

# **Classics: Classical Civilisation**

Advanced GCE **F386**

City Life in Roman Italy

## **Mark Scheme for June 2010**

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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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## AS Classics Marking Grid for units CC1–CC6: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding of sources and evidence;</li> <li>Awareness of context.</li> </ul>
Level 5	9–10	18–20	<ul style="list-style-type: none"> <li>A very good collection/range of detailed factual knowledge;</li> <li>Fully relevant to the question;</li> <li>Well-supported with evidence and reference where required;</li> <li>Displays a very good understanding/awareness of context, as appropriate.</li> </ul>
Level 4	7–8	14–17	<ul style="list-style-type: none"> <li>A good collection/range of detailed factual knowledge;</li> <li>Mostly relevant to the question;</li> <li>Mostly supported with evidence and reference where required;</li> <li>Displays a good understanding/awareness of context, as appropriate.</li> </ul>
Level 3	5–6	9–13	<ul style="list-style-type: none"> <li>A collection/range of basic factual knowledge;</li> <li>Partially relevant to the question;</li> <li>Partially supported with evidence and reference where required;</li> <li>Displays some understanding/awareness of context, as appropriate.</li> </ul>
Level 2	2–4	5–8	<ul style="list-style-type: none"> <li>Limited factual knowledge;</li> <li>Occasionally relevant to the question;</li> <li>Occasionally supported with evidence;</li> <li>Displays limited understanding/awareness of context, as appropriate.</li> </ul>
Level 1	0–1	0–4	<ul style="list-style-type: none"> <li>Little or no factual knowledge;</li> <li>Rarely relevant to the question;</li> <li>Minimal or no supporting evidence;</li> <li>Displays minimal or no understanding/awareness of context, as appropriate.</li> </ul>

## AS Classics Marking Grid for units CC1–CC6: AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
Level 5	9–10	14–15	22–25	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues;</li> <li>• Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and very effective communication of ideas;</li> <li>• Very accurately written with effective use of specialist vocabulary/terms.</li> </ul>
Level 4	7–8	10–13	17–21	<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues;</li> <li>• Sound evaluation with thoughtful engagement with sources/task;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with use of specialist vocabulary/terms.</li> </ul>
Level 3	5–6	6–9	12–16	<ul style="list-style-type: none"> <li>• Some analysis of evidence/issues;</li> <li>• Some evaluation with some engagement with sources/task;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Generally accurately written with some use of specialist vocabulary/terms.</li> </ul>
Level 2	2–4	3–5	6–11	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence/issues;</li> <li>• Limited evaluation or engagement with sources/task;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with some recognisable specialist vocabulary/terms.</li> </ul>
Level 1	0–1	0–2	0–5	<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence/issues;</li> <li>• Little or no evaluation or engagement with sources/task;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas.</li> <li>• Little or no accuracy in the writing or recognisable specialist vocabulary/terms.</li> </ul>

## AS Classics Marking Grid for units CC1–CC6 and AH1–AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

**Quality of Written Communication (QWC):** In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (eg Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
1	<b>Study the following images and answer the questions.</b> Photographs of the House in Opus Craticium, Herculaneum.	
(a)	<p><b>These images show the House in Opus Craticium. Explain the term <i>opus craticium</i> and the reasons for its use in this building.</b></p> <p>Answers here must explain the method of construction. For example:</p> <ul style="list-style-type: none"> <li>• way in which walls were built;</li> <li>• framework of wood or trellis of reeds;</li> <li>• filled in with rubble;</li> <li>• lime was used;</li> <li>• walls of this type are referred to as <i>paries craticii</i> by Vitruvius;</li> <li>• used in upper part of building.</li> </ul> <p>Possible reasons for its use here are: economical - cheap; space saving in a narrow plot; allowing for thin walls to be built for multi occupancy; speed of construction. Accept that the construction on pillars below dictated a lighter construction above.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
(b)	<p><b>What alterations were made to the House in Opus Craticium?</b></p> <p><b>How successful were these alterations in making the building suitable for use by more than one family?</b></p>	[20]
	<p>There is evidence that the house was once a small single occupancy atrium house but was divided into apartments. This may have been a way for a family to make a little income.</p> <p>Alterations:</p> <ul style="list-style-type: none"> <li>• pillars added space upstairs;</li> <li>• three entrances;</li> <li>• own stairs</li> <li>• partition walls.</li> </ul> <p>Answers might also include:</p> <p><b>Successful</b></p> <ul style="list-style-type: none"> <li>• courtyard instead of atrium with parapet helped provide light and rainwater;</li> <li>• all apartments and shop had separate access;</li> <li>• taberna gave extra income;</li> <li>• individual rentable areas;</li> <li>• opus craticium saved on living space;</li> <li>• could fit in many features of a <i>domus</i> (single family house) including dining room and <i>diaeta</i>/room with a view' in upper apartment.</li> </ul>	

Question Number	Answer	Marks
	<p><b>Unsuccessful</b></p> <ul style="list-style-type: none"> <li>• minimal living standards in an area of urban villas;</li> <li>• upper storey apartment was dark and only two rooms had windows;</li> <li>• interior apartment very dark and small and cramped.</li> </ul> <p>It could be argued that the alterations were not strictly equitable as one apartment was significantly smaller than another.</p> <p>There are archaeological views that the house was rebuilt as a result of the earthquake</p> <ul style="list-style-type: none"> <li>• [AO1 = 10 + AO2 = 10 = 20 marks]</li> </ul>	
(c)	<p><b>What impression have you formed of what life was like for those living in buildings designed for more than one family? In your answer you should refer to buildings in Herculaneum and Ostia.</b></p> <p>Answers might include: Details taken from knowledge of:</p> <ul style="list-style-type: none"> <li>• House in Opus Craticium in Herculaneum;</li> <li>• Garden houses Ostia;</li> <li>• Insula of Diana Ostia.</li> </ul> <p>Comment could be made on: <b>Positive features:</b></p> <ul style="list-style-type: none"> <li>• could be luxurious – frescoes, mosaics, marble baths;</li> <li>• central position – some knowledge of location within each city;</li> <li>• convenience;</li> <li>• garden houses – water features / secret gardens – privacy;</li> <li>• living “over-the-shop” should be credited for House in Opus Craticium.</li> </ul> <p><b>Negative features:</b></p> <ul style="list-style-type: none"> <li>• ‘sameness’ especially the garden houses in Ostia;</li> <li>• overcrowding and lack of privacy;</li> <li>• dangers of fire;</li> <li>• water to be fetched and carried;</li> <li>• lack of private lavatories.</li> </ul> <p>[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Question Number	Answer	Marks
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
2	<p><b>Read the passage and answer the questions.</b>            And another thing ... between jealous husbands and romantic lovers.            Petronius, <i>Dinner with Trimalchio</i> 45.</p>	
(a)	<p><b>Name and describe the building in Pompeii where gladiatorial shows were held.</b>            Candidates should identify the building as an <b>amphitheatre</b>. Many will have details from Cooley and Cooley p46.  <b>Credit should be given for diagrams / plan showing location</b>            Answers might include:</p> <ul style="list-style-type: none"> <li>• comment on shape – the tiered seating around the arena;</li> <li>• built c 70BC but with plans to extend before the eruption;</li> <li>• C&amp;C <b>B 10</b> – dedicatory inscription;</li> <li>• abuts defensive walls;</li> <li>• seating 24,000 approx;</li> <li>• entrances and tunnels;</li> <li>• social division of seating;</li> <li>• awning – as seen possible in House of Anicetus.</li> </ul> <p>The main focus of detail must be related to the building rather than types of gladiators and events.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
(b)	<p><b>‘The games were not always as successful as the event described in this passage.’ To what extent do you agree with this statement?</b>            Echion here is expecting a three-day extravaganza and there is evidence of the popularity of the games. Graffiti tells that the games were very popular.            However the question asks candidates to consider the evidence from the prescribed material that this was not always so. The reference is to the riot in Pompeii. Candidates should have some factual knowledge on the background to this but consider the fact that the lack of success comes especially as many spectators died.            Answers might include:</p> <ul style="list-style-type: none"> <li>• riot in Pompeii – discussion/detail from <b>Painting in House of Actius Anicetus C&amp;C D37</b>;</li> <li>• Tacitus’ account – detail from Annals 14.17 <b>C&amp;C D34</b>.</li> </ul> <p>Better answers will pick up on the chapter from Petronius 45 - Norbanus’ games and his <b>half-pint gladiators</b>.</p> <p>Candidates may feel that this is a ‘one-off’ particularly as Nero/emperor got involved and may argue from their own knowledge that the games were successful events. There is inscriptional evidence in the prescribed material to support this:</p> <ul style="list-style-type: none"> <li>• probable night performances – reference to lighting – <b>C&amp;C D1-5</b>;</li> <li>• support by magistrates.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]

Question Number	Answer	Marks
(c)	<p><b>In what ways did the games contribute to the reputation of Pompeii and its wealthy citizens?</b></p> <p>Answers might include:</p> <p><b>Pompeii</b></p> <ul style="list-style-type: none"> <li>• impressive building – a showpiece for neighbouring towns;</li> <li>• glorification of the victory over the Nuceriaans – wall painting;</li> <li>• earthquake – repairs by the wealthy for reinforcement.</li> </ul> <p><b>Individuals</b></p> <ul style="list-style-type: none"> <li>• legal obligation to contribute to public buildings;</li> <li>• inscriptions were placed where they could be seen by spectators possibly images also (statues);</li> <li>• any named benefactors;</li> <li>• upkeep paid for in the form of seating, lights, by individuals rather than town as a whole.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
3	<p><b>To what extent do you agree that the people of Pompeii and Herculaneum lived a life of luxury in houses (domus) such as The House of Menander and The House of the Stags?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• consider a range of detail from houses (domus) and gardens;</li> <li>• include an analysis of how luxurious life would have been;</li> <li>• support your answer with reference to specific houses in Pompeii and Herculaneum.</li> </ul> <p>The question here is about the single family dwelling - <b>domus</b> and credit should be given for the use of this term.</p> <p>Answers should include details from houses in Pompeii and Herculaneum such as:</p> <ul style="list-style-type: none"> <li>• House of the Deer/Stags- sculptures;</li> <li>• Samnite House;</li> <li>• House of Menander – wall paintings and bath area;</li> <li>• House of Octavius Quarto – detail of the garden;</li> <li>• <b>Any other house studied by candidates.</b></li> </ul> <p>Consideration could be made of:</p> <ul style="list-style-type: none"> <li>• decoration;</li> <li>• gardens;</li> <li>• furniture.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
4	<p><b>What can we learn about the religious beliefs of the inhabitants of Pompeii and Ostia from what has been found at these sites?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• consider information from temples, tombs, and shrines;</li> <li>• include analysis of what the evidence tells us about the beliefs of the people living in Pompeii and Ostia;</li> <li>• support your answer with evidence from your knowledge of the sites you have studied.</li> </ul> <p>Answers may include reference to the following:</p> <ul style="list-style-type: none"> <li>• Temple of Jupiter Capitolium in Pompeii;</li> <li>• Temple of Isis: <b>C&amp;C E4-6</b>;</li> <li>• Tomb of Eumachia – detail and size;</li> <li>• Tomb of Munatius Faustus – detail and achievements listed <b>C&amp;C – 38-47a</b> (rather like Trimalchio's tomb);</li> <li>• Shrines in Houses (accept Quarto – may be follower of Isis).</li> </ul> <p>Accept references to inscriptions.</p>	[45]

Section B		
Question Number	Answer	Marks
	<p>The Romans followed state religion and the temple to Jupiter in the forum at Pompeii indicates its importance. However, a personal interaction and relationship with the gods was not possible. The money spent on tombs indicates their importance as Romans were afraid of being ‘forgotten’ and inscriptions show this – credit should be given for relevant references. There should be some evaluation of what the evidence suggests. However they appear to have been very open to other religions and cults. The Temple of Isis at Pompeii and the cult of Mithras at Ostia show this. Comment could be of:</p> <ul style="list-style-type: none"> <li>women followers of Isis;</li> <li>port allowed contact with other religions;</li> <li>rebuilding of temple of Isis in Pompeii shows a dedication <b>C&amp;C – C5.</b></li> </ul>	
	<b>[AO1 = 20 + AO2 = 25 = 45 marks]</b>	
5	<p><b>‘City life in Roman Italy was dangerous.’</b></p> <p><b>How far does your study of city life in Roman Italy support this view?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li><b>consider in what ways life in Roman cities might be dangerous;</b></li> <li><b>include analysis of the level of dangers in different cities;</b></li> <li><b>support your answer with evidence from Pompeii, Ostia and Herculaneum.</b></li> </ul> <p>Answers might include comment on:</p> <ul style="list-style-type: none"> <li>building materials;</li> <li>fire – firefighters’ barracks Ostia;</li> <li>nature of town – port of Ostia and Pompeii; town planning and layout;</li> <li>Pompeii had a high proportion of wealthy citizens which could be seen as safe or as rich pickings!</li> <li>dangers of attack from being near the sea;</li> <li>earthquake in Pompeii and rebuilding;</li> <li>Eruption of Vesuvius;</li> <li>In Ostia you could be killed by a killer whale! (<b>Pliny the Elder, Natural History 9.5.14-15</b>).</li> </ul> <p>Accept some <i>limited</i> reference to:</p> <ul style="list-style-type: none"> <li>riots Amphitheatre Pompeii <b>C&amp;C B10</b>;</li> <li>Tacitus: riots in Pompeii/<b>C&amp;C D37</b>.</li> </ul> <p>Credit should be given to answers which make any comparative comments about the cities.</p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	<b>[45]</b>
	<b>Section B Total</b>	<b>[45]</b>

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