

GCSE

Classical Civilisation

Unit **A351/02** City Life in the Classical World (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Benefit of doubt
	Cross credit
	Cross
N/A	Highlight
	
	Off page comment
	Repetition
	Tick
	AO1
	AO2
	AO3
	Omission mark

2. Subject-specific Marking Instructions

Examiners are reminded that answers should be marked with reference to the levels of response marking grids in Appendix 1 of this Mark Scheme. The suggested answers given in the Mark Scheme are indicative only and examiners are reminded that they should credit any accurate points that address the question.

If a candidate answers too many questions please mark all parts and award marks of best answer (eg if all three context passages are done, all questions are marked and the best two questions are to count).

Markers are asked to use the 'number keys' on the computer for entering marks, rather than using the 'drop down marks' in the bottom right-hand corner of the Scoris screen. In order to set this up in Scoris, select **Tools** from the tool bar at the top of the screen. Then a menu will open and on this tick '**assign single digit marks without pressing enter key**' and tick '**on screen mark confirmation**'. Please note however that for NR (no response), you do still have to use the button on the bottom right-hand corner of the screen.

Option 1: Athens – Section A

Question			Answer	Marks	Guidance	
					Content	Levels of response
1	a		<ul style="list-style-type: none"> • sacrificial animals were driven along the route; • all levels of Athenian society participated in the procession; • only Athenian citizens were allowed onto the Acropolis; • sacrifice of the animals; • peplos carried in procession (in ship cart) • peplos given to Athene; • feast of sacrificial meat • Dipylon gate • wealthy metics, dressed in purple cloaks, carried trays of cakes; • musicians played flutes and lyres; • old men carried olive branches; • charioteers walked alongside chariots 	5 AO1	Use generic MS for AO1 questions	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b		Look for responses showing understanding of how an Athenian education might have prepared a citizen to participate in the following events: <ul style="list-style-type: none"> • the musical competitions and recitations – <i>kithariste</i> and the learning by rote practised by the <i>grammatiste</i>; • weaving; • sporting and tribal events – <i>paidotribes</i>. 	5 AO2	Use generic MS for AO2 questions	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	c	<p>Accept any reasonable opinion based on any of the following:</p> <p>At an individual level:</p> <ul style="list-style-type: none"> • distribution of meat; • opportunity to participate; • chance to win prizes in the games; • chance to be united with the rest of the city, especially in the communal worship; • affirmation of status; • change of routine; • holiday. <p>At the city level:</p> <ul style="list-style-type: none"> • ensures the continued blessing of Athene and her protection over the city; • shows off the greatness of the city and its people. 	5 AO3	Use generic MS for AO3 questions Should be two-sided answer to reach top band.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2	a	<ul style="list-style-type: none"> • ceremony booked with priest • animal selected and purchased; • ribbons were tied to its horns; • the animal proceeded to the sacrifice; • all the participants washed themselves; • maiden carried basket full of grain in which a knife was hidden; • flute player played throughout ceremony; • barley was sprinkled over it; • priest poured water on its head; 	5 AO1	Use generic MS for AO1 questions	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> the animal was stunned; the throat was cut. 			
	b	<p>Accept any reasonable answer based on any of the following:</p> <ul style="list-style-type: none"> public nature of sacrifices showed the status of priests and leading citizens creating a sense of awe; so that large crowds could see it; the position of the altar outside the temple; the avoidance of pollution within the temple as it was the home of the god; to allow for the blood to flow away; the practicality of burning so that the smoke can rise to the god. 	5 AO2	Use generic MS for AO2 questions	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1	
	c	<p>Accept any reasonable argument based on any of the following:</p> <ul style="list-style-type: none"> the importance of pleasing the gods through the burning of selected parts of the animal to the gods; the examination of entrails to read the omens and predict the future; giving the participants meat to feast on. <p>The importance of the events prior to the sacrifice are shown in the following:</p> <ul style="list-style-type: none"> the meticulous procedure; the need not to offend the god; the purity and contractual nature of the prayer. 	5 AO3	<p>For a thorough answer candidates need to assess whether the events before or after the killing of the animal were more important (ie two-sided) and come to a conclusion.</p> <p>Although recall of the events is necessary a narrative description of the events without analysis should not score more than 2</p>	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1	

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	a	<ul style="list-style-type: none"> • make sure the slaves were getting on with their tasks; • spinning; • weaving; • managing the storeroom; • have babies; • nurse children; • educate daughter; • collection of water. • Make garlands for the symposium • Looking after ill slaves 	5 AO1	<p>Use generic MS for AO1 questions</p> <p>Answers should be specific to the classical world. Answers that only include generic tasks ('cooking, cleaning') are likely to be banded as L1 or L2.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	b	<p>Accept any reasonable opinion based on any of the following:</p> <ul style="list-style-type: none"> • <i>gynaikon</i> often at the back of the house or upstairs out of the way. There was also a loom there for weaving; • courtyard gave open air and alleviated the need for women to go out. It was also an area where cooking could take place. • <i>Andron</i> near front door; no women allowed to enter 	5 AO2	<p>Use generic MS for AO2 questions</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	c	<p>Candidates may refer to the negative aspects such as the fact a wife:</p> <ul style="list-style-type: none"> • could not own property; • had to accept her husband's decisions; • had no political rights; • was discouraged from going out. <p>The counter argument might include some of the following. The <i>kyria</i>:</p> <ul style="list-style-type: none"> • was crucial in the self-sufficiency of the <i>oikos</i>; 	5 AO3	<p>Although recall of the events is necessary a narrative description of the factors without analysis should not score more than 2</p> <p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> had a big say in the day to day running of the house; played a crucial role in the rearing of children and education of her daughter; produced any heirs to inherit the family fortune. dowry 			

Option 1: Athens – Section B

Question			Answer	Marks	Guidance	
					Content	Levels of response
4			<p>Answers should include information about the responsibilities and the jobs that they were expected to do. When recounting this information, there should be some sort of assessment whether this made a <i>kyrios</i>' life enviable or not and consider the question from an ancient Athenian perspective.</p> <p>Answers should include information about the duties of the <i>kyrios</i>. This might include:</p> <ul style="list-style-type: none"> bringing in an income through the family business; working the farm; promoting the family image in public and in <i>symposia</i>; having full responsibility for his family 	30	Section B answers should address all three AO's.	<p>AO1 = 11</p> <p>Level 5 9 - 11</p> <p>Level 4 7 - 8</p> <p>Level 3 5 - 6</p> <p>Level 2 3 - 4</p> <p>Level 1 0 - 2</p> <p>AO2 = 8</p> <p>Level 5 7 - 8</p> <p>Level 4 5 - 6</p> <p>Level 3 3- 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 - 11</p> <p>Level 4 7 - 8</p> <p>Level 3 5 - 6</p> <p>Level 2 3 - 4</p> <p>Level 1 0 - 2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>and owning all the property;</p> <ul style="list-style-type: none"> • arranging the marriage of his daughter; • organising and participating in <i>symposia</i>. • Politics: the assembly • Theatre: choregos • Role in war <p>Answers should evaluate whether this made his life enviable or not.</p> <p>Areas for consideration might be that at a practical level he has to work hard to keep the family fed by bringing in an income and prevents them from starving. However, there are also intrinsic rewards to be gained from this. Maintaining a successful public image requires effort but also offered considerable satisfaction. The <i>kyrios</i> also shoulders the burden of making all the decisions for the family.</p> <p>Credit any valid points as long as conclusions are backed up by relevant references to the <i>kyrios</i>' duties and responsibilities.</p>			
5			<p>Answers should include information about how Athenians might be entertained by the City Dionysia such as:</p> <ul style="list-style-type: none"> • feasting on meat; • enjoyment of civic pageantry; • several days of theatre to enjoy 	30	Section B answers should address all three AO's.	<p>AO1 = 11</p> <p>Level 5 9 - 11</p> <p>Level 4 7 - 8</p> <p>Level 3 5 - 6</p> <p>Level 2 3 - 4</p> <p>Level 1 0 - 2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>and a range of plays to watch;</p> <ul style="list-style-type: none"> • much revelry; • communal worship • entertainment of the competitive element. <p>Other reasons for holding the City Dionysia might include:</p> <ul style="list-style-type: none"> • unification of Greeks; • statement of Athenian success, especially in the parade of tribute; • honouring of leading citizens; • the religious occasion to worship Dionysos and ensure his continuing goodwill. 			<p>AO2 = 8</p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

Option 2: Rome – Section A

Question			Answer	Marks	Guidance	
					Content	Levels of response
6	a		<ul style="list-style-type: none"> • basic reading; • basic writing; • simple arithmetic; • repetitive writing of letters. • Use of tablet and stylus • Methods used by the teacher – repetiton, etc. 	5 AO1	Use generic MS for AO1 questions	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b		Answers might include discussion of any of the following areas: <ul style="list-style-type: none"> • learning of Latin and Greek assisted by the basic reading and writing undertaken at the first stage; • reciting of passages helped by basic reading skills; • commentaries on texts; • study of varied areas such as philosophy, science and poetry further developed literacy; • question and answer sessions helped improve memory. • Credit variety of material studied – philosophy, drama etc. 	5 AO2	Use generic MS for AO2 questions Must be linked to the q rather than just description to reach higher levels	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c		Candidates may refer to what and how boys learned under the <i>rhetor</i> . <ul style="list-style-type: none"> • art of speaking/debate; • looking at texts; • comparison of characters; • studying events from history; • monologues in character. 	5 AO3	For a thorough answer candidates need to assess whether the education was a good preparation for adult life and come to a conclusion. Although recall of the events is necessary a narrative description of the factors without analysis should not score more than 2	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Responses should make reference to possible careers in later life which involved these skills such as:</p> <ul style="list-style-type: none"> • law courts; • senatorial duties; • debates; • politics; • military. <ul style="list-style-type: none"> • Credit reference to the fact that girls and poor boys were not taught by the <i>rhetor</i>. Narrow focus of subjects physical education not taught. 		<p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p> <p>Credit arguments that revolve around disagreeing</p>	
7	a		<ul style="list-style-type: none"> • selection and purchase of animal • booking a date • a musician played the flute; • ribbons were tied to its horns; • the animal proceeded to the sacrifice; • priest would cover his head; • <i>mola salsa</i> was sprinkled over the animal's head; • priest said a prayer • hair cut and burnt on the altar; • the animal was stunned; • the throat was cut. 	5 AO1	Use generic MS for AO1 questions	<p>AO1 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	b		<p>Accept any reasonable answer based on any of the following:</p> <ul style="list-style-type: none"> • public nature of sacrifices showed the status of priests and leading citizens, creating a sense of awe; • so that large crowds could see it; 	5 AO2	Use generic MS for AO2 questions	<p>AO2 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> the position of the altar outside the temple; the avoidance of pollution within the temple as it was the home of the god; blood flowing away; the practicality of burning so that the smoke can rise to the god. 			
	c	<p>Accept any reasonable argument based on any of the following:</p> <ul style="list-style-type: none"> the importance of pleasing the gods through the burning of selected parts of the animal to the gods; the examination of entrails to read the omens and predict the future; giving the participants meat to feast on. <p>The importance of the events prior to the sacrifice are shown in the following:</p> <ul style="list-style-type: none"> the meticulous procedure; the need not to offend the god; the purity and contractual nature of the prayer. 	5 AO3	<p>For a thorough answer candidates need to assess whether the events before or after the killing of the animal were more important and come to a conclusion.</p> <p>Although recall of the events is necessary a narrative description of the events without analysis should not score more than 2</p> <p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>	
8	a	<ul style="list-style-type: none"> manage household; make sure the slaves were getting on with their tasks; spinning; weaving; have babies; nurse children; educate daughter; help at dinner-parties. Range of tasks for rich/poor Credit alternative valid duties of Roman wives. 	5 AO1	<p>Use generic MS for AO1 questions</p> <p>Answers should be specific to the classical world. Answers that only include generic tasks ('cooking, cleaning') are likely to be banded as L1 or L2.</p>	<p>AO1 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	b	<p>Answers might include discussion of any of the following areas:</p> <ul style="list-style-type: none"> • was crucial in the self-sufficiency of the household; • had a big say in the day to day running of the house; • played a crucial role in the rearing of children and education of her daughter – a well educated daughter would be a sought after wife; • produced any heirs to inherit the family fortune; • her good character would reflect well on her husband; • a successful dinner party might enhance the standing and prospects of the family; • compared to being unmarried, the status of married women increased under some emperors. • Differences between rich and poor 	5 AO2	<p>Use generic MS for AO2 questions</p> <p>Answers must explain the benefit a Roman family received from the wife's activities.</p> <p>Answers based on description will not reach higher levels.</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	c	<p>Answers might consider some of the following reasons on why a Roman wife's life was restricted...</p> <ul style="list-style-type: none"> • could not consort with whom she choose; • was answerable to her husband; • could not vote; • could not stand for political office; • prospects of initiating a divorce were limited. 	5 AO3	<p>Although recall of the events is necessary a narrative description of the factors without analysis should not score more than 2</p> <p>Use generic MS for AO3 questions Should be two-sided answer to reach top band.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Or not restricted:</p> <ul style="list-style-type: none"> • Going to the baths • Visits to circus maximus/colosseum • Visiting friends • Owning property <p>However, there were big differences between rich and poor women. The former could enjoy considerable freedoms and luxuries and the latter were forced to go out and work.</p>			

Option 2: Rome – Section B

Question			Answer	Marks	Guidance	
					Content	Levels of response
9			<p>Answers could include information about the way people became slaves – born into slavery, made captive in war or by pirates, sold into slavery – and the jobs that they were expected to do. When recounting this information, there should be some sort of assessment whether this made a slave's life miserable or not and consider the question from an ancient Roman perspective.</p> <p>Responses should also consider a range of duties both male and female slaves were expected to perform – teacher, entertainer, domestic chores, skilled</p>	30	Section B answers should address all three AO's.	<p>AO1 = 11</p> <p>Level 5 9 - 11</p> <p>Level 4 7 - 8</p> <p>Level 3 5 - 6</p> <p>Level 2 3 - 4</p> <p>Level 1 0 - 2</p> <p>AO2 = 8</p> <p>Level 5 7 - 8</p> <p>Level 4 5 - 6</p> <p>Level 3 3- 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p> <p>AO3 = 11</p> <p>Level 5 9 - 11</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>labourer – and consider such factors as the way they were viewed and treated by the Romans, the demands put upon them by the tasks and the conditions in which they worked.</p> <p>Candidates might also consider the rights they possessed or lack of them and the opportunities for freedom.</p> <p>Credit reference to slaves in mines and industry, and their use as gladiators.</p>			<p>Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
10			<p>This statement goes so far in explaining the appeal of a day at the Colosseum.</p> <p>Candidates might discuss:</p> <ul style="list-style-type: none"> • Morning parade of gladiators • Animal fights; • Staged hunts; • Execution of criminals; • Musical performances • Gladiatorial contests; • Crowd participation on whether a gladiator should survive; • Impressiveness of the Colosseum and the size of the crowd; • Free entry; • Opportunity to see exotic animals; • Admiration of fighting skill; • Chance to support a favourite gladiator. <p>However, there are other parts of the day not about entertainment. Possible areas for discussion might be:</p>	30	Section B answers should address all three AO's.	<p>AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8 Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1</p> <p>AO3 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Political dimension of strengthening the emperor's position; • Keeping the masses placid; • Roman patriotism; • Demonstrating the extent of the empire's authority; • Satisfaction of seeing criminals get what they deserve. <p>Look for balanced discussion.</p>			

APPENDIX 1 – Section A Marking 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.
Sound	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.
Limited	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.

Section B Marking 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.

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