer, you might like to discuss: • the various stages of boys’ and girls’ education; • the different skills the boys and girls were taught; • anything else that you think is significant.	Boys: attending the <i>litterator</i> , <i>Grammaticus</i> and <i>rhetor</i> , skills taught by those teachers and their relevance to adult life (eg reading/writing for business; history/philosophy etc for entertainment/conversation at dinner parties to win clients/impress businessmen etc; rhetor for public speaking skills – invaluable for politics and law). Differences between rich and poor (eg rhetoric no use for a farmer etc). Girls: attending the litterator, perhaps the Grammaticus, but not the rhetor. Rich girls had private tutors. Literacy important for letter writing and household management. Educated girls earned respect. Household skills and management of slaves taught by her mother at home. Both sexes taught skills appropriate to their adult roles.		The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 11 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2 AO2 = 5 Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 2 2 Level 1 0 – 1 AO3 = 5 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2
10 ‘Not entertainment, just murder in an impressive building’. How far do you agree with this description of a	Entertainments: Parade of gladiators Wild beast hunts Animal fights Execution of criminals Music events Gladiators Types of gladiators: Typically murmillio and retiarius, samnite/secutor and		The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. Note that the question must be fully addressed, and argue both sides for top levels in AO3.	AO1 = 11 Level 5 9 – 11 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2 AO2 = 5 Level 5 7 – 8 Level 4 5 – 6

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
<p>day at the Colosseum?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> the various entertainments provided during a day at the Colosseum details of the building <p>anything else you think is significant</p>		<p>Thracian; bestiarius. Accept other reasonable types of gladiators, [including female ones].</p> <p>Role of the crowd to help emperor/patron decide if a gladiator lived or died – and reasons behind that decision (ie gladiators could survive by skill and/or popularity, unlike the criminals being executed)</p>			<p>Level 3 3 – 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 5</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 10 – 2</p>

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