

General Certificate of Secondary Education
Classical Civilisation
Unit A353: Community Life in the Classical World (Higher Tier)
Specimen Paper

H

A353(H)

Time: 1 hour

Candidates answer on the question paper.

Additional materials: none

Candidate
Forename

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Surname

Centre
Number

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Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Use black ink only.
- There are **two** options in this paper:
Option 1: Sparta
Option 2: Pompeii
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **two** questions from Section A and **one** question from Section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Marks are awarded in Section B for the quality of written communication of your answer.

FOR EXAMINER'S USE ONLY

SECTION A

SECTION B

TOTAL

This document consists of **24** printed pages and **4** blank page.

Option 1: Sparta

Answer **two** questions from Section 1 and **one** question from Section 2.

Section A

Answer any **two** questions, you must answer **all** parts of the questions that you choose.

EITHER

1 Read the passage below and then answer **all** the questions that follow.

It was Lycourgos who freed them from softness and delicacy by demanding that the maidens, no less than the youths, wore only tunics in processions, and at certain festivals they should dance and sing when young men were present as spectators.

[PLUTARCH]

(a) Who was Lycourgos? Describe how he was associated with Sparta.

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(b) What would Spartan women have enjoyed about their life in Sparta?

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Section B

Answer **one** question from this section.

EITHER

1 ‘The reality was that the Ephors controlled everything; therefore the other sections of Spartan government were irrelevant.’

Is this an accurate conclusion about the government of Sparta?

In your answer, you might like to:

- discuss the roles of the different sections of Spartan government;
- analyse how important each section was to Sparta:
- include anything else that you think is important.

[30]

OR

2 ‘Leonidas and the three hundred Spartans at Thermopylai proved that the Spartan army was an elite fighting force.’

Explain why the Spartan army was so successful as a fighting force.

In your answer, you might like to:

- consider the Spartan army’s training, equipment and fighting methods;
- discuss what happened at Thermopylai;
- include anything else that you think is important.

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Option 2: Pompeii

Answer **two** questions from Section 1 and **one** question from Section 2.

Section A.

Answer any **two** questions, you must answer **all** parts of the questions that you choose.

EITHER

- 1** Read the passage below and then answer **all** the questions that follow.

‘I looked round: a dense black cloud was coming up behind us, spreading over the earth like a flood. ‘Let us leave the road while we can still see,’ I said, ‘or we shall be knocked down and trampled underfoot in the dark by the crowd behind.’ We had scarcely sat down to rest when darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a closed room.’

[PLINY]

- (a) What other details does Pliny give about what happened when Vesuvius erupted?

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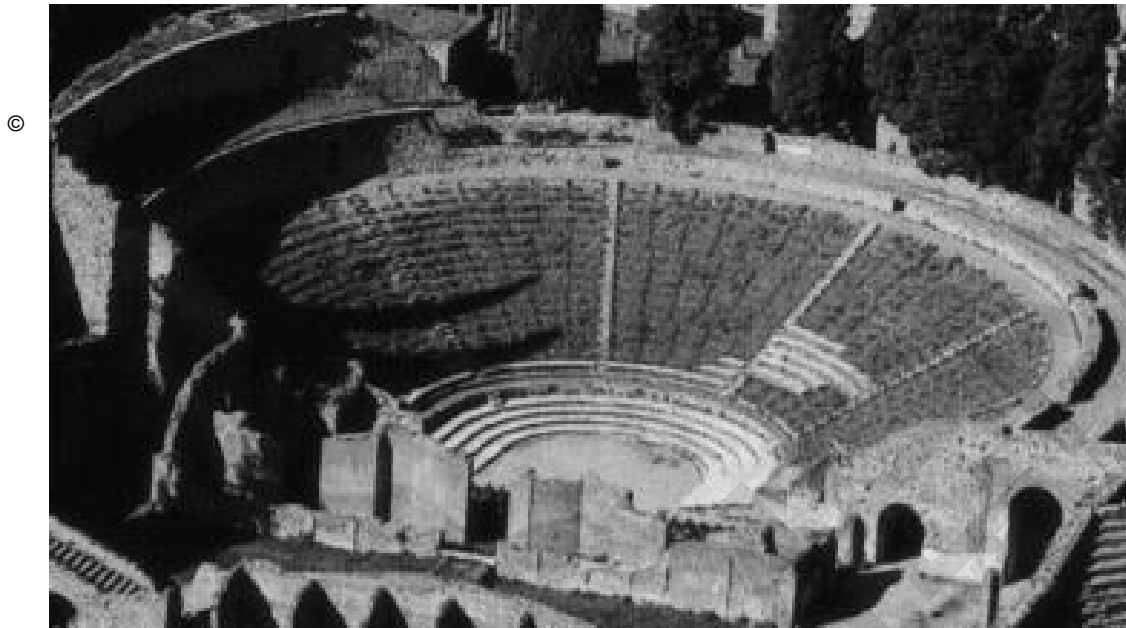
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[5]

OR

2 Study the picture below and then answer **all** the questions that follow.



Wolfgang Schoenfeld

(a) How is this theatre typical of a Roman theatre?

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(b) Explain how comfortable a Roman audience was when watching a play.

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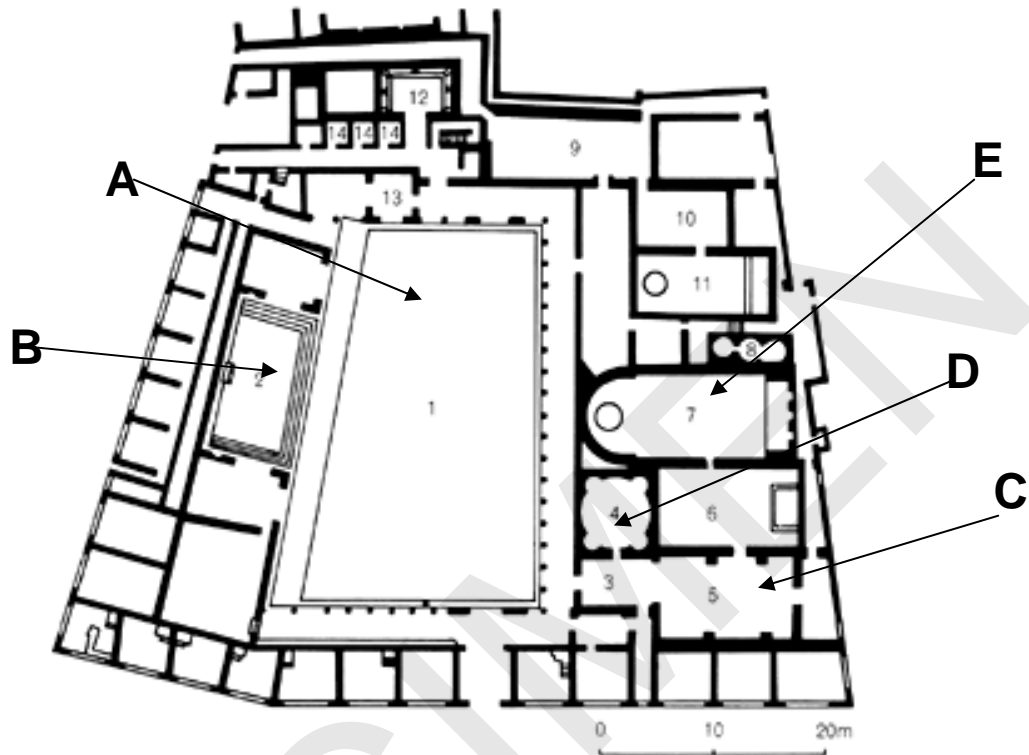
(c) Explain why Roman comedies were entertaining for a lower class Roman audience.

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OR

3 Look at the plan below and then answer **all** the questions that follow.



[<http://www.utexas.edu/courses/romanciv/Romancivimages17/Stabian%20baths.gif>]

(a) Name the areas labelled A to E.

A

B

C

D

E

[5]

(b) What would a citizen of Pompeii enjoy most about a visit to the baths?

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(c) Explain why the baths were important in the lives of ancient Pompeians.

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[5]

Copyright Acknowledgements:

Sources

Lines translated from Plutarch, Life of Lycourgos

Thucydides, The History of the Peloponnesian War, translated by Rex Warner with an introduction by M. I. Finley, Penguin 1972, book 4, 80

The Letters of the Younger Pliny, translated with an introduction by Betty Radice, Penguin 1969, book VI 20

The ruins of Pompeii, Italy. © Wolfgang Schoenfeld. www.istockphoto.com

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Unit A353: Community Life in the Classical World
(Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is **60**.

SPECIMEN

Option 1: Sparta		
Section A		
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.	
1(a)	<p>Who was Lycourgos? Describe how he was associated with Sparta.</p> <p>Answers should include several points from the following (though they are not expected to go into this much detail on any one point):</p> <ul style="list-style-type: none"> • according to ancient sources, Lycurgus was a war veteran who, with the support of his comrades, managed to become regent or tutor to the Spartan King Charilaus; • he lost an eye when a young political opponent, Alcander, chased him out of the marketplace and hit him in the face with a stick when Lycurgus turned around to see him; he was sentenced to serve as Lycurgus' servant for a period of time and eventually became one of his biggest supporters; • Lycurgus is often referenced to throwing this lost eye at political opponents in order to win debates, which he often did; • among the reforms attributed to Lycurgus are the establishment of the senate, the abolition of gold and silver coinage and the substitution of iron money, the requirement of eating in commons and living (for men under the age of thirty) in rough-hewn barracks, the destruction of the city walls to promote martial skill, re-dividing Spartan land and forcing it to be worked by Helots, and the system of government that divided power between king, the Spartan citizenry, the gerousia, and the ephors; • according to the legend found in Plutarch's Lives and other sources, when Lycurgus became confident in his reforms, he announced that he would go to the oracle at Delphi to sacrifice to Apollo; • however before leaving for Delphi he called an assembly of the people of Sparta and made everyone, including the kings and senate, take an oath binding them to observe his laws until he returned; • he made the journey to Delphi and consulted the oracle, which told him that his laws were excellent and would make his people famous; • being satisfied by this he starved himself to death instead of returning home, forcing the citizens of Sparta by oath to keep his laws indefinitely. <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
1(b)	What would Spartan women have enjoyed about their life in Sparta?	[5]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
1(c)	<p>Answers should demonstrate understanding about what life would have been like for women in Sparta and aspects of their lives that might have been enjoyable.</p> <p>Possible references to:</p> <ul style="list-style-type: none"> • intensive physical training: wrestling, running, throwing javelin; • avoiding bodily adornment (cosmetics, jewellery, even clothing, etc); • no weaving and spinning wool; • sleeping with men other than their husbands; • being expected to marry and produce children; • aiding the war effort; • supervising land and the helot slave force; • giving up their sons to state. <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p> <p>Explain why women were important to the overall success of Sparta.</p> <p>Answers may refer back to aspects of (b) and can be rewarded as long as they expand upon the basic point and relate the role of women to the overall success of Sparta.</p> <p>Women were vital to the success of the state because:</p> <ul style="list-style-type: none"> • they replaced men when there was war; • sometimes shared in war effort; • trained children to be independent in order to be trained for the state; • maintained ethos when sons were older (come back on shield story); • production of sons was vital; • added to this they were land owners, in a sense responsible for overseeing the slave labour and maintaining the home as the men were in barracks; • they also danced and sang ridiculing songs to those men who had failed in their duty to Sparta; • all this to encourage loyalty to the state and promote the values of the education system, thus making men see to aspire to their best and promoting the idea of public shame for those who failed. <p>Answers should include reasonable analysis along these lines.</p> <p>They may well bring in comparisons with women in other states as indicated by sources.</p> <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
2(a)	<p>Describe how and why the Spartans took over the Helots' land.</p> <p>Answers should demonstrate knowledge of how the Spartans came to control the Helots' land. Answers should include several points from the following (though they are not expected to go into this much detail on any one point):</p> <p>Early History might include:</p> <ul style="list-style-type: none"> • the first step Sparta took to control the Eurotas Valley was taken in the reign of Archelaus and Charillus, but they only secured the upper Eurotas valley, and some of the bordering territory; • Archelaus' son Teleclus is said to have taken the central Laconian plain and the eastern plateau which lies between the Eurotas and Mt Parnon; • his son, Alcamenes, by the subjugation of Helos brought the lower Eurotas plain under Spartan rule; • about this time, probably, the Argives, whose territory included the whole east coast of the Peloponnese and the island of Cythera were driven back, and the whole of Laconia was thus incorporated in the Spartan state; <p>Answers are more likely to refer to:</p> <ul style="list-style-type: none"> • under Alcamenes and Theopompus a war broke out between the Spartans and the Messenians, their neighbours on the west, which, after a struggle with Messenia lasting for twenty years, ended in the capture and the subjection of the Messenians, who were forced to pay half the produce of the soil as tribute to their Spartan overlords; • an attempt to throw off the yoke resulted in a second war, conducted by the Messenian hero Aristomenes; but Sparta broke down the resistance of the insurgents, and Messenia was made Spartan territory, just as Laconia had been, its inhabitants being reduced to the status of helots, save those who, as perioeci, inhabited the towns on the sea-coast and a few settlements inland. <p>NB: naming of the individual Kings is not necessary for full marks</p> <p>See the AO1 column of the Higher Tier Section A Assessment grid for the awarding of marks.</p>	[5]
2(b)	<p>Explain how and why the Spartans treated the Helots badly.</p>	[5]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
2(c)	<p>Answers should demonstrate understanding of the Spartans treatment of the Helots:</p> <ul style="list-style-type: none"> • they used them as examples for young men; • hunted them; • the <i>Krypteia</i> executed leaders; • Helots were not trained but sometimes had to fight, thus allowing Spartan men to go about their business of preparing for war and training etc; • Helots were deliberately made to get drunk and look foolish so that Spartan children would be warned off drink; • some publicly beaten to ensure submission of rest; • <i>krypteia</i> (secret police) to keep them in fear and subjection. <p>See the AO2 column of the Higher Tier Section A Assessment grid for the awarding of marks.</p> <p>In Sparta there were three classes, the Helots, the Periokoi and the Spartan citizens.</p> <p>Do you think having these three different classes made Sparta successful? Explain your answer.</p> <p>Answers should evaluate the impact of having different classes with specified roles within society. They will probably explain what the role of each group was.</p> <p>Answers should provide evaluation based on the focus and priorities of the Spartan social system:</p> <ul style="list-style-type: none"> • given the priorities of the system they will probably argue that the classes with their different roles and responsibilities did make the system a success; • though they may look at negatives, such as the reliance on a subjugated population that far outnumbered the Spartans. <p>See the AO3 column of the Higher tier Section A Assessment for the awarding of marks.</p>	[5]
3(a)	<p>What kinds of exercises were boys in Sparta encouraged to do? You should make some reference to the picture in your answer.</p>	[5]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	<p>Answers should include some of the following points:</p> <ul style="list-style-type: none"> • young children were trained at the palaestrae, gyms for children, by paidotribes, in activities such as running, jumping, wrestling, and swimming; • later, javelin and discus were important; • they played a primitive kind of rugby and in this fight any kind of wrestling technique was allowed; • team games were common (for example a form of hockey); • once a year there was a staged fight involving all the young men. It took place on a flat piece of ground surrounded by water and the fighting was brutal: they kicked, bit and gouged each other, as each side tried to drive the other into the water. <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	
3(b)	<p>Explain why physical exercise was important to Spartans.</p> <p>Answers should demonstrate understanding of why exercise was so important:</p> <ul style="list-style-type: none"> • prowess in war was a key concept so ability in martial practices was a priority as was anything which toughened the Spartan youth. • competition meant excelling over others thus exercise was an arena where Spartans could prove their worth to the state and to the elders. • by the same token, ultimately Sparta was a team/ a unit, so unlike many other Greek states this team spirit was embodied in sport and even dancing. <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
3(c)	<p>To what extent do you think the Spartan education system was successful?</p> <p>Answers should refer to the various ways Spartans were treated under the education system ie:</p> <ul style="list-style-type: none"> • restricted in clothing; • beds of rushes; • encouraged to steal; • contests and competitions; • learned patriotic poems; • constantly supervised; • staged fighting; 	[5]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • living in communal barracks; • supervision of younger boys ; • 300 chosen ones etc. <p>Then look at how these developed certain priorities:</p> <ul style="list-style-type: none"> • physical prowess ; • working as a team ; • importance of state over individual. <p>Answers might look at whether individuality was destroyed (of course it was) but reward any valid discussion.</p> <p>Reward any opinions as long as they are properly presented with evidence, e.g. secured loyalty to state/produced tough men etc. but lacked refinements to live in the wider world etc.</p> <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	
Total:		[30]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<p>The Higher tier Section B Assessment grid should be used to mark Section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
1	<p>'The reality was that the Ephors controlled everything; therefore the other sections of Spartan government were irrelevant.'</p> <p>Is this an accurate conclusion about the government of Sparta?</p> <p>In your answer, you might like to:</p> <ul style="list-style-type: none"> • discuss the roles of the different sections of Spartan government; • analyse how important each section was to Sparta: • include anything else that you think is important. <p>Answers should include factual details about Spartan government:</p> <p><i>Kings:</i></p> <ul style="list-style-type: none"> • two kings; • hereditary families; • acted as judges or priests in city; • but main duties as commanders in war. <p><i>Ephors:</i></p> <ul style="list-style-type: none"> • there were five each year, one of whom may have given his name to the year; • it appears no one was ephor more than once; • the ephors could influence the king; • summon the assembly and the gerousia; • they had judicial and punitive powers; • and could bring other officials to trial and sentence non-Spartiates to death; • they supervised military life and received booty. <p><i>Gerousia:</i></p> <ul style="list-style-type: none"> • the <i>Gerousia</i> was a body of old men from noble families who were appointed (supposedly, because of their virtue) by the Apella for life; • this council was composed of the two kings plus 28 Spartiates past 60; • the <i>Gerousia</i> presented matters to the Apella; • gave advice; • and tried criminals. 	[30]
		AO1:11

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<p><i>Apella (Ecclesia):</i></p> <ul style="list-style-type: none"> the Spartan Assembly or Ecclesia was restricted to Spartiate men over 30; who met when summoned by the Ephors or Gerousia; speeches were made by kings, the elders, and ephors; they could only vote yes or no; if "crooked" their vote could be vetoed by the Gerousia. <p>Answers should demonstrate understanding of the different responsibilities (as shown above) and the system of counterbalance:</p> <ul style="list-style-type: none"> each part of the system provided a check on other parts; no one part was above the control of at least one other part; all the parts of the system had a different role and worked together as one whole. <p>This explanation is likely to be included with the description of the roles of the different parts.</p> <p>Answers should evaluate based on the quote, assessing the extent to which the Ephors did control everything and how far the other sections of government were relevant:</p> <ul style="list-style-type: none"> discussion should be based around the interplay of the various sections; answers may argue that one group had more power than another, but should see how all the parts interrelated; evaluation should be based on the information and explanation given above. 	<p>AO2:8</p> <p>AO3:11</p>
2	<p>'Leonidas and the three hundred Spartans at Thermopylai proved that the Spartan army was an elite fighting force.'</p> <p>Explain why the Spartan army was so successful as a fighting force.</p> <p>In your answer, you might like to:</p> <ul style="list-style-type: none"> consider the Spartan army's training, equipment and fighting methods; discuss what happened at Thermopylai; include anything else that you think is important. <p>Answers should give factual details about the Spartan army: A description of what happened at Thermopylae:</p> <ul style="list-style-type: none"> Xerxes sent heralds asking the Spartans to give up their arms. The answer from Leonidas was "<i>come and take them</i>"; A Spartan, who was told about the great number of Persian soldiers, who with their arrows will conceal the sun, answered: "<i>so much the better, we will fight in the shade</i>"; 	[30]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • Xerxes attacked but without any results and with heavy losses; • he then ordered his personal guard the "<i>Immortals</i>" under Hydarnes, a body of ten thousand consisting of the best Persian soldiers, to advance. They also failed; • Leonidas fell upon the Persians in their next attack. Thousands of them were killed, the rest were driven near the sea; • but when the Spartan spears broke, they started having losses and one of the first that fell was king Leonidas; • around his body one of the fiercest battles took place. Four times the Persians attacked to obtain it and four times they were driven off; • at the end, the Spartans exhausted and wounded, carrying the body of Leonidas, retired behind the wall, but they were surrounded by the enemy who killed them with arrows; • the Spartans had had the opportunity to retire from the place but refused; • they fought together and died together. <p>This must be linked to the question, and used as an illustration of hoplite tactics and weaponry etc.</p> <p>Answers may also discuss:</p> <ul style="list-style-type: none"> • the organisation of the army; • general details about fighting tactics: <ul style="list-style-type: none"> • in phalanx formation; • with shield covering the right side of a comrade; • they advanced in formation; • jabbing with spear; • possibly then reverting to short sword; • designed for close quarter fighting. <p>Spartans have been known to feign retreat and then turn in formation.</p> <p>Answers may also give details of their dress:</p> <ul style="list-style-type: none"> • plumed helmet; • red cloak (which hid blood); • emblem on shield and armour; • bronze body armour, helmets, bronze shin guards; • all carried shields. <p>Answers may also give details of weapons:</p> <ul style="list-style-type: none"> • their primary weapons were a short sword for close-quarter fighting; • and the weapon that became the trademark of the phalanx, an 8-15 foot long spear. 	
		AO1:11

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<p>Answers should demonstrate understanding of the different aspects of motivation of the Spartan soldier. Answers may:</p> <ul style="list-style-type: none"> • use Thermopylae as an illustration of pride in their devotion to the state and desire for military glory; • talk about the organisation of the army and the way the messes and living communally brought about a camaraderie and unity of purpose; • see this as being reinforced by values such as physical strength, obedience, independence and self-reliance; • use the concept of the phalanx as evidence of the Spartan concept that battles should be quick, bloody, and decisive. 	AO2:8
	<p>Answers should evaluate how these different factors contributed to Sparta's success as a fighting force:</p> <ul style="list-style-type: none"> • how the army was equipped and fought; • the Spartan ethos and values; • how these factors made the army so successful. 	AO3:11
Total:		[30]

Option 2: Pompeii		
Section A		
Question number	Answer	Max Mark
	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1(a)	<p>What other details does Pliny give about what happened when Vesuvius erupted?</p> <p>Answers should include accurate details from Pliny's account:</p> <ul style="list-style-type: none"> • earthquakes; • debris flung into air ash; • smoke; • raining dust and stones; • the sun blocked out; • fumes in the air/ pyroclastic surge; • some fled while others stayed. <p>Its shape:</p> <ul style="list-style-type: none"> • by likening it to a pine tree which rose into the sky on a very long "trunk" from which "branches" spread sideways; • some of the cloud was white and there were dark patches of dirt and ash; • ash was falling then bits of pumice and rocks that were blackened and burned and shattered by the fire; • debris from the mountain blocked the shore and sheets of flame were lighting up many parts of Vesuvius; • strong tremors as dust filled the air. <p>See the AO1 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
1(b)	<p>How did the location of Pompeii help it to grow into a prosperous town?</p> <p>Answers should show understanding of the importance of the location:</p> <ul style="list-style-type: none"> • main North-South trade route; • Sarno; • water supply and sea provided export on water as opposed to land; • flat ridge defensible; • irrigation; • good agricultural climate; • Bay of Naples gave good prospects for trade. <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]

Option 2: Pompeii		
Section A		
Question number	Answer	Max Mark
1(c)	<p>Explain how Guispee Fiorelli made an important contribution to our understanding of life in ancient Pompeii.</p> <p>Answers should analyse the contribution made by Fiorelli. Fiorelli will most likely be discussed for his innovations:</p> <ul style="list-style-type: none"> • regions/ numbering insulae/ doorways; • artefacts in Naples museum/ replicas in place; • finds recorded/ nothing removed for personal collections; • less destruction due to new techniques, ie: moving debris from site altogether and, of course, the plaster casts. <p>Evaluation comes by way of assessing the impact of these innovations to modern archaeology and our understanding of the site of Pompeii.</p> <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
2(a)	<p>How is this theatre typical of a Roman theatre?</p> <p>Answers should identify aspects of the theatre shown that are typical of Roman theatre:</p> <ul style="list-style-type: none"> • tiered seating; • semi circular orchestra; • room for seats; • raised stage; • side entrances/exits; • open air; • ostentatious given what was probably performed there; • better seats cut into orchestra. <p>See the AO1 column of the Higher tier Section A Assessment for the awarding of marks.</p>	[5]
2(b)	<p>Explain how comfortable a Roman audience was when watching a play.</p> <p>Answers should demonstrate understanding of how the features of the theatre might have related to the experience of watching a play in it:</p> <ul style="list-style-type: none"> • sweaty people; • hard seats which were open to weather; • some far off from action or too high; 	[5]

Option 2: Pompeii		
Section A		
Question number	Answer	Max Mark
2(c)	<ul style="list-style-type: none"> length of plays; but they might have had cushions and sprinkled water, which would have made it more comfortable. <p>Any elements such as these which can also gain credit if expanded further. Main details of conditions identified.</p> <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p> <p>Explain why Roman comedies were entertaining for a lower class Roman audience.</p> <p>Answers should analyse what made the comedies entertaining for this type of audience:</p> <ul style="list-style-type: none"> love motif –young son in love with unattainable girl / underdog winning / happy ending/ status of characters ridiculed/ antics of slave /trickery and deception; the slave: falling about/ getting into trouble/being rude/stand up jokes with the audience; included audiences –direct address by characters/ particularly the slaves/ audience encouraged to interact with the performers; stereotyping of typical figures – use of masks allowed authoritative figures to be recognised and have fun poked at them; slapstick/bawdy humour – appeal to a low class audience via sexual gestures/phallus etc. <p>Discussion along these lines with possible examples but not just the regurgitation of a plot.</p> <p>Techniques may come into it:</p> <ul style="list-style-type: none"> used stock characters which were then expanded and refined/ basic mini plots incorporated into comedies; use of masks / personalised clothing; that pays were written to ridicule is a key element of comedy. <p>Answers may consider the building:</p> <ul style="list-style-type: none"> People together-camaraderie; good acoustics; good all-round view. <p>Reasonable observations along these lines.</p> <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
3(a)	<p>Name the areas labelled A to E</p>	[5]

Option 2: Pompeii		
Section A		
Question number	Answer	Max Mark
3(b)	<p>A - Palaestra / exercise area. B - Swimming pool. C - Changing room/ apodyterium. D - Cold bath/ room /frigidarium E - Hot room /caldarium</p> <p>What would a citizen of Pompeii enjoy most about a visit to the baths?</p> <p>Answers should demonstrate understanding of the potential for enjoyment in the baths. Answers are likely to refer to details of routine based on:</p> <ul style="list-style-type: none"> • palaestra, wrestling/ trigon/ fencing/ boxing/ swimming /weights/ other ball games; • apodyterium; • tepidarium; • caldarium; • frigidarium; • oiling / strigiling / towelling/ massage / arm pit plucking / manicure; • social/ relaxation etc. <p>See the AO2 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	[5]
3(c)	<p>Explain why the baths were important in the lives of the ancient Pompeians.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • the need to socialise; • relaxation; • cleanliness; • fitness; • health; • business. <p>These must be explained in respect of the habits and lifestyle and climate of the Romans ie:</p> <ul style="list-style-type: none"> • Romans worked in the morning; • they had no offices; • the need for sanitation and protection from disease via hygiene • not all homes had facilities; 	[5]

Option 2: Pompeii		
Section A		
Question number	Answer	Max Mark
	<ul style="list-style-type: none"> the need to establish links which then might be furthered at the evening <i>cena</i> for which the baths allowed some preparation; exercise was also key to men of military standing or perhaps retired soldiers. <p>See the AO3 column of the Higher tier Section A Assessment grid for the awarding of marks.</p>	
Total:		[15]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<p>The Higher tier section B Assessment grid should be used to mark Section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
1	<p>Why was the Forum of Pompeii a vital area for the town?</p> <p>In your answer, you might like to discuss:</p> <ul style="list-style-type: none"> • The different types of buildings in the forum; • What the forum was used for; • Anything else that you think is important. <p>Answers should include factual details of the forum and its buildings:</p> <p>Commercial buildings:</p> <ul style="list-style-type: none"> • Macellum; • Eumachia; • Weights and Measures; • Granaries; • plus graffiti testifies that traders' stalls were set up in the open area. <p>Political Buildings:</p> <ul style="list-style-type: none"> • offices; • Aediles/Duovirs; • Basilica; • Comitium; • plus election posters and graffiti; • statues of leading Pompeians. <p>Religious buildings:</p> <ul style="list-style-type: none"> • Temple of Jupiter; • Temple of Apollo; • Emperor (Lares). <p>Answers should demonstrate understanding of the different aspects of the forum and its buildings:</p>	<p>[30]</p> <p>AO1: 11</p>

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • some of the activities that went on in the buildings and around the forum area; • the forum was a centre of information - like newspapers because of notices on the bases of statues; • trade – stalls were set up selling varied goods not necessarily found in shops; • political chancers made speeches, thus giving Pompeians a taster of their views; • Weights and measures gave validity to standards of trade social area for business discussions under the shaded colonnade. <p>Answers should evaluate the forum area in terms of its importance to the town including:</p> <ul style="list-style-type: none"> • the social significance of the Forum; • it was a meeting place for so many Pompeians, foreign visitors and traders; • rich and poor alike; • and the baths were close by; • thus of great significance. 	AO2: 8
2	<p>What can we learn of the life of the wealthy inhabitants of Pompeii from their houses?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • Refer to details from at least one specific house; • Consider how the design of the house reflects the lifestyle of its owner. • Include anything else that you think is important. <p>Answers should include factual details of at least one specific house. Details are likely to be about the following houses:</p> <p>Vettii:</p> <ul style="list-style-type: none"> • no Tablinum; • double Atrium design; • women's quarters; • stables; • rooms off the garden; • irregular shape; • decoration (details given should be specific to the house) ie: <ul style="list-style-type: none"> • Priapus; • mythical couples; • window -like side panels; 	[30] AO1: 11

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • deep red and black or bright yellow rooms; • the formal garden arrangement; • herms/fountains etc. <p>Answers will probably also discuss the cupid frieze showing them harvesting grapes, racing chariots, throwing stones, making perfume, bronze working, making jewellery.</p> <p>Dancing Faun:</p> <ul style="list-style-type: none"> • occupies entire block (insula); • double atrium; • two entrances; • entrance at back; • double peristyle; <p>details of decoration:</p> <ul style="list-style-type: none"> • Alexander mosaic; • cat and partridge; • doves and jewel; • woman on panther; • located in summer rest rooms and dining rooms; <p>has a number of statues.</p> <p>Answers should demonstrate understanding of the different aspects and interests that these reflect:</p> <p>Vettii:</p> <ul style="list-style-type: none"> • business; • entertaining; • relaxation; • womanising. <p>Dancing Faun:</p> <ul style="list-style-type: none"> • entertaining - seasonal relaxation rooms; • visitors, guests - alternative set of rooms; • relaxation; • hygiene-own set of baths and rest rooms; • gardens. <p>Answers should include evaluation of what we can learn of the life of the wealthy inhabitants of Pompeii from their houses:</p> <ul style="list-style-type: none"> • implications about lifestyle from the evidence and understanding given above • extent to which it is possible to assess lifestyle from the houses. 	<p>AO2: 8</p> <p>AO3: 11</p>
[Paper Total:60]		

Higher tier Section A Assessment grid

	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 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	5 Demonstrates thorough understanding of evidence with clear and detailed explanation.	5 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
	4 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	4 Demonstrates sound understanding of evidence with explanation.	4 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	3 Demonstrates some understanding of evidence with some explanation.	3 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
	2 Demonstrates limited relevant knowledge and information.	2 Demonstrates limited understanding of evidence.	2 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-1 Demonstrates minimal or no relevant knowledge.	0-1 Demonstrates minimal or no understanding of evidence.	0-1 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Higher tier Section B Assessment grid

	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	9-11 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>	7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation.	9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	7-8 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>	5-6 Demonstrates sound understanding of evidence with explanation.	7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6 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>	3-4 Demonstrates some understanding of evidence with some explanation.	5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	3-4 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>	2 Demonstrates limited understanding of evidence.	3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-2 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	0-1 Demonstrates minimal or no understanding of evidence.	0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
Section A				
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
Section B				
1	11	8	11	30
2	11	8	11	30
Totals	21	18	21	60