



Oxford Cambridge and RSA

**H**

**Monday 19 June 2017 – Afternoon**

**GCSE CLASSICAL CIVILISATION**

**A353/02** Community Life in the Classical World (Higher Tier)

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK**

**60**

**Final**

Version: **Final** Last updated: **29/06/2016**

**(FOR OFFICE USE ONLY)**

**This document consists of 18 pages**

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood 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 8 practice responses (“scripts”) and the 10 standardisation responses.

YOU MUST MARK 8 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### 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. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. 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

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

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross credit (Subordinate clause/Consequential error)
	Cross
	Extendable horizontal wavy line
	Off page comment
	Repetition
N/A	Highlight
	Tick
	AO1
	AO2
	AO3
	Omission mark

**12. Subject-specific Marking Instructions**

Examiners are reminded that all answers should be marked with reference to the levels of response marking grid 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 the best answer. eg if all three context passages are done, all questions are marked and the best two questions are to count
- In answers to section B, part (a), material must be related to the printed passage. Direct quotations are not necessary for marks, but answers should contain clear references to the text.

## MARK SCHEME Option 1: Sparta

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<ul style="list-style-type: none"> <li>• <i>perioikoi</i></li> <li>• trade</li> <li>• helped prevent <i>Helots</i> escaping</li> <li>• made weapons</li> <li>• crafting other essential items</li> <li>• fishing</li> <li>• ship building</li> <li>• helped the army</li> </ul>	[5]	<p>Candidates should show knowledge beyond what is in the picture.</p> <p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO1 = 5</b></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>
1b	<p>The candidate should explain why the pot is plain and practical.</p> <ul style="list-style-type: none"> <li>• Spartans were not encouraged to have luxury items or decorative artworks.</li> <li>• There was no money to buy goods so items were just functional.</li> <li>• There was no point in one pot being any more decorative than any other because they were encouraged to be equal</li> <li>• Spartans valued warfare rather than the arts</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO2 = 5</b></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>
1c	<ul style="list-style-type: none"> <li>• Women and girls lived at home with the helots</li> <li>• Men lived in the barracks</li> <li>• Boys lived in the <i>agoge</i></li> <li>• The houses would have been plain and not very luxurious</li> <li>• All houses were the same</li> <li>• They hadn't experienced anything more luxurious</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A thorough answer will consider several members of the family</p>	<p><b>AO3 = 5</b></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>

2a	<ul style="list-style-type: none"> <li>• Women married about age 18</li> <li>• Men were between 20 and 30</li> <li>• ‘Abduction’ or arranged by king, in the case of heiresses</li> <li>• the bride’s hair was cut off</li> <li>• bride was dressed in male clothes</li> <li>• the groom had sex with his wife</li> <li>• the groom returned to his barracks</li> <li>• then visited his wife at night in secret</li> <li>• Sleeping with other males encouraged to produce more babies</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2b	<ul style="list-style-type: none"> <li>• The women managed the estate and supervised the helots to produce the contribution to the <i>syssition</i></li> <li>• Women had to do this because the men were training</li> <li>• They gave birth to children to produce more soldiers</li> <li>• They exercised to produce more healthy children</li> <li>• They raised girls, and the boys until they were 7</li> <li>• They encouraged bravery by promoting the ethos</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2c	Spartan ideals could include bravery, patriotism, loyalty, equality Women promoted these by: <ul style="list-style-type: none"> <li>• Bringing up the children not to be fussy with food</li> <li>• Leaving them in the dark to cry.</li> <li>• Mocking cowards</li> </ul> Men promoted these by: <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Running the education system</li> <li>• learning Tyrtaios</li> <li>• rejecting men from the <i>syssitia</i></li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.  Candidates should include both men and women in their answers to be ‘thorough’	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

3a	<p>Role of Kings:</p> <ul style="list-style-type: none"> <li>• marriage of heiresses</li> <li>• adoption of children</li> <li>• maintained the public highways</li> <li>• members of the <i>gerousia</i></li> <li>• military leaders</li> <li>• chief priests of Sparta</li> <li>• presided over sacrifices.</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
3b	<ul style="list-style-type: none"> <li>• The two kings limited each other's power.</li> <li>• <i>ephors</i> oversaw the kings and one accompanied them on campaign</li> <li>• <i>ephors</i> could depose them if they did not rule properly.</li> <li>• The kings had to be part of the <i>gerousia</i></li> <li>• Limited by the vote of <i>ecclesia</i></li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO2 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
3c	<p>Good idea:</p> <ul style="list-style-type: none"> <li>• Upheld royal status</li> <li>• Kings could be more independent in their thinking</li> <li>• Kings may have been killed or injured in the <i>agoge</i></li> <li>• Kings could be exposed as weaklings or cowards</li> <li>• Kings could bond with their men in the <i>syssition</i> without going through the <i>agoge</i></li> </ul> <p>Bad idea:</p> <ul style="list-style-type: none"> <li>• Didn't promote equality</li> <li>• Leader of the army did not have formal training.</li> <li>• Some famous kings like Leonidas went through the <i>agoge</i>.</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO3 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

4	<p>AO1</p> <ul style="list-style-type: none"> <li>• children: inspection and treatment of infants</li> <li>• Spartan boys and men: treatment (physical and psychological) in the <i>agoge</i> and beyond</li> <li>• Spartan women: exercising, child bearing, marriage, management of the estates</li> <li>• Family living arrangements</li> <li>• <i>Helots</i>: enslavement of Greeks, treatment and the <i>krypteia</i>, use in warfare</li> <li>• <i>Perioikoi</i>: roles, self-governing</li> <li>• Lykourgos' reforms on equality and isolating Sparta</li> </ul> <p>AO2 Understanding of the purpose behind the Spartan system e.g. creating a strong and loyal army, promoting equality, preventing a helot revolt, etc</p> <p>AO3 Candidates should focus on what is cruel and unusual in terms of ancient or modern thinking</p>	[30]	<p>Candidates should include factual information about aspects of Spartan society and discussion of whether they could be considered cruel and unusual. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>AO1 should be credited for factual details of how children, women, men, helots and perioikoi were treated</p> <p>AO2 should be credited for explained why these groups were treated in the way they were.</p> <p>AO3 should be credited for evaluating the extent to which the issues they discuss were 'cruel' and 'unusual' (in the context of either the modern or ancient world)</p>	<p><b>AO1 = 11</b> Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 8</b> Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p><b>AO3 = 11</b> Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
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5	<p>Loyalty to Sparta (patriotism)</p> <ul style="list-style-type: none"> <li>• Love of Sparta instilled by mothers</li> <li>• Obedience taught in the <i>agoge</i></li> <li>• Learning the poetry of Tyrtaios at <i>agoge</i></li> <li>• Ideal of the 'beautiful death', dying in battle for Sparta</li> <li>• Uphold the reputation of Sparta's great army</li> <li>• Defending the city</li> <li>• Keeping the helots from revolting</li> </ul> <p>Loyalty to each other</p> <ul style="list-style-type: none"> <li>• Teamwork and bonding taught in the <i>agoge</i></li> <li>• Bonding in the <i>syssition</i></li> <li>• Preparation for the phalanx</li> </ul> <p>Candidates should also consider the lack of choice</p> <ul style="list-style-type: none"> <li>• Every boy was forced to attend the <i>agoge</i> from the age of 7</li> <li>• All <i>Spartiatas</i> had to join the army or be outcasts</li> <li>• Boys and men were forced to live in barracks and train for war</li> <li>• Brainwashed into wanting a beautiful death</li> <li>• The alternative to being in the army was to be an outcast</li> <li>• Men were taken away from their families for most of their lives</li> <li>• The punishments for not making the grade in the army were harsh and humiliating</li> </ul>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>A01 Candidates should include factual information about the Spartan military and ideals</p> <p>A02 Candidates should show an understanding of how their chosen facts promoted patriotism and loyalty</p> <p>A03 Candidates should discuss the extent to which it was built on patriotism and loyalty or on lack of choice, fear and humiliation</p>	<p><b>A01 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>A02 = 5</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p><b>A03 = 5</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
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## MARK SCHEME Option 2: Pompeii

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6a	<ul style="list-style-type: none"> <li>• Had a <i>palaestra</i> for exercise</li> <li>• palaestra had a colonnade for shade</li> <li>• Had the usual warm, hot and cold rooms for the bathing process</li> <li>• Hottest rooms nearest the furnace and the coolest furthest away</li> <li>• Ceilings in hotter rooms curved and channelled so condensation ran down the channels</li> <li>• Separate men's and women's baths for decency</li> <li>• Fewer facilities for women as they were considered less important</li> <li>• Niches in the <i>apodyterium</i> to store clothing</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
6b	<ul style="list-style-type: none"> <li>• Furnace near the hottest rooms</li> <li>• Furnace tended by slaves</li> <li>• Floors suspended on pillars</li> <li>• Flues in walls</li> <li>• Hot air could circulate and heat the rooms</li> <li>• Furnace heated water in tanks</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
6c	<ul style="list-style-type: none"> <li>• Hygiene and cleanliness as few had washing facilities at home</li> <li>• Exercise to keep fit</li> <li>• Business as there were no offices</li> <li>• Networking to improve status</li> <li>• Politicians used the baths to promote themselves</li> <li>• Socialising</li> <li>• Grooming (e.g. hair-plucking, massage)</li> <li>• Women also went</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

7a	<ul style="list-style-type: none"> <li>Weights and measures table/office used to make sure trade was fair</li> <li><i>Macellum</i> – meat and fish market</li> <li>Area for stalls for selling things</li> <li><i>Eumachia</i> – guild hall</li> <li>Granaries to store grain for sale</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Just naming buildings is maximum 'limited' or 'minimal' as the question requires description</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
7b	<ul style="list-style-type: none"> <li>Temple of Jupiter – protect Pompeii, for politicians to make political speeches</li> <li>Temple of the emperor – loyalty to Rome/protection/peace</li> <li>Temple of Lares – protection of the town and prosperity</li> <li>Temple of Apollo – patron of the arts/celebrating Greek heritage</li> <li>In general, to make sacrifices to get the favour of the Gods/thank them/focus of religious festivals</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates who do not name specific temples and their importance cannot gain more than 'limited'</p>	<p><b>AO2 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
7c	<ul style="list-style-type: none"> <li>Free men went there to vote</li> <li>Women and men could do business and shop</li> <li>Slaves were bought and sold there</li> <li>Freedmen such as the Vettii brothers would have done lots of business there</li> <li>Law courts were important for everyone</li> <li>Notice boards could be read by all</li> <li>Boys went to school in the forum</li> <li>Slaves would go on errands and do jobs/tasks for their masters in the forum</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO3 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

8a	<ul style="list-style-type: none"> <li>• earthquake (in AD 62/63)</li> <li>• earth tremors</li> <li>• birds silent</li> <li>• dogs howled</li> <li>• well dried up</li> <li>• springs stopped</li> <li>• cloud appeared</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8b	<ul style="list-style-type: none"> <li>• Many people saw the signs and had time to escape</li> <li>• Excavations are incomplete in Pompeii and the surrounding areas</li> <li>• Destructive force of the pyroclastic flow has destroyed the evidence</li> <li>• Bodies encased in ash have decayed leaving only cavities</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8c	Pliny <ul style="list-style-type: none"> <li>• Eyewitness account</li> <li>• Warning signs</li> <li>• Date and time</li> <li>• Length of eruption</li> <li>• Feelings of victims</li> <li>• Stages of the 'Plinian' eruption</li> <li>• The death of his uncle and the effect on surrounding areas</li> <li>• Possibly dramatized</li> </ul> Archaeology <ul style="list-style-type: none"> <li>• Preserves bodies and possessions, and where they were when they died</li> <li>• Preserves buildings to show the damage</li> </ul> Both can show the stages of the eruption	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

9	<p>Theatre</p> <ul style="list-style-type: none"> <li>• 5,000 capacity</li> <li>• Simple (but predictable?) plots with rude jokes and slapstick humour</li> <li>• Stock characters, masks and role reversal</li> <li>• The theatre building (awning, tiered seating, hard seats)</li> <li>• Only at public festivals</li> </ul> <p>Baths</p> <ul style="list-style-type: none"> <li>• Daily relaxation and socialising</li> <li>• Facilities (men and women)</li> <li>• Exercising</li> </ul> <p>Amphitheatre</p> <ul style="list-style-type: none"> <li>• 20,000 capacity</li> <li>• Shows (gladiators/animals/executions)</li> <li>• Seating (tiered, by status, hard seats, Nucerian visitors)</li> </ul> <p>Other forms</p> <ul style="list-style-type: none"> <li>• At home (garden/dining room)</li> <li>• <i>Thermopolia</i></li> <li>• Seeing a sacrifice in the forum.</li> </ul>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>AO1 Candidates should include factual information about entertainment at the theatre and other forms of entertainment in Pompeii</p> <p>AO2 Candidates should show an understanding of entertainment in the context of Pompeian society</p> <p>AO3 An evaluation of what made these forms of entertainment enjoyable or not, with some comparison between the forms</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p><b>AO3 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
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10	<p>Inns and <i>thermopolia</i></p> <ul style="list-style-type: none"> <li>provided a place for poor people without kitchens to get hot food</li> <li>provided a place for traders and travellers to eat/stay when they were visiting Pompeii on business, helping the town to prosper</li> <li>Entertainment in the <i>thermopolia</i> (graffiti, games, socialising, prostitutes, gambling)</li> <li>Food and drink</li> </ul> <p>Forum</p> <ul style="list-style-type: none"> <li>Market place</li> <li>Notice boards</li> <li>Administrative/commercial/legal/political buildings</li> </ul> <p>Baths</p> <ul style="list-style-type: none"> <li>Hygiene and cleanliness</li> <li>Exercise</li> </ul> <p>Other aspects which were important to daily life</p>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>AO1 Candidates should include factual information about the inns and <i>thermopolia</i> and other aspects of daily life, such as the forum or the baths</p> <p>AO2 Candidates should show an understanding of the role <i>thermopolia</i> and others aspects of daily life played in the lives of the different inhabitants and visitors to Pompeii</p> <p>AO3 An evaluation of the extent to which <i>thermopolia</i> and other aspects of daily life were were vital and needed to be used daily, with some comparison</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 5</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p><b>AO3 = 5</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>
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## APPENDIX 1

## Source based (Section B in Foundation, Section A in Higher)

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>5</b>	<b>5</b>	<b>5</b>
	Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>4</b>	<b>4</b>	<b>4</b>
	Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>3</b>	<b>3</b>	<b>3</b>
	Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
<b>Limited</b>	<b>2</b>	<b>2</b>	<b>2</b>
	Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder</i>	Demonstrates <b>limited</b> understanding of evidence.	<b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response

	<i>communication.</i>		at a <b>limited</b> level.
<b>Minimal/ None</b>	<b>0-1</b>	<b>0-1</b>	<b>0-1</b>
	Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	Demonstrates <b>minimal or no</b> understanding of evidence.	<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

## APPENDIX 2

## Essays (Section B in Higher)

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>9-11</b>	<b>7-8</b>	<b>9-11</b>
	Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>7-8</b>	<b>5-6</b>	<b>7-8</b>
	Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>5-6</b>	<b>3-4</b>	<b>5-6</b>
	Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
<b>Limited</b>	<b>3-4</b>	<b>2</b>	<b>3-4</b>
	Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	Demonstrates <b>limited</b> understanding of evidence.	<b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.

<b>Minimal/ None</b>	<b>0-2</b>	<b>0-1</b>	<b>0-2</b>
	Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	Demonstrates <b>minimal or no</b> understanding of evidence.	<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.