

GCSE

Classical Civilisation

Unit **A351/01** City Life in the Classical World (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2015

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross credit
	Cross
N/A	Highlight
	
	
	Off page comment
	Repetition
	Tick
	AO1
	AO2
	AO3
	Omission mark

Option 1: Athens

Answer **all** of Section A and **two** questions from Section B.

Section A

1. Match the god to the role or responsibility associated with them. Choose your answers from the list below. One has been done for you.

God/goddess

Aphrodite
Ares
Artemis
Demeter
Hephaistos
Hermes
Poseidon
Zeus

Role/responsibility	God/goddess
goddess of love	Aphrodite
goddess of the crops	Demeter
goddess of the moon, and hunting	Artemis
god of metal-working and fire	Hephaistos
god of the sea	Poseidon
god of war and destruction	Ares
messenger of the gods	Hermes

AO1 [6]

2. Select actions that were part of the ceremony of sacrifice in Athens. Circle the correct actions from the list below. Six actions are correct. One has been done for you.

Circle **five** more correct actions. **Correct actions marked in bold**

- A flute player played music.**
An animal was decorated with ribbons.
A young girl carried a knife hidden in a basket of grain.
 The animal was led into the temple.
The blood was poured on the altar. CIRCLE THIS ONE
The entrails were inspected for omens.
 The meat was fed to the slaves.
 The participants wore masks.
 The priest blessed the wine.
The priest cut the animal's throat.
 The thighbones were boiled in water.

AO1 [5]

3. Finish the sentence about the Great Panathenaia by ticking the correct statements. One has been done for you. Tick **five** more correct statements.

The ancient Athenians looked forward to the Great Panathenaia because ...

a grand procession went to the Acropolis.	<input checked="" type="checkbox"/>
a new peplos was presented to Athene.	<input checked="" type="checkbox"/>
a statue of Dionysus was led into the city.	<input type="checkbox"/>
foreigners were not allowed onto the Acropolis.	<input checked="" type="checkbox"/>
men competed for prizes by playing musical instruments.	<input checked="" type="checkbox"/>
one hundred animals were sacrificed.	<input checked="" type="checkbox"/>
plays were performed for three days.	<input type="checkbox"/>
slaves were not allowed out of doors.	<input type="checkbox"/>
sporting contests were held.	<input checked="" type="checkbox"/>
there was a torchlight procession.	<input type="checkbox"/>
winners of the competitions won golden statues.	<input type="checkbox"/>

AO3 [5]

4. Here are some reasons why *symposia* (dinner parties) were important to ancient Athenians. Seven of them are correct. Tick the correct reasons. One has been done for you.

By hiring <i>hetairai</i> a man could show how rich he was.	✓
By organising a game of <i>kottabos</i> a man could gain popularity.	✓
By playing music and reciting poetry men could show that they were well educated.	✓
Dinner parties were central to the worship of Athene.	
During the <i>symposium</i> a man could arrange the marriage of his children.	✓
It was an occasion when the slaves dined with their masters.	
It was the only chance they had to eat meat.	
It was the only time that they went out to restaurants to eat.	
Men could display their wealth by having the <i>andron</i> decorated.	✓
Men gained influence by holding a successful <i>symposium</i> .	✓
Only members of the host's family were invited.	
The quality of the food allowed the man to display his wealth to his guests.	✓
They were the only time women were allowed to meet with men who were not their husbands.	

AO3 [6]

5. Match the places in an ancient Athenian theatre to the letters on the plan below.

One has been done for you. Match **three more** correct terms.

Where the actors performed.	B
Where the chorus came in.	E
Where the chorus danced.	C
Where the spectators sat.	F

AO2 [3]

6. Tick the box to complete each sentence about women in Athens correctly.

Example When a woman married ...

A	her father held a party for her in the <i>andron</i> .	
B	her father paid a dowry to her husband.	✓
C	her friends gave her gifts of cheese.	
D	she was dressed in red.	

A) A typical Athenian wife would be allowed to

A	attend a <i>symposium</i> with her husband.	
B	go shopping in the market by herself.	
C	invite her female friends to her house.	✓
D	vote in the assembly.	

B) A wife was allowed to go outside her house to

A	act in a play in the theatre.	
B	attend a funeral.	✓
C	debate in the assembly.	
D	fight in the army.	

C) A wife's role at a *symposium* was to

A	dance for the guests.	
B	organise the slaves to prepare the food.	✓
C	hand round the dishes of food.	
D	mix the wine.	

D) Slave women were not allowed to

A	fetch water from the well.	
B	get married.	
C	prepare food.	✓
D	work in the <i>gynaikon</i> .	

E) Some slave women

A	acted in plays in the theatre.	
B	dressed as characters from myths at religious festivals.	
C	performed as entertainers at <i>symposia</i> .	✓
D	were sacrificed each year to Athene.	

AO2 [5]

Section B

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
7	a	Accept any reasonable points including altar, sanctuary, columns, pro-naos, cult statue, items dedicated to the god – statues etc, steps, pediment and etc	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Credit: To honour gods – candidates may detail specific gods and reasons for their being honoured linked to their responsibilities To house gods / cult statue To store valuables/money To protect city For personal kudos And any other reasonable response	5	Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
	c	Accept any reasonable answer based on any of the following: Uses of a temple: offerings, healing, sanctuary, learning about the myths from the sculptures, prayers Sacrifice: to attain the gods help/favour; benefit of the community; see the spectacle; social occasion, especially for women; music; feasting; to receive an answer from a god.	5	A list of facts with no focus on the question should not be credited above the ‘sound’ band. A L4 or L5 answer should provide an answer (with detail) to the question as set and address both aspects.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
8	a	Accept any reasonable points including the three main teachers (The <i>paidotribes</i> , the <i>grammatistes</i> , the <i>kitharistes</i>) and subjects/skills taught. Some candidates may identify one of the objects in the illustration as an abacus.	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	b	<p>Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids. Credit: literacy, numeracy, physical education [war, competitions, festivals, Olympics etc], music [<i>symposium</i>, <i>panathanaia</i> etc] and literature [<i>symposium</i>, <i>panathanaia</i> etc] and why they were important.</p> <p>Any other reasonable comment</p>	5	Use markscheme Candidates must explain the importance of the various skills in relation to Athenian society.	<p>AO2 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>
	c	<p>Accept any reasonable answer based on any details of the two options. Boys' skills were important in business [must specify specific jobs/businesses/activities relevant to the ancient world – general comments eg “being educated in order to get a good job” should not be credited], politics and the symposium; girls' for running the <i>oikos</i> – food preparation, managing slaves, childcare, making cloth. Answers that focus only on one option should not be awarded more than L3.</p>	5	<p>A list of facts with no focus on the question should not be credited above the 'sound' band. Answers that focus only on one option are unlikely to be above the 'sound' band.</p> <p>A L4 or L5 answer should provide an answer (with detail) to the question as set.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>
9	a	<p>Accept any reasonable points including</p> <ul style="list-style-type: none"> Managing farm Business arrangements Marriage of children Role in the Assembly Holding a symposium Buying slaves Education of sons 	5	Use markscheme	<p>AO1 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	b	Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids. Credit: Food supply Respectability Marriage choices for children Importance of the <i>symposium</i> Role in the Assembly Any other reasonable comment	5	Candidates must explain, rather than describe, the role of the <i>kyrios</i> .	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
	c	Accept any reasonable answer based on any details of the two options. Answers that focus only on one option should not be awarded more than L3. Slaves: household tasks – cooking , cleaning, childcare etc; farming. <i>Kyria</i> : managing slaves, weaving and overseeing clothes production, behaving in respectable manner.	5	A list of facts with no focus on the question should not be credited above the ‘sound’ band. Answers that focus only on one option are unlikely to be above the ‘sound’ band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Option 2: Rome

Answer **all** of Section A and **two** questions from Section B.

Section A

10. . Match the god to the role or responsibility associated with them. Choose your answers from the list below. One has been done for you.

Role/responsibility	God/goddess
goddess of love	Venus
goddess of the crops	Ceres
goddess of the hearth	Vesta
goddess of the moon, and hunting	Diana
god of the sea	Neptune
god of war and destruction	Mars
messenger of the gods	Mercury

AO1 [6]

11. Select actions that were part of the ceremony of sacrifice in Rome from the list below. Six actions are correct. Circle the correct actions. One has been done for you.

Circle **five** more correct actions.

- A flute player played music.**
- An animal was decorated with ribbons.**
The animal was led into the temple.
- The animal was sprinkled with *mola salsa*. CIRCLE THIS ONE**
- The blood was poured on the altar.**
- The innards were inspected for omens.**
The meat from the animal was buried.
- The participants wore masks.
- The priest blessed the wine.
- The priest covered his head with his toga.**
The thighbones were given to their pet dogs.

AO1 [5]

12. Finish the sentence describing a day at the Colosseum by ticking the correct statements.

One has been done for you.

Tick **five** more correct statements.

During a day at the Colosseum ...

criminals were executed at lunchtime.	✓
gladiators always died.	
gladiators usually fought in pairs.	✓
men and women could sit together if they chose.	
only Roman citizens were allowed to watch the entertainment.	
people put bets on their favourite teams.	
the <i>bestiarius</i> hunted animals.	✓
the crowd might decide if a gladiator lived or died.	✓
the <i>retiarius</i> usually fought the <i>myrmillo</i> .	✓
there was a parade of gladiators.	✓
young men competed by jumping over live bulls.	

AO2 [5]

13. Here are some terms linked to Roman schools. Match the word to the correct definition.

One has been done for you.

Implement used for writing	Stilus
Paper-like material used for writing	Papyrus
Teacher of public speaking	Rhetor
Teacher who taught reading and writing	Litterator

AO2 [3]

14. Seven of the statements about dinner parties are correct. Tick the correct statements.

One has been done for you.

Dinner parties were important to the Romans because ...

business deals were made.	✓
marriages were arranged.	✓
no children were allowed to attend.	
only men attended.	
political deals could be struck.	✓
slaves were freed.	✓
the men could demonstrate their wealth.	✓
they could impress their clients.	✓
they enjoyed cooking for their guests.	
they gave them a chance to eat in the finest restaurants.	
they were an important part of their religion.	
this was the only time they ate meat.	
they would sample the finest wines and food.	✓

AO3 [6]

15. Tick the box to complete each sentence about women in Rome correctly.

Example An important role for a typical Roman wife was to ...

A	bring up children.	✓
B	dance at a dinner party (<i>cena</i>).	
C	drive a chariot.	
D	learn to make public speeches.	

a. Typical Roman wives were expected to

A	lead the prayers at the <i>lararium</i> (family shrine).	
B	manage the household.	✓
C	remain out of sight of men.	
D	vote in the local council.	

b. Many rich women

A	fought as gladiators	
B	managed the spinning and weaving.	✓
C	taught grammar to children.	
D	worked on market stalls.	

c. In Roman law women were treated the same as

A	children.	✓
B	foreigners.	
C	men.	
D	slaves.	

d. Slave women did **not**

A	decide when they would be set free.	✓
B	fetch water from the well.	
C	prepare food.	
D	work in the market.	

e. Some slave women

A	learned at school how to be good slaves.	
B	sat in the front seats at the colosseum.	
C	were sacrificed each year to Juno.	
D	were set free and married their owners.	✓

AO3 [5]

Section B

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
16 a) Use the picture above to describe a typical Roman temple, and what you might have found inside it.	A	Accept any reasonable points including altar, sanctuary, columns, pro-naos, cult statue, items dedicated to the god – statues and etc., steps only at front, platform, pediment.	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
b) Explain why the Romans built temples.	B	Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids. Credit: To honour gods As a home for a god For personal glory Entertainment To impress foreigners To bring the gods into the city And any other reasonable response	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
c) Which do you think would be more important to an ancient Roman – visiting a temple or attending a sacrifice? In your answer	C	Credit: Uses of a temple: offerings, healing, sanctuary, learning about the myths from the sculptures, prayers Sacrifice: to attain the gods help/favour; benefit of the community; see the spectacle; social occasion, especially for women; music; feasting, eating meat. Accept any reasonable answer based on any details of the two options.	5	A list of facts with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
you should discuss both occasions.		Answers that focus only on one option should not be awarded more than L3.		
17 a) Use the picture to help you describe the dangers involved in chariot racing.	a	Accept any reasonable points including Falling from chariot Trampled by horses Collisions ('shipwrecks') with moving and/or crashed chariots Tight turn at the <i>metae</i> Reins wrapped around body Rutted track Fouls/cheating Pushed into the spina Bursting out of the carcares/track narrows as they come out.	5	Use markscheme AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
b) Explain why some charioteers became rich and famous.	B	Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids. Credit: Danger of the job Betting - huge sums could be won or lost Driving skills Sex symbols and/or role models Importance of the four teams And any other reasonable response	5	Use markscheme AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
c) What was the most appealing part of a day at the Circus Maximus? Explain your answer.	C	Accept any reasonable answer based on any details of the CM and its events. Credit: Size of building/crowd Star status of charioteers Mixing with opposite sex Shops and stalls outside the venue Excitement of the races	5	A list of facts with no focus on the question should not be credited above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set. AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	Betting The Teams Parade at the start <i>Carceres, metae, ova</i> etc.			
18 a) Describe the role of the <i>paterfamilias</i> (head of the household).	A Accept any reasonable points including: Leading daily prayers Education of children Buying slaves Managing farm/business Political role Ownership of property Role as patron Dinner parties Arranging marriage of children.	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
b) Explain why the actions and duties of the <i>paterfamilias</i> (head of the household) were important in a Roman family.	b Candidates may explain several aspects in more detail or may cover a greater range of aspects more briefly. Either approach is acceptable and should be credited in line with the marking grids. Credit: Any reasonable response based on the factors listed in (a) which demonstrates understanding of the importance of the role of the <i>paterfamilias</i> . Eg: dinner parties for business and arranging marriages; religious role to gain favour of the gods; farm: for food/income; slaves: labour, to enhance family's image/prestige; politics/law: career and respect.	5	Use markscheme	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1
c) Who was more valued in a Roman family, the wife or the slaves? Explain your	c Accept any reasonable answer based on any details of the two options. Answers that focus only on one option should not be awarded more than L3. Wife: managing slaves, weaving and overseeing clothes production,	5	A list of facts with no focus on the question should not be credited above the 'sound' band. Answers that focus only on one option are unlikely to be above the 'sound' band.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 10 – 1

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
answer		behaving in responsible manner, supporting husband, dinner parties, raising children etc. Slaves: household tasks - cooking, cleaning, childcare etc., farming, promoting family image - accompanying <i>paterfamilias</i> to the forum/baths etc. Running a business.		A L4 or L5 answer should provide an answer (with detail) to the question as set.	

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