

# **Classical Civilisation**

General Certificate of Secondary Education **A351/01/02**

City Life in the Classical World

## **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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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	<p><b>Task 1</b></p> <p>Aphrodite – Love – Sea-shell  Hermes – Messenger – Winged sandals  Athene – Wisdom – Owl  Hera – Queen of the gods – Crown</p> <p>One mark for each correct response in the correct place (as above).  Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and putting the same response in all boxes. Where candidates do this they should be given 0.</p>	[8]
<p><b>a</b> <b>b</b> <b>c</b></p>	<p><b>Task 2</b></p> <p>C  D  C</p> <p>One mark for each response correctly identified.  If a candidate has chosen more than one response per question, they should be given 0.</p>	<p>[1]  [1]  [1]</p>
<p><b>a</b> <b>b</b> <b>c</b> <b>d</b> <b>e</b> <b>f</b> <b>g</b></p>	<p><b>Task 3</b></p> <p>false  false  true  false  true  true  false</p>	<p>[1]  [1]  [1]  [1]  [1]  [1]  [1]</p>
	<p><b>Task 4</b></p> <p>helped to produce clothing for the family  made sure that the slaves carried out their jobs properly  was in charge of the storeroom</p> <p>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. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer.  If candidates have ticked all boxes they should be given 0.</p>	[3]
	<p><b>Task 5</b></p> <p>Proskene – stage – C  Parodos – entrances for the chorus – D  Orchestra – area for the chorus to dance and sing – B  Skene – building on stage – E</p> <p>One mark for each area correctly identified.</p>	[4]

Option 1: Athens		
Section A		
Question Number	Answer	Max Mark
	<p><b>Task 6</b>  commented on events in the play  could help to create suspense and tension in the play  gave the audience background information to the play  gave time for the actors to change costume  sang and danced between scene</p> <p>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. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer.  If candidates have ticked all boxes they should be given 0.</p>	[5]
<b>Total:</b>		<b>30</b>

Option 1: Athens		
Section B – Foundation Tier / Section A – Higher Tier		
Question Number	Answer	Max Mark
	<b>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</b>	
1 (a)	<p>Rooms included:</p> <ul style="list-style-type: none"> <li>• Andron;</li> <li>• Gynaikon;</li> <li>• slave accommodation;</li> <li>• storeroom;</li> <li>• workshop;</li> <li>• bedrooms.</li> </ul> <p>Andron and Gynaikon or equivalent description of these rooms should be included for thorough. Do not accept courtyard, as this is given on the plan.</p>	AO1 [5]
1 (b)	<p>Reward all valid details which give an explanation of the layout. Likely points are:</p> <ul style="list-style-type: none"> <li>• inward facing centred around the courtyard, with no outward doors;</li> <li>• courtyard as an important source of light, focal point for women (and might possibly have a well);</li> <li>• Andron, laid out as a luxury room, nearest the door where easily able to greet visitors. Also reflects the dominance of men;</li> <li>• few windows which are high up – comfort and security;</li> <li>• women’s quarters – nearer to the slave’s quarters which reflects their responsibility. Also have to pass the men’s area;</li> <li>• slave quarters – size reflects need for domestic tasks to be done leaving family freer;</li> <li>• store room – issues of accessibility and security.</li> </ul>	AO2 [5]
1 (c)	<p>Accept any reasonable opinion from an <b>Athenian</b> perspective based on any of the following:</p> <ul style="list-style-type: none"> <li>• design of an oikos;</li> <li>• appearance;</li> <li>• security;</li> <li>• facilities;</li> <li>• open courtyard etc.</li> </ul>	AO3 [5]
2 (a)	<p>The sport shown is a foot race. Accept stadion/sprinting/running. Do not accept Marathon. Other sporting events that took place at the Great Panathenaia:</p> <ul style="list-style-type: none"> <li>• Pentathlon;</li> <li>• wrestling;</li> <li>• boxing;</li> <li>• equestrian events;</li> <li>• torch race;</li> </ul>	AO1 [5]

Option 1: Athens		
Section B – Foundation Tier / Section A – Higher Tier		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"><li>• boat races;</li><li>• chariot racing.</li></ul> For thorough candidates should include an event specific to the Great Panathenaia.	

Question Number	Answer	Max Mark
2 (b)	<p>Explanation may focus on variety of issues. The festival was important because it offered the opportunity for:</p> <ul style="list-style-type: none"> <li>• communal worship;</li> <li>• celebration of the founder of the city;</li> <li>• feasting and the distribution of the sacrificial meat;</li> <li>• for competition and the chance to win glory;</li> <li>• the visual spectacle of the competition would be impressive;</li> <li>• showing a sense of patriotic pride;</li> <li>• emphasising the unification of the people of Athens.</li> </ul>	AO2 [5]
2 (c)	<p>Evaluation of why an Athenian would enjoy the Panathenaia may centre around any of the following.</p> <ul style="list-style-type: none"> <li>• leisure;</li> <li>• relaxation;</li> <li>• sense of unity;</li> <li>• competitions;</li> <li>• celebration.</li> </ul> <p>Look for personal response about why <b>an Athenian</b> would have enjoyed any of these points. Reward any valid evaluation based on Ancient Athens.</p>	AO3 [5]
3 (a)	<p>Duties inside and outside the home included:</p> <ul style="list-style-type: none"> <li>• shopping;</li> <li>• fetching water;</li> <li>• supervising the children's education;</li> <li>• farming;</li> <li>• practising a craft – e.g. shoemaking;</li> <li>• slaves rented out by master;</li> <li>• domestic duties;</li> <li>• working in silver mines;</li> <li>• spinning / weaving / making clothes;</li> <li>• slaves employed by state;</li> <li>• entertaining / serving at the symposium.</li> </ul>	AO1 [5]
3 (b)	<p>Explanation of the following:</p> <ul style="list-style-type: none"> <li>• born into slavery;</li> <li>• captured in war;</li> <li>• captured and sold by pirates;</li> <li>• abandoned as a baby and taken into slavery;</li> <li>• sold into slavery by parents because of poverty;</li> <li>• got into debt and became slave as result.</li> </ul>	AO2 [5]
3 (c)	<p>Evaluation of importance of slaves to family might include:</p> <ul style="list-style-type: none"> <li>• might enhance the household's image and status;</li> <li>• might offer a degree of self-sufficiency and provide more free time and why this was important;</li> <li>• source of revenue for family.</li> </ul>	AO3 [5]
	<b>Total</b>	<b>[30]</b>

Option 1: Athens		
Section B – Higher Tier		
Question Number	Answer	Max Mark
	<b>The essay marking grid should be used to mark section B. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b>	
1	<p>Answers should include information about the different stages of education. These might include:</p> <ul style="list-style-type: none"> <li>• father;</li> <li>• Grammatistes;</li> <li>• Kitharistes;</li> <li>• Paedotribes.</li> </ul> <p>Answers should demonstrate understanding of what was taught at the different stages.</p> <p>Answers should evaluate why and how far the education was beneficial to Athenian society. Areas for consideration might be:</p> <ul style="list-style-type: none"> <li>• the importance of the father especially in how to be a good kyrios. He might also learn his father's trade;</li> <li>• the contribution of the grammatistes who would teach reading, writing and arithmetic. These basic skills would have been essential in life, especially in political careers;</li> <li>• the kitharistes 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;</li> <li>• the paedotribes would teach running, wrestling, jumping. These areas would be invaluable in warfare, competition, socialising and health.</li> </ul> <p>There is also room to consider the role of the paidagogos, school equipment, discipline and the number of pupils and other areas of a schooling which would have impacted on the quality and relevance of the learning process.</p>	<p><b>[30]</b></p> <p><b>AO1 [11]</b></p> <p><b>AO2 [8]</b></p> <p><b>AO3 [11]</b></p>



<b>Option 2: Rome</b>		
<b>Section A – Foundation Tier</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	<p><b>Task 1</b>  Mars – war – Armour  Venus – love – Sea-shell  Diana – Hunting – Bow and Arrow  Neptune – Sea – Trident</p> <p>One mark for each correct response in the correct place (as above).  Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and putting the same response in all boxes. Where candidates do this they should be given 0.</p>	<b>[8]</b>
	<p><b>Task 2</b>  Ink  Stilus  Wax tablet</p> <p>One mark for each item 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. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer.  If candidates have circled all options they should be given 0.</p>	<b>[3]</b>
	<p><b>Task 3</b>  Criminals were executed at lunchtime  The audience could cheer for their favourite gladiators  The audience could decide whether the life of a gladiator was spared or not  There was a grand parade of gladiators at the start</p> <p>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. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer.  If candidates have ticked all boxes they should be given 0.</p>	<b>[4]</b>
<p><b>(a)</b>  <b>(b)</b>  <b>(c)</b>  <b>(d)</b>  <b>(e)</b>  <b>(f)</b>  <b>(g)</b></p>	<p><b>Task 4</b>  False  True  True  True  False  False  False</p>	<p><b>[1]</b>  <b>[1]</b>  <b>[1]</b>  <b>[1]</b>  <b>[1]</b>  <b>[1]</b>  <b>[1]</b></p>

Question Number	Answer	Max Mark
<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p><b>Task 5</b> (Reading left to right then top to bottom across page).</p> <p>Myrmillo Samnite Retiarius Bestiarius</p> <p>One mark for each gladiator correctly named.</p>	<p><b>AO3</b> <b>[4]</b></p>
	<p><b>Task 6</b> arranged the education of his son arranged the marriage of his daughter bought slaves for his household led his family in the worship of the household gods</p> <p>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. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.</p>	<p><b>[4]</b></p>
	<b>Total:</b>	<b>[30]</b>

Section B – Foundation Tier / Section A – Higher Tier		
Question Number	Answer	Max Mark
	<b>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</b>	
1 (a)	The sacrifice would take place at the alter outside the temple. Officials present: <ul style="list-style-type: none"> <li>• chief priest;</li> <li>• popa;</li> <li>• knife man;</li> <li>• flute player;</li> <li>• haruspex (man to inspect entrails).</li> </ul>	AO1 [5]
1 (b)	Candidates will probably explain the significance of the following elements: <ul style="list-style-type: none"> <li>• the animal was taken from market and led through the streets. If it stumbled, the journey was begun anew as it was seen to be a bad omen;</li> <li>• the animal was decorated to honour the gods;</li> <li>• the animal's head would have been sprinkled with wine and sacred grain to honour the gods;</li> <li>• the animal was then hit by the popa to stun the animal and the animal's throat was cut to kill it;</li> <li>• the animal's head was pointed upwards or downwards depending on whether it was being sacrificed to the gods of the underworld or not;</li> <li>• the animal was then disembowelled – the innards were burnt as offerings to the gods;</li> <li>• the haruspex would examine the entrails to examine the omens.</li> </ul>	AO2 [5]
1 (c)	Accept any reasonable opinion based on evaluation of the following to the <b>Romans</b> . Sacrifice was important because: <ul style="list-style-type: none"> <li>• it was a means of ensuring the goodwill of the gods;</li> <li>• it was an opportunity to ask for a favour or blessing from the gods;</li> <li>• it was a chance to divine the will of the gods;</li> <li>• it helped to maintain political control;</li> <li>• it unified the state;</li> <li>• it was a source of meat, which Romans did not get very often.</li> </ul>	AO3 [5]

Question Number	Answer	Max Mark
2 (a)	Typical arrangement: three couches; on three sides of a small table; arranged according to the importance of the guests; three people on each couch; usually in the triclinium.	AO1 [5]
2 (b)	Accept any reasonable explanation of entertainment based on any of the following: <ul style="list-style-type: none"> <li>• conversation;</li> <li>• debate;</li> <li>• range of courses;</li> <li>• recitations;</li> <li>• various types of entertainment;</li> <li>• commisation (drinking competition).</li> </ul>	AO2 [5]
2 (c)	Accept any reasonable evaluation of importance for a <b>Roman</b> household based on any of the following: <ul style="list-style-type: none"> <li>• business opportunities;</li> <li>• promote ties with other leading families;</li> <li>• chance to unite family;</li> <li>• enhance family's reputation;</li> <li>• patron and client obligation.</li> </ul>	AO3 [5]
3 (a)	The chariot racing track in Rome is the Circus Maximus. This must be included for thorough. How the race started: <ul style="list-style-type: none"> <li>• there was a starting procession; chariots processed once around the track and there were images of the gods;</li> <li>• the chariots were loaded into spring-loaded gates – carceres;</li> <li>• when the chariots were ready, the emperor (or whoever was hosting the races, if the emperor was not in Rome) dropped a cloth known as a mappa, signalling the beginning of the race;</li> <li>• a lever was pulled causing the gates to spring open simultaneously and the chariots to start simultaneously.</li> </ul>	AO1 [5]
3 (b)	Accept any reasonable explanation based on any of the following: <ul style="list-style-type: none"> <li>• speeds the chariots reached and the dangers this brought;</li> <li>• possibilities of collisions with other chariots or with the spina;</li> <li>• dangers of cornering and hitting the meta;</li> <li>• becoming entangled in reins;</li> <li>• crashing and falling out and being run over by the other chariots.</li> </ul>	AO2 [5]

Question Number	Answer	Max Mark
3 (c)	Accept any reasonable opinion for a <b>Roman</b> based on evaluation of any of the following: <ul style="list-style-type: none"><li>• team sport;</li><li>• gambling;</li><li>• audience participation;</li><li>• idolisation of charioteers;</li><li>• visual spectacle;</li><li>• thrill of the race;</li><li>• charioteers' skill;</li><li>• holiday;</li><li>• opportunity to meet people / socialise.</li></ul>	AO3 [5]
<b>Total:</b>		<b>[30]</b>





## Marking grids for GCSE Classical Civilisation, Unit A351, A352 and A353

## Source based (Section B in Foundation, Section A in Higher)

	<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. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	<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>Sound</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. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	<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. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	<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>Limited</b>	<b>2</b> Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	<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. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	<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.

## Essays (Section B in Higher)

	<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>9-11</b> Demonstrates <b>thorough</b> 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>	<b>7-8</b> Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>9-11</b> <b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>7-8</b> Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	<b>5-6</b> Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>7-8</b> <b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>5-6</b> Demonstrates <b>some</b> 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>	<b>3-4</b> Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>5-6</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>Limited</b>	<b>3-4</b> Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	<b>2</b> Demonstrates <b>limited</b> understanding of evidence.	<b>3-4</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>0-2</b> Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	<b>0-1</b> Demonstrates <b>minimal or no</b> understanding of evidence.	<b>0-2</b> <b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

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