

## **GCSE**

### **Classical Civilisation**

Unit **A351/01** City Life in the Classical World (Foundation Tier)

General Certificate of Secondary Education

### **Mark Scheme for June 2016**

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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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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

Here are the subject specific instructions for this question paper

Examiners are reminded that all Section B 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. This is worked out automatically by SCORIS.
- In answers to section B, part (a), material must be related to the printed passage. Direct quotations are not necessary for marks, but answers should contain clear references to the text.

Assessors are advised to use the 'On-screen mark confirmation' feature available in the tool menu under options to ensure that the mark entered for the scripts is the one intended by the marker.

Assessors are advised to use number key pad to enter marks instead of the drop down menu to reduce the possibility of entering NR by mistake.

Here is the mark scheme for this question paper.

## Option 1: Athens

Answer **all** of Section A and **two** questions from Section B.

## Section A

1. Match the area of the Athenian household against the activity that took place there. One has already been done for you.

## Activities

Cooking
<del>Growing food for the family</del>
Managing food supply
Sleeping
Symposium
Weaving

Area of Athenian household	Activity
<i>andron</i>	Symposium
courtyard	Cooking
<i>gynaikon</i>	Weaving
farm	Growing food for the family
storeroom	Managing food supply

2. Here is a description of a sacrifice. Some words have been left out. Fill in the blanks. Use each word only once.

An animal was carefully selected. It wore RIBBONS on its head and its horns were

Painted GOLD. A GIRL carried a basket full of GRAIN. The animal was killed and

the BLOOD was collected in a bowl. The meat was eaten and the THIGHBONES were burnt on the altar.

[4]

[6]

3. The following are statements about the Panathenaia in ancient Athens. Six statements are correct. Tick the correct statements.

One has been done for you.

Tick **five more** correct statements.

A new dress was presented to the statue of Athene	(✓)
At least 100 animals were sacrificed.	✓
Athletic competitions were held in secret.	
Foreigners living in Athens were allowed to join in the procession.	✓
No women were allowed to take part in the procession.	
Plays were performed as part of a competition.	
The festival lasted for two days.	
The festival started with a torchlight procession.	
The procession started at the Dipylon gate.	✓
There was a competition to recite passages of Homer's <i>Iliad</i> and <i>Odyssey</i> .	✓
There were sporting competitions with jars of olive oil as prizes.	✓

[5]

4. Tick the correct box to complete each sentence about slaves.

Example

Slaves would collect

money to buy freedom.	
offerings for the temple.	
votes for their masters.	
water for their owners	(✓)

A. Female slaves would entertain the guests at

the <i>gynaikon</i>	
the <i>palaistra</i>	
the <i>symposium</i>	✓
the theatre	

B. A male slave would often be

a <i>kyrios</i>	
a <i>mekhane</i>	
a <i>paidagogos</i>	✓
a priest	

C. Some slaves

made political speeches for their owners.	
owned their own land.	
travelled to their homeland.	
worked on farms.	✓

[3]

5. Match the gods below to the description which fits them best.  
One has been done for you.

Description	God
goddess of hunting	Artemis
goddess of love	Aphrodite
god of war	Ares
goddess of wisdom	Athene
king of the gods	(Zeus)
messenger god	Hermes

[5]

6. Read these statements about education in ancient Athens. **Eight** of the statements are correct. Tick the correct statements. **One** has been done for you.

Tick **seven** more correct sentences.

A father would teach his son to be a good <i>kyrios</i> .	✓
All teachers were priests.	
Athens had three school buildings.	
Boys learned to play a musical instrument.	✓
Boys were taught to make their own clothes.	
Children in Athenian schools wore a uniform.	
Education was free.	
Girls had special tutors who came to their houses.	
Girls were kept at home.	✓
Girls were taught spinning and weaving.	✓
Most Athenian girls attended school.	
The <i>grammatistes</i> taught reading and writing.	✓
The <i>kitharistes</i> taught music.	✓
The <i>paidotribes</i> taught physical exercise.	✓

[7]

## Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
7	(a)	Poseidon (1 mark) Plus any four points from: <ul style="list-style-type: none"> <li>• Trident</li> <li>• Fish (-tails), dolphins</li> <li>• Horse</li> <li>• Chariot</li> <li>• Beard, muscular</li> <li>• Allow Crown</li> <li>• God of the sea</li> <li>• God of earthquakes</li> </ul> God of horses	5	Use marking grid	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	Accept any reasonable understanding based on any of the following: <ul style="list-style-type: none"> <li>• To ask a favour</li> <li>• To honour the god(s)</li> <li>• Protect their city</li> <li>• Fear of the god(s)</li> <li>• To look after/protect their family</li> <li>• To give thanks</li> <li>• Cure for illness</li> <li>• Any other appropriate response</li> </ul>	5	Use marking grid	<b>AO2 = 5</b> 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: Architecture/decoration Cult statue Offerings/gifts in the temple Rituals: including sacrifice Any other appropriate details and/or reasonable 'other functions'	5	A list of features 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.	<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
8	(a)	<p>Any five points from:</p> <ul style="list-style-type: none"> <li>• Masks</li> <li>• Short tunics</li> <li>• Colourful clothes</li> <li>• Padding on stomach and rear</li> <li>• phallus</li> <li>• leggings/tights</li> </ul> <p>The q includes the chorus, so credit if referred to. 'Stick' is shown in the picture but is not an item specific to comedy costume.</p>	5	Credit only physical parts of the theatre, not masks and costumes etc.	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	(b)	<p>Accept any reasonable explanation based on any of the following:</p> <ul style="list-style-type: none"> <li>• To identify a character</li> <li>• Long robes for tragedy (dignity)</li> <li>• Short padded (funny) costumes for comedy</li> <li>• To disguise male actors as female characters</li> <li>• To add to the spectacle</li> <li>• Adds to the kudos of the sponsor</li> <li>• To project voice</li> <li>• To allow actor to switch roles</li> <li>• So audience can see from a distance</li> <li>• Form of worship</li> </ul> <p>Any other appropriate response</p>	5	Credit in line with the marking grids	<p><b>AO2 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	(c)	<p>Accept any reasonable answer based on any of the following:</p> <p>2<sup>nd</sup> most important festival Roles of <i>archon</i> and <i>choregos</i> Torchlight procession Sacrifice Cart with phallus and/or statue of Dionysos Opening ceremony <i>Pompe kommos</i> Plays: tragedies, comedies and satyr plays judging Any other appropriate details</p>	5	A list of features 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.	<p><b>AO3 = 5</b></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
9	(a)	<ul style="list-style-type: none"> <li>• <i>grammatistes</i> – reading, writing, basic arithmetic;</li> <li>• <i>kitharistes</i> – music, singing, reciting Homer;</li> <li>• <i>paidotribes</i> – physical education;</li> <li>• sophists/philosophers;</li> <li>• allow: father – duties of the head of the household. ... and how these link to: <ul style="list-style-type: none"> <li>• Symposium</li> <li>• Politics</li> <li>• lawcourts</li> </ul> </li> </ul> <p>Any other appropriate response</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	<p>This is an AO2 question so answers should link education to adult life. Answers that only describe education cannot get above L3.</p>	<p><b>AO2 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	(b)	<p>Accept any reasonable description based on any of the following:</p> <ul style="list-style-type: none"> <li>• escort boy to/from school</li> <li>• monitor boy in lessons</li> <li>• assist in lessons</li> <li>• help with homework</li> <li>• punish boy</li> <li>• report back to <i>kyrios</i></li> </ul>	5	<p>Credit in line with the marking grids</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	(c)	<p>Accept any reasonable answer based on any of the following:</p> <ul style="list-style-type: none"> <li>• Subjects and skills learnt by boys (inc. Music, poetry, sport, etc)</li> <li>• Skills learnt by girls (inc. Household tasks – weaving, cooking, food management, organising slaves, childcare)</li> <li>• How these skills prepared them for adult life:</li> <li>• Boys: politics, business, <i>symposium</i> etc.</li> <li>• Girls: marriage, running the household etc</li> </ul> <p>Any other appropriate details</p>	5	<p>A list of features 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.</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>

**Option 2: Rome**

Answer **all** of Section A and **two** questions from Section B.

**Option 2: Rome**

Answer **all** of Section A and **two** questions from Section B.

**Section A**

10. Match the Roman building against the activity that took place there. One has already been done for you.

**Activities**

Dinner parties were held
It was used for bathing
<del>Plays were performed</del>
Sacrifices took place
Sometimes lessons took place

<b>Roman building</b>	<b>Activity</b>
back room of a shop	Sometimes lessons took place
house	Dinner parties were held
temple	Sacrifices took place

[3]

11. Here is a description of a sacrifice. Some words have been left out. Fill in the blanks. Use each word only once.

An animal was carefully selected and decorated. It was taken in a PROCESSION to the temple. The priest covered his head with his ROBE and washed his hands in WATER The animal was STUNNED and then its throat was cut. An official inspected the INNARDS to look for omens. A MUSICIAN performed as the meat was COOKED.

[7]

12. The following are statements about a day at the Colosseum. Six reasons are correct. Tick the correct reasons. One has been done for you. Tick **five more** correct reasons.

Animals were sacrificed and the meat was given to the crowd	
Gladiators might be given a wooden sword to mark their freedom	✓
Gladiators or animals sometimes appeared through trap doors	✓
In the evening comedy plays were performed	
In the morning the crowd could see a parade of gladiators.	✓
It was a chance for ordinary Romans to see exotic wild animals	✓
Sometimes there were chariot races	
The important people sat at the top	
The men voted on political decisions	
There would sometimes be pairs of gladiators fighting to the death	✓

[5]

13. Tick the correct box to complete each sentence about slaves.

Slaves entertained their owners at a

bestiarius	
cena	✓
paterfamilias	
stilus	

Jobs that slaves did included

accompanying their owner to the baths	✓
emperor	
politician	
priest	

Some slaves

made political speeches	
owned their own land	
travelled back to their homeland	
worked on farms	✓

[3]

14. The following descriptions are about the *Circus Maximus*. Match the words below to the correct description.

Description	word
The dividing wall in the middle of the track	SPINA
The starting gates where the chariots were positioned at the beginning of the race	CARCARES
The turning posts at either end of the track	METAE
The usual number of laps that chariots had to travel in each race	SEVEN
The usual number of teams who raced chariots	FOUR
The vehicle driven by a charioteer	Chariot

[5]

15. Read these statements about ancient Roman schools. **Eight** of them are correct. Tick the correct statements.

**One** has been done for you.

Tick **seven** more correct sentences.

All teachers were priests.	
Books were carried to school in a <i>stilus</i> .	
Children attended a dance at 16.	
Children in ancient Roman schools wore a uniform.	
Children were taught either French or German in school.	
Only children from rich families had a full education.	✓
Some children were taken to and from school by a slave.	✓
Some Roman girls went to school.	✓
Slaves attended separate schools.	
Teachers never hit their pupils.	
Teachers were often slaves.	✓
The <i>litterator</i> taught reading and writing.	✓
Wax tablets were used to practise writing.	✓
When they had learnt to write they were allowed to use ink and write on papyrus.	✓

[7]

## Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
16	(a)	Neptune (1 mark) <ul style="list-style-type: none"> <li>• Trident</li> <li>• Fish (-tails), dolphins</li> <li>• Horse</li> <li>• Chariot</li> <li>• Beard, muscular</li> <li>• Sea</li> <li>• Allow crown</li> <li>• God of the sea</li> <li>• God of earthquakes</li> </ul> Do not credit 'Poseidon'	5	Credit in line with the marking grids	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	Accept any reasonable understanding based on any of the following: <ul style="list-style-type: none"> <li>• To ask a favour</li> <li>• To honour the god(s)</li> <li>• Protect their city</li> <li>• Fear of the god(s)</li> <li>• To look after/protect their family</li> <li>• To give thanks</li> <li>• Cure for illness</li> </ul> Any other appropriate response	5	Credit in line with the marking grids	<b>AO2 = 5</b> 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: Architecture/decoration Cult statue Offerings/gifts in the temple Rituals: including sacrifice Any other appropriate details and/or reasonable 'other functions'	5	A list of features 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.	<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
17	(a)	<p>Litterator taught: reading, writing, arithmetic            Grammaticus taught: literature, poetry, history, geography.            Studied works by Homer, Virgil and etc.            Rhetor: public speaking, argument/debating skills, facial expressions, body movements and gestures</p> <p>Lessons taught in hired rooms, typically back of a shop, divided by a curtain.            Rich children taught at home by tutor            Credit any other reasonable/relevant location.</p>	5	.Credit 'lunch box' (although incorrect)	<b>AO1 = 5</b> 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"> <li>To prepare him for work/business</li> <li>To reflect the prestige of the family</li> <li>To increase chances of a favourable marriage</li> <li>To prepare him for politics</li> <li>To teach him 'good manners'</li> <li>So he'd be 'cultured'</li> <li>Linked to the roles of the various teachers and the subjects they taught.</li> </ul> <p>Any other appropriate response</p>	5	Allow aspects of home education	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(c)	<p>Accept any reasonable answer based on any of the following:</p> <p><i>Litterator:</i></p> <ul style="list-style-type: none"> <li>Reading and writing useful for range of reasons, inc girls running household etc.</li> <li>Ditto arithmetic</li> <li>Inc basis for skills taught by grammaticus and rhetor</li> </ul> <p><i>Grammaticus:</i></p> <ul style="list-style-type: none"> <li>Academic subjects useful for various skilled jobs (eg Maths/engineer)</li> <li>Demonstrated status</li> </ul> <p>Any other appropriate details</p>	5	<p>A list of features 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.            Details of skills/jobs must be linked to Classical world, do not credit generic statements which could apply to any society in any historical period.</p>	<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
18	(a)	Colosseum: staged hunts, parade, animals fights, execution of criminals/Christians, <i>bestiarius</i> <i>Circus maximus</i> : parade, staged hunts, foxes with burning torches on tails [ <i>Cerealia</i> ], chariot racing	5	Credit in line with the marking grids	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(b)	Accept any reasonable understanding based on any of the following: <ul style="list-style-type: none"> <li>demonstrated geographical reach of empire</li> <li>showed power of emperor/patron</li> <li>organisation/power of Rome/patron to capture and import animals</li> <li>punishment of criminals/Christians</li> <li>power/control over nature</li> <li>demonstrated technical excellence of the building – lifts, scenery etc</li> <li>interesting because chance for Romans to see exotic animals,</li> </ul> Any other appropriate response	5		<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(c)	Accept any reasonable points based on: Animal shows: <i>Bestiarius</i> , hunting Exotic beasts Trap doors, scenery Other events: Gladiators Parade Music Executions Flooding the Colosseum	5	A list of features 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.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

## APPENDIX 1 – this contains a generic mark scheme 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> Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	<b>5</b> Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>5</b> <b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
	<b>4</b> Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview.	<b>4</b> Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>4</b> <b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>3</b> Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	<b>3</b> Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>3</b> <b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
	<b>2</b> Demonstrates <b>limited</b> relevant knowledge and information.	<b>2</b> Demonstrates <b>limited</b> understanding of evidence.	<b>2</b> <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> Demonstrates <b>minimal or no</b> relevant knowledge.	<b>0-1</b> Demonstrates <b>minimal or no</b> understanding of evidence.	<b>0-1</b> <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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