

Classical Civilisation

General Certificate of Secondary Education

Unit **A353/01** Community Life in the Classical World (Foundation Tier)

Mark Scheme for June 2011

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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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The **Abbreviations, annotations and conventions** used in the detailed Mark Scheme are:

Mark	Description	Possible Use
	?	Relevance? Where something is accurate but is of limited or no relevance to the question.
	BOD	Benefit of the doubt
	C	Cross credit
HIL	Highlight	Highlight – use this where the candidate has written additional material in another part of script. Highlight where additional material is to go in main answer and also highlight additional material to show that you have seen and marked it.
	Tick 1	AO1
	Tick 2	AO2
	Tick 3	AO3
	^	Omission mark

Rubric errors: Where a candidate has answered additional option/questions you must mark all of the work. SCORIS will then calculate which questions/option will give the candidate the best mark without infringing the rubric and will calculate that mark total.

You **must** check the additional pages at the end of each script for any additional material linking with an earlier response. Where there is additional material mark it as part of the response to the question or sub-question that it relates to. You can link the two responses together by using the ‘handcuff’ annotation.

Option 1: Sparta												
Section A												
Question Number	Answer	Max Mark										
1	<table border="1" style="width: 100%;"> <thead> <tr> <th>People</th> <th>Descriptions</th> </tr> </thead> <tbody> <tr> <td>Spartan Men</td> <td>were professional soldiers</td> </tr> <tr> <td>Helots</td> <td>were slaves who did all the hard work</td> </tr> <tr> <td>Perioikoi</td> <td>made the pottery and weapons</td> </tr> <tr> <td>Spartan Girls</td> <td>were made to exercise naked</td> </tr> </tbody> </table> <p>One mark for each description correctly identified.</p>	People	Descriptions	Spartan Men	were professional soldiers	Helots	were slaves who did all the hard work	Perioikoi	made the pottery and weapons	Spartan Girls	were made to exercise naked	[4]
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2 (a) (b) (c) (d) (e) (f) (g)	<p>Ephors A King One year Council of Elders (old men) Shouted Men over 30 years old Two</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>	[1] [1] [1] [1] [1] [1] [1]										

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
3		
(a)	False	[1]
(b)	False	[1]
(c)	False	[1]
(d)	True	[1]
(e)	False	[1]
(f)	True	[1]
(g)	True	[1]
(h)	True	[1]
(i)	True	[1]
	One mark for each correct response. If a candidate has ticked both boxes, then give 0.	
4		
(a)	Inspected the baby	[1]
(b)	Laughed at cowards	[1]
(c)	Thought the slaves should do it	[1]
(d)	Women had to run the household	[1]
(e)	So they were healthy for childbirth	[1]
(f)	The men died in battle and left it to them	[1]
	One mark for each response correctly identified. If a candidate has chosen more than one response per question, they should be given 0.	

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Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
6 (a)	<p>How did the Spartan education system (<i>agoge</i>) prepare boys for life in the army? Use the quotation to help you explain your answer.</p> <p>Candidates need to offer some sort of evaluation of how the education system prepared boys for life in the army.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include several points from the following:</p> <p>Evaluation based on physical hardship as a preparation for fighting:</p> <ul style="list-style-type: none"> • barefoot at all times; • played naked; • food rationed; • had to steal but punished if caught • good survival skills. <p>Evaluation based on development of loyalty to other Spartans and Spartan state:</p> <ul style="list-style-type: none"> • obedience; • love of Sparta; • loved each other; • team work. <p>Credit sensible analysis and award marks according to the marking grids. Do not credit only one cloak with no explanation.</p>	[5] [AO3]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
(b)	<p>Describe the duties of the <i>krypteia</i> ('secret police').</p> <p>Answers might include points from the following:</p> <ul style="list-style-type: none"> • to go out in the countryside with minimal rations and live off the land; • hide in the day and patrol the countryside at night; • kill any helot they see as a threat to Sparta; • terrorise helots as an incentive for the others to behave; • become efficient killers. <p>Candidates may explain several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.)</p> <p>Either approach is acceptable and should be credited in line with the marking grids.</p>	[5] [A01]
(c)	<p>Explain why the Spartans treated the Helots harshly.</p> <p>Candidates need to offer some sort of explanation of why the Spartans treated the Helots harshly.</p> <p>Answers might include the following explanations:</p> <p>They had to keep them in a state of fear and oppression to stop them from rebelling because they outnumbered the Spartans;</p> <p>They had rebelled before and the Spartans were fearful of further uprisings;</p> <p>They were slaves in their own land.</p> <p>The Spartans needed more land so they took over the fertile soil in Messenia.</p> <p>The Spartans needed the Helots to work the land to support the Spartans so that they could concentrate on the military.</p> <p>The women (unlike other Greek women) were not considered inferior to men and not given menial tasks so the helots had to do them.</p> <p>Also the Spartan population was small so they needed the extra labour.</p>	[5] [A02]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
7 (a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>How did Spartan mothers bring up their sons? Use the quotation to help you to explain your answer.</p> <p>Candidates need to offer some sort of analysis of how sons were brought up.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include points from the following:</p> <p>The quotation may be used to explain that Spartan mothers brought their sons up to be good soldiers, brave and loyal to Sparta and never to give up in battle.</p> <p>Other analysis of what Spartan mothers did may include some of the following:</p> <p>Handed them over to see if they were worthy of being raised. Raised boys until they were 7 then sent them off to be educated. Did not pamper the children in any way. Boys would be encouraged to do physical exercise. Let children cry to make them tough. Taught them Spartan values.</p>	[5] [A03]
(b)	<p>What other things did Spartan women do to help Sparta?</p> <p>Answers might include points from the following:</p> <p>Produced healthy sons for the army or daughters to breed more sons. Ran the household and land while the men were away. Supervised the helots and made sure they made the clothes and produced the food. Jeered at men if they were cowards to encourage bravery.</p>	[5] [A01]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<p>Credit any other valid point which a candidate raises.</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids. As the question is an A01 question, there is no need for candidates to explain how each chosen thing helped Sparta but credit will be given for a developed point which includes explanation.</p>	
(c)	<p>Explain what other Greeks thought about Spartan women.</p> <p>Answers might explain some of the points from the following:</p> <p>They were strong and muscular and sun tanned because they did exercise and went outside and other Greek women did not do things like that. They were seen as outspoken or bossy because they criticised their husbands. They were seen to be sexy as they flashed their thighs while other Greek women were covered up. They got involved with horse training while other Greek women stayed at home. They were unfeminine as they did not weave the clothes which was the job of women in other Greek states. They possessed too much freedom as they did not live in women's quarters like other Greek women. They were seen to be bad mothers as they sent their sons away. They were promiscuous as they slept with men other than their husbands.</p>	<p>[5] [A02]</p>

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
8 (a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>Use the passage to help you explain Spartan fighting methods.</p> <p>Answers might explain some of the points from the following:</p> <p>Phalanx formation with each man's shield protecting half of the man next to him. Took the places of fallen comrades in the front line.</p> <p>Used spears and swords - stabbed with spears then used swords to fight at close quarters.</p> <p>Wore red cloaks to maintain morale and intimidate the enemy.</p> <p>Sometimes pretended to retreat so as to trick the enemy.</p> <p>Were trained to die rather than surrender so as to be victorious in battle</p> <p>Used music to give instructions in battle for efficient communication</p> <p>Allowed the enemy to flee instead of fighting</p> <p>A list of details with no explicit explanation should not be credited above the some band.</p>	[5] [A02]
(b)	<p>Briefly outline what happened at Thermopylae.</p> <p>Most of the information will come from Herodotus.</p> <p>King Leonidas and only 300 men held back the massive Persian army of Xerxes at the narrow pass of Thermopylae which gave the rest of the Greek allies time to prepare the defences elsewhere.</p> <p>Used phalanx formation.</p> <p>Were betrayed by Ephialtes who told the Persians about another path.</p> <p>All the Spartans fought to the death.</p>	[5] [A01]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
(c)	<p>Explain why the army was important to the survival of Sparta.</p> <p>Candidates need to offer some sort of analysis of why the army was important to the survival of Sparta.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include points from the following:</p> <p>Their reputation was a deterrent and prevented invasion. Maintained their way of life and isolation so that they were not influenced by other cultures. Made sure they had enough food/wealth to live because they did not trade. Kept Helots in check/fear to prevent rebellion. The army was the society's only protection because the Spartans did not have walls.</p>	<p>[5] [A03]</p>

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
9	Fiorelli	made casts of the dead people
	In 79 AD	Mount Vesuvius erupted
	In 62 AD	there was an earthquake in Pompeii
	Pliny	wrote an eye-witness account of the eruption
	One mark for each description correctly identified.	
10		
(a)	Law court	[1]
(b)	Grain	[1]
(c)	Leading Pompeians'	[1]
(d)	To make sure trade was fair	[1]
(e)	Animals were sacrificed	[1]
(f)	Market stalls	[1]
(g)	Jupiter	[1]
One mark for each response correctly identified. If a candidate has chosen more than one response per question, they should be given 0.		

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
11	(a) True (b) False (c) False (d) True (e) True (f) True (g) False (h) True	[1] [1] [1] [1] [1] [1] [1] [1]
	One mark for each correct response. If a candidate has ticked both boxes, then give 0.	
12	(a) To keep the sun off the audience (b) Comedy (c) Cruel step mother (d) Mask (e) Semi-circular	[1] [1] [1] [1] [1]
	One mark for each correct response. If a candidate has chosen more than one response pre question, then give 0.	

Option 2: Pompeii																
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Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
14 (a)	<p>Describe the layout of a typical town house (<i>domus</i>).</p> <p>Answers might include points from the following:</p> <ul style="list-style-type: none"> Shops at the front Atrium with impluvium and compluvium Peristyle garden inside Small bedrooms Study Dining rooms <p>Allow small high windows</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids. Candidates who only offer a list of rooms without any indication of their position in a domus should not be awarded more than some. Credit a candidate who labels the diagram. Give credit according to the grid.</p>	[5] [A01]
(b)	<p>Explain the advantages this type of layout gave a Pompeian family.</p> <p>Answers might include explanation of some of the following:</p> <ul style="list-style-type: none"> Garden in middle away from noisy streets Colonnade (in peristyle garden) provided shade from hot sun Open atrium provided light and air Impluvium provided a supply of water 	[5] [A03]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	Dining rooms important as entertaining at home is usual evening activity Public areas flashy as the Romans like to demonstrate wealth Small kitchen (as slaves did the cooking) so that space that could be used by the family wasn't wasted. Small high windows to keep cool in summer and warmer in winter	
(c)	Explain how a typical Pompeian town house (domus) might have been decorated. Candidates might validly approach this question in several ways. They might discuss furnishing and decoration such as wall paintings including architectural designs or wall panels with scenes from mythology or still life type pictures or mosaic floors with designs such as a battle design, minimal furniture including couches, tables and chests, lararium, statues in the garden. Credit candidates who have considered the image the owners wanted to promote of themselves and/or how frescoes and mosaics were executed. A list of details with no explicit explanation should not be credited above the some band.	[5] [A02]
15 (a)	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question. Explain how candidates tried to get people to vote for them. Use the text to help you. To advertise themselves: They could have slogans painted on the walls Patrons get clients to campaign for them Made speeches in the forum Pay for public buildings To gain popularity: Put on games Pay for plays at the theatre Pay for people to go to the baths to win popularity	[5] [A03]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<p>Give out free bread.</p> <p>Pay people to act as agents and bribe people.</p> <p>A list of details with no explicit explanation should not be credited above the some band.</p>	
(b)	<p>For what other purposes did people write on the walls in Pompeii.</p> <p>Answers might explain some of the points from the following:</p> <p>Personal: To say they love someone To leave a message Supplication</p> <p>Business: To advertise their business e.g. bakery</p> <p>Public: To advertise a gladiator show To advertise a play To make a public announcement in the forum</p> <p>Do not credit canvassing for votes as this is in the previous question.</p>	<p>[5] [A02]</p>
(c)	<p>Outline the duties and responsibilities of the aediles (magistrates).</p> <p>Candidates might discuss the following:</p> <p>Supervised public markets Supervised 'police force' Took care of public baths</p>	<p>[5] [A01]</p>

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<p>In charge of theatre and amphitheatre In charge of water supply In charge of sewers which is vital for a town Responsible for road maintenance Made sure taxes spent wisely Upkeep of public temples</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids.</p>	
16 (a)	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>Describe the main features of the amphitheatre in Pompeii. Use the picture to help you.</p> <p>Circular/oval shape Tiered seating for 15-20,000 people Better seats at the front for important people Awning Sand in the arena No roof Stone seats Two entrances/exits from the arena via tunnels Triangular stairways outside</p> <p>Candidates may cover several aspects in detail or may cover a greater range of aspects more briefly. (Two very detailed points are acceptable for thorough.) Either approach is acceptable and should be credited in line with the marking grids. Do not credit references to the Colosseum.</p>	<p>[5] [A01]</p>

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
(b)	<p>Explain the different ways in which the amphitheatre was used.</p> <p>Candidates need to offer some sort of explanation of the different uses of the amphitheatre.</p> <p>A list of details with no explicit analysis should not be credited above the some band.</p> <p>Answers might include points from the following:</p> <p>Used by candidates to please people with shows so they would vote for them Socialise with friends and family. Attracting visitors and money The shows that took place there – gladiator and animal</p> <p>Allow executions</p> <p>Do not credit flooding of the amphitheatre.</p>	<p>[5] [A02]</p>
(c)	<p>Explain why the riot broke out in the Pompeian amphitheatre.</p> <p>Candidates might comment on the different stages of the riot breaking out as told by Tacitus:</p> <p>There was local rivalry between the Pompeians and the town of Nuceria This escalated at the gladiatorial show put on by Livineius Regulus in AD59. This rivalry led to the two factions hurling verbal insults. This led to fighting with stones and then swords which spilled out into the streets.</p> <p>Also credit candidates who comment on consequences; that shows were banned for 10 years and Livineius was sent into exile.</p>	<p>[5] [A03]</p>

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

Source based (Section B in Foundation)

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	5	5	5
	Demonstrates thorough 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>	Demonstrates thorough understanding of evidence with clear and detailed explanation.	Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	4	4	4
	Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	Demonstrates sound understanding of evidence with explanation.	Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3	3	3
	Demonstrates some 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>	Demonstrates some understanding of evidence with some explanation.	Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	2	2	2
	Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	Demonstrates limited understanding of evidence.	Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-1	0-1	0-1
	Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	Demonstrates minimal or no understanding of evidence.	Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

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