

OCR

Oxford Cambridge and RSA

F

Wednesday 7 June 2017– Morning

GCSE Classical Civilisation

A351/01 City life in the Classical world. (Foundation Tier)

MARK SCHEME

Duration: One hour

MAXIMUM MARK 60

Final

Version: **post-SSU** Last updated: **30/09/2016**

(FOR OFFICE USE ONLY)

This document consists of 19 pages

PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional

judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space
 Award Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
 Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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

Here are the subject specific instructions for this question paper

Option 1: Athens**Section A**

1. [AO1] Match the words to the description.

Family slave who supervised the boys' studies	<i>paidagogos</i>
Physical education teacher	<i>paidotribes</i>
Teacher of music	<i>kitharistes</i>
Teacher of reading and writing	<i>grammatistes</i>

[4]

2. [AO2] Finish the sentences about sacrifices by ticking the correct statements.

The ritual of sacrifice was important because ...

it was an opportunity to display wealth.	<input checked="" type="checkbox"/>
a favour might be granted by the gods.	<input checked="" type="checkbox"/>
every family in Athens had to offer an animal.	<input type="checkbox"/>
it encouraged more people to go into the temples.	<input type="checkbox"/>
it gave the city taxes.	<input type="checkbox"/>
it pleased the gods.	<input checked="" type="checkbox"/>
it provided food for the gods.	<input checked="" type="checkbox"/>
it was a chance to eat meat.	<input checked="" type="checkbox"/>
many slaves got a day off work.	<input type="checkbox"/>
people who did not attend were punished.	<input type="checkbox"/>
the gods might be angry if rituals were overlooked.	<input checked="" type="checkbox"/>
the omens might help people make a decision.	<input checked="" type="checkbox"/>

[6]

3. [AO3] Tick **five** more correct statements.

Athenians would have enjoyed attending a symposium because ...

the food was special.	<input checked="" type="checkbox"/>
a new business agreement might make money for the family.	<input checked="" type="checkbox"/>

being invited made them feel important.	✓
dancing girls entertained the guests.	✓
it gave them a chance to enjoy some peace and quiet.	
it was one of the few chances they had to travel to another city.	
slaves were served food by their masters.	
the game of <i>kottabos</i> was amusing.	✓
the guests could demonstrate their musical skill.	✓
women got a chance to chat.	
young people competed in races.	

[5]

4. [AO1] Tick **five** more correct statements.

boys learned music.	✓
girls did not usually go to school.	✓
girls helped their mothers run the house.	✓
men spent most of the day outside.	✓
most children went to nursery school.	
the children would go out shopping to buy clothes.	
the family would eat meat at every meal.	
there was a special village where the slaves lived.	
women did not attend funerals.	
women spent most of the day indoors.	✓
women were in charge of the storerooms.	✓

[5]

5. [AO2] Tick **five** more correct statements.

Many slaves were captured in war.	✓
All slaves came from Africa	
Athens used slaves in its police force.	✓
Children were never slaves.	
Most slaves were Greeks.	
Only slaves were allowed inside temples.	

Priests were all former slaves.	
Slaves in Athens were rarely freed.	✓
Slaves were bought and sold in auctions.	✓
Some slave girls were trained to entertain men.	✓
Some slaves helped to teach children.	✓

[5]

6. Tick the box to complete each sentence about Athenian temples.

a) Athenians spent a lot of money on their temples because...

A	they believed it would please the gods.	✓
B	they had strict planning laws.	
C	there was a special tax to pay for temples.	
D	they were sometimes used as hotels.	

b) Sacrifices usually took place ...

A	in the temple doorway.	
B	next to the cult statue.	
C	on the temple steps.	
D	outside the temple.	✓

c) The cult statue was usually...

A	in front of the temple.	
B	inside the temple.	✓
C	kept hidden.	
D	painted blue.	

d) Ordinary Athenians went into the temple...

A	every day.	
B	never.	
C	often.	
D	sometimes.	✓

e) Inside most temples were ...

A	candles.	
B	offerings to the god.	✓
C	prayer mats.	
D	rows of chairs.	

[5]

Section B

Question		Answer/Indicative Content	Marks	Guidance	
		Content		Levels of response	
7	a	Credit: it was Athene's birthday and they made her a new dress which was presented during the festival; to please the gods/Athene as protector of the city; to impress foreigners; to demonstrate wealth/power of the city; individual skills in music/athletic events etcetera; everyone 'came together'; Athenians didn't have weekends; rare chance for women to get out.	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 grid.	AO2= 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Some of: poetry competitions of <i>rhapsodes</i> reciting Homer; singing, flute and lyre competitions; any appropriate athletic and equestrian events, but also the <i>apobates</i> . Athletic competitions open to all Greeks divided into 3 classes by age; prizes were Panathenaic jars of oil. There were also tribal contests, including a torch race, a boat race, a Pyrrhic dance and a <i>euandria</i> .	5	Use mark scheme. Candidates that just list standard athletic events with no specific link to the Classical world should not be given more than 3.	AO1= 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Men: chance of glory/prizes in competitions, pride in displaying skill in	5	A list of facts with no focus on the question should not be credited	AO3 = 5 Level 5 5

Question		Answer/Indicative Content	Marks	Guidance	
		Content			Levels of response
		front of foreigners, break from routine, feasting etc. Women: involvement in creation/carrying of <i>peplos</i> , excitement of the parade, novelty of being outside in public view, break from routine, chance to meet others, feasting etc.		above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set and address both aspects.	Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8	a	Courtyard. Accept any reasonable points based on cooking, washing, drying clothes, food preparation, drawing water from well, childcare, women's social space, working with slaves, weaving, sacrifice at the altar, any other relevant activity.	5	Use mark scheme. Factors mentioned must be <u>activities</u> in order to be credited.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Answers may refer to some/all of: <i>andron</i> next to front entrance, used by men for the <i>symposium</i> , <i>gynaikon</i> for women, out of sight for privacy, (lockable) storeroom for preserving food and supplies from the farm, courtyard for cooking and washing. Any other reasonable comment.	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 grid.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Accept any reasonable answer based on <i>andron</i> : importance of <i>symposium</i> – marriage/business deals, socialising, politics, family honour. <i>gynaikon</i> : respectable women would be separated from men, manufacture of clothing for the family etc.	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 room 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 1 0 – 1
9	a	Athene. Accept any reasonable points including founder/patron of Athens, tactical	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4

Question		Answer/Indicative Content	Marks	Guidance	
		Content			Levels of response
		warfare, wisdom, weaving, handicrafts, olives.			Level 3 3 Level 2 2 Level 1 0 – 1
	b	Answers should be based on comparative powers/responsibilities of some/all of Hera, Demeter, Artemis, Aphrodite and Athena. Credit any other reasonable comment. Answers based on mythology (ie need female gods to provide wives for male ones) should only be credited 1 or 2 marks.	5	Candidates may discuss some gods in more detail or may cover a greater range of gods more briefly. Two well explained factors, or three more briefly needed to achieve top levels. 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 1 0 – 1
	c	Accept any reasonable answer based on: powers and responsibilities of Zeus, comparison with importance of powers/responsibilities of one or more of Poseidon, Hephaistos, Apollo, Ares, Hermes and Dionysos.	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 side of the question are unlikely to be above the ‘sound’ band. Answers referring to only one other god will need a lot of detail to reach L5. 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 1 0 – 1

Option 2: Rome

Section A

10. [AO1] Match the names of the gods to the symbols.

Bow and arrows	Diana
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Sea shell	Venus
Sword and shield	Mars
Winged sandals	Mercury

[4]

11. [AO2] Tick **six** more correct statements.

The ritual of sacrifice was important because ...

it was an opportunity to display wealth.	✓
a favour might be granted by the gods.	✓
every family in Rome had to offer an animal.	
it encouraged more people to go into the temples.	
it gave the city taxes.	
it pleased the gods.	✓
it provided food for the gods.	✓
it was a chance to eat meat.	✓
many slaves got a day off work.	
people who did not attend were punished.	
the gods might be angry if rituals were not completed.	✓
the omens might help people make a decision.	✓

[6]

12. [AO3] Tick **five** more correct statements.

Romans would have looked forward to a cena (dinner party) because ...

they enjoyed eating fine food.	✓
a new business agreement might make money for the family.	✓
being invited made them feel important.	✓

it gave them a chance to enjoy some peace and quiet.	
it was one of the few chances they had to travel to another city.	
it was pleasant to drink wine with friends and family.	✓
only men were allowed to attend.	
slaves were served food by their masters.	
the entertainment might include dancers.	✓
they might arrange a marriage between families.	✓
young people competed in races.	

[5]

13. [AO1] Tick the correct statements.

One has been done for you. Tick **five** more correct statements.

Important Roman men sometimes wore togas.	✓
All boys were taught music.	
A slave accompanied the children to school.	✓
Every morning the <i>paterfamilias</i> made an offering at the family shrine.	✓
Most children were taught by a priest.	
Rich men managed clients.	✓
Slaves would sometimes accompany their owner to the baths.	✓
The family ate meat at every meal.	
There was a special village where the slaves lived.	
Women did not attend funerals.	
Women managed the spinning and weaving.	✓

[5]

14. [AO2] Tick **five** more correct statements.

Freed slaves sometimes married their former owner.	✓
All slaves came from Africa.	

Children were never slaves.	
Many slaves were captured in war.	✓
Most slaves became rich.	
Only slaves were allowed inside temples.	
Priests were all former slaves.	
Slaves were often freed in their master's wills.	✓
Slaves were sometimes sold on a revolving platform.	✓
Some slaves managed shops.	✓
Some slaves helped to teach children.	✓

[5]

15. [AO3] Tick the box to complete each sentence about Roman temples.

a) Romans spent a lot of money on their temples because ...

A	they believed it would please the gods.	✓
B	they had strict planning laws.	
C	there was a special tax to pay for temples.	
D	they were sometimes used as hotels.	

b) Sacrifices usually took place ...

A	in the temple doorway.	
B	next to the cult statue.	
C	on the steps.	
D	outside the temple.	✓

c) The cult statue was usually...

A	in front of the temple.	
B	inside the temple.	✓
C	kept hidden.	
D	painted blue.	

d) The altar was...

A	inside the temple, at the west end.	
B	inside the temple, by the door.	
C	in the priest's garden.	

D	outside the temple.	✓
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e) Inside most temples were...

A	candles.	
B	offerings to the gods.	✓
C	prayer mats.	
D	rows of chairs.	

[5]

Section B

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
16	a Picture may be identified as either <i>myrmillo</i> or Samnite (or Secutor), owing to lack of clarity in sources and textbooks. Responses should include reference to some/all of the following: <i>myrmillo</i> : helmet with fish motif, rectangular shield (<i>scutum</i>), short sword (<i>gladius</i>), <i>secutor</i> , as above but with plain helmet, perhaps with small eye holes, <i>retiarius</i> no armour (except on arm) trident and net, Samnite large shield short sword, Thracian (<i>Thraex</i>) small shield, curved sword (<i>sica</i>). Credit names of types of gladiator including <i>bestiarius</i> .	5	Use mark scheme The question asks about the main types of gladiator so the response should not be based on the more obscure/less common types.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b Credit: <i>myrmillo/retiarius</i> : symbolises fish/fisherman, contrasting weapons and equipment; Samnite/Thracian, enemies of Rome, contrasting weapons and equipment; <i>bestiarius</i> and animals, power over nature, contrasting weapons and equipment,	5	Candidates may explain some 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 1 0 – 1

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		so too many weren't killed at once; Credit <i>bestiarius</i> and animal fights. Credit <i>essedarius</i> (fights from a chariot) and any other type of Roman gladiator. Credit audience involvement in fate of defeated gladiators. And any other reasonable response.			
	c	Accept any reasonable answer based on: Good diet, did not have to grow food etc, well housed, respected/admired, high value ensured owner would look after you, comradeship. Hard physical training, danger of injury, fear of future career, status as slave.	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 1 0 – 1
17	a	<i>Spina</i> Three bronze turning posts (metae) at either end, statues, trophies, seven moveable eggs (ova) and/or seven bronze dolphins used as lap counters, obelisk from Egypt, spoils of war and any other reasonable point.	5	Use markscheme	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Credit answers based on betting, socialising, buying souvenirs, supporting your team, seeing the emperor, day off work, break in routine etc, religious event (Neptune) Any other reasonable comment	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	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Responses are likely to be based on: Men – betting, watching the races, meeting girls etc. Charioteers were all men.	5	A list of facts with no focus on the question should not be credited above the 'sound' band. Answers that focus only on men and does not	AO3 = 5 Level 5 5 Level 4 4 Level 3 3

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		Women – socialising, meeting boys, watching favourite charioteers, shopping. Any other reasonable response.		refer to women unlikely to be above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	Level 2 2 Level 1 0 – 1
18	a	Diana. Accept any reasonable points including virgin god, god of the moon, hunting/stags/deer, women, childbirth, [oak] trees. Also credit: Apollo's sister and/or Jupiter's daughter.	5	Use mark scheme. Owing to limited range of Diana's responsibilities/powers credit will be awarded for mentioning that she is Apollo's sister and/or Jupiter's daughter.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Answers should be based on comparative powers/responsibilities of some/all of Juno, Ceres, Diana, Venus and Minerva. Credit any other reasonable comment. Answers based on mythology (ie need female gods to provide wives for male ones) should only be credited 1 or 2 marks.	5	Candidates may discuss some gods in more detail or may cover a greater range of gods more briefly. Two well explained factors, or three more briefly explained needed to achieve top levels. 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 1 0 – 1
	c	Accept any reasonable answer based on: powers and responsibilities of Jupiter, comparison with importance of powers/responsibilities of one or more of Neptune, Vulcan, Apollo, Mars, and Mercury. Credit reference to Jesus, Mithras and any other cult gods.	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 god 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 1 0 – 1

APPENDIX 1 - 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	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.