



**GCSE**

**Classical Civilisation**

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

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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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## Annotations




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



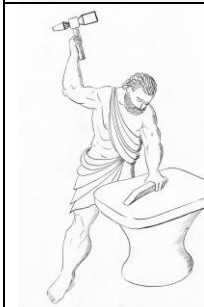
Here are the subject specific instructions for this question paper

**Option 1: Athens**

**Section A**

1. [AO1] Match the god to the picture which represents him. Choose from the list below. Write your chosen answers in the boxes next to the pictures.

 A line drawing of Zeus, the Greek god of the sky and lightning. He is depicted as a bearded man wearing a long robe, holding a lightning bolt in his right hand and a scepter in his left. An eagle is perched on his right shoulder.	Zeus
 A line drawing of Poseidon, the Greek god of the sea. He is shown as a bearded man with a fish-tail lower half, holding a trident in his right hand and a fish in his left.	Poseidon
 A line drawing of Hermes, the Greek god of commerce, travel, and sports. He is depicted as a winged man wearing a petasos (winged hat) and a kilt, holding a caduceus (a staff with two snakes entwined around it) in his right hand.	Hermes

	<p>Ares</p>
	<p>Apollo</p>
	<p>Hephaistos [accept variant spelling]</p>

[5]

2. [AO2] The Great Panathenaia was important because ...

it was a celebration of Athene's birthday.	✓
all the girls in Athens carried baskets of flowers.	
a new <i>peplos</i> (robe) was given to Athene.	✓
a statue of Dionysos was wheeled into Athens.	
golden crowns could be won in the music competitions.	✓
it was held outside the city.	
people came from all over the Greek world to compete in the sporting events.	✓
the prizes included jars of olive oil.	✓
the slaves performed a play to entertain the men.	

[5]

3. [AO3] The Athenian citizens would have enjoyed a visit to the theatre because ...

The chorus sometimes wore elaborate costumes.	✓
Comedies often made fun of well-known public figures.	✓
In some plays machines were used to make it appear as if characters were flying.	✓
Men had a chance to meet women.	
There was a chance to book good seats.	
There was a competition to decide which was the best play.	✓
They could enjoy a day out with their slaves.	
They could sing along to the songs.	
They could sit with their families.	
They would see the chorus perform in the <i>orchestra</i> .	✓
Tragedies encouraged the audience to think about life's deepest questions.	✓

[5]

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

Three tragedies and one comedy were performed on some days of the festival.	✓
At the end of the festival three slaves were sacrificed.	
Authors wrote plays especially for the event.	✓
A wealthy man paid for the actors' costumes.	✓
Everybody had to buy tickets in advance to watch the plays.	
Many animals were sacrificed.	✓
Oil lamps provided lighting for plays at night.	
On the night before the festival there was a torchlight procession.	✓
The actors wore colourful masks	✓
The festival started with a huge bonfire.	
The money from taxing the allies of Athens was displayed in the theatre.	✓
The plays were put on to honour Zeus.	
There was a prize for the best dancer.	

[5]

5. [AO2] Match these gods to the description.

God	Responsibility
Demeter	Crops, farming and fertility
Artemis	Hunting
Aphrodite	Love
Athene	Wisdom and tactical warfare

[5]

6. [AO3]

a) Weaving was a job usually done by ...

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

b) Women spent most of the day in the ...

A	<i>andron</i> .	
B	<i>gynaikon</i> .	✓
C	market.	
D	temple.	

c) The *kyrios* usually ...

A	fetched water from the well.	
B	made cloth.	
C	ran the family farm.	✓
D	told the house slaves what to do.	

d) The *andron* was sometimes used for ...

A	cooking food.	
B	dinner parties.	✓
C	washing clothes.	
D	watching plays.	

e) The *kyria* was important because she ...

A	educated the local children.	
B	looked after the slaves.	✓
C	sang to visitors.	
D	volunteered for charity work.	



f) A *paidagogos* was a slave who...

A	cooked meals for the family.	
B	offered sacrifices at the family shrine.	
C	supervised a boy at school.	✓
D	was in charge of other slaves.	

[5]

## Section B

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
7	a	Accept any reasonable points including drinking wine, drinking games (inc. <i>kottabos</i> ), discussions, songs, music, musical instruments including the <i>diaulos</i> and <i>kithara</i> , toasts, dancing, the <i>hetairai</i> , musical/poetry competitions amongst guests	5	Use markscheme. Do not credit above 'Some' any answers that only list music and musical instruments.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Credit: to further his status in society – politics, business, arranging marriages of children. Cost of entertainment reflected on the host. Decoration of the <i>andron</i> showed his wealth.	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.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Slaves: preparing and serving food, delivering invitations, providing entertainment, <i>hetairai</i> etc. <i>Kyria</i> : decorating the <i>andron</i> , organising slaves to prepare food/wine, remaining respectable – not attending the <i>symposium</i> .	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.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8	a	Accept any reasonable points based on: captured in war, mother was a slave, abandoned at birth, sold by parents, captured/sold by pirates. Thracians were reputed to sell their own children as slaves.	5	Use markscheme	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Answers may refer to some/all of: working on family farm, importance of food production, running business on	5	Candidates may explain several aspects in more detail or may cover a greater range of aspects more	<b>AO2 = 5</b> Level 5 5 Level 4 4




Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		behalf of their owner, <i>kudos</i> /status of owner, demonstrated wealth, working in state mines, working as police force, carried out jobs necessary outdoor jobs in the <i>oikos</i> . Any other reasonable comment.		briefly. Either approach is acceptable and should be credited in line with the marking grids.	Level 3 3 Level 2 2 Level 1 0 – 1
	c	Positives: Men: worked outside, maybe ran a shop/market stall, more likely to be educated so could have better role. Women: protected, light work Negatives: Men: mines, hard physical labour, mistreatment by owner. Women: hard physical labour, prostitution, mistreatment by owner.	5	Accept any reasonable answer based on both options. 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.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
9	a	Accept any reasonable points including choice of animal (unblemished, white, appropriateness to specific god), decoration of animal, procession, ritual washing, maiden with knife in basket of grain, water on animal's head, stun animal, slit throat, blood on altar, meat: thighbones/fat given to gods, rest boiled and eaten. Entrails read for omens.	5	Use markscheme	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Credit: house of a god, safe place to store money, repository for gifts to gods, sanctuary for refugees, scale of buildings showed respect to the gods, home of cult statue. 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 grids.	<b>AO2 = 5</b> 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
					Candidates must explain, rather than describe, the various factors.	
		c	<p>Accept any reasonable answer based on:</p> <p>Altar – focus of the sacrifice, visible to public, visible to the gods, allows smoke to rise to the gods, place where priest stood to invoke the god.</p> <p>Cult statue – ‘contained’ the god, tribute to a god, display of wealth, kept safe and secure in the <i>naos</i>.</p> <p>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><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>

## Option 2: Rome

## Section A

10. [AO1]

	Neptune
	Mercury
	Mars

	Apollo
	Pluto (Hades)

[5]

11. [AO2] Chariot racing was dangerous because ...

chariots travelled fast.	✓
charioteers could become entangled in their reins.	✓
charioteers fought to the death.	
horses could crush charioteers to death.	✓
spectators threw stones at the chariots.	
the charioteer might fall off the chariot.	✓
the crowd often rioted.	
the losers were executed.	
the turns were so tight that chariots could overturn.	✓

[4]

12. [AO3] The Romans would have enjoyed a visit to the *Circus Maximus* because ...

the objects on the spina reminded them of the power of Rome.	✓
all the events were held at night-time.	
it was exciting being part of such a large crowd.	✓
it was sometimes possible to see the emperor.	✓
men and women could sit together.	✓
no slaves were allowed to attend.	
sometimes there were mock sea battles.	
the moving sun-shade was impressive.	
they could cheer on their favourite team.	✓
they could see the chariots with knives on their wheels.	
waiting for the <i>carceres</i> to open was exciting.	✓

[5]

13. [AO1] One has been done for you. Tick **five** more correct statements.

Gladiators sometimes fought to the death.	✓
Actors performed on a large stage.	
Chariots often crashed at the turning posts.	
Criminals were executed at lunchtime.	✓
Losing gladiators were sometimes allowed to live.	✓
Men and women sat next to each other.	
Prizes were awarded for the best comedy plays.	
The audience admired the <i>metae</i> .	
The Colosseum could hold around 50,000 spectators.	✓
The winning gladiator received a medal.	
There were around 80 entrances.	✓
There were trapdoors in the floor.	✓
Wild animals were sometimes hunted there.	✓

[6]

14. [AO2]

Word	Description
<b>ludi gladiatorii</b>	<b>The place where gladiators were usually trained.</b>
<i>bestiarius</i>	A gladiator who fought against animals.
<i>myrmillo</i>	A gladiator who had a helmet with a symbol of a fish on it.
<i>secutor</i>	A gladiator who wore a helmet with small eye-holes which restricted vision.
<i>retiarius</i>	This gladiator carried a net.

[5]

15. [AO3]

a) Only some girls attended the school of the *grammaticus* because ...

A	all girls learned to dance instead.	
B	many girls were too noisy.	
C	most girls did not need to learn about literature.	✓
D	teachers preferred to teach boys.	

b) Teachers usually taught children in the ...

A	back of a shop	✓
B	library.	
C	school hall.	
D	woods.	

c) The litterator usually ...

A	cooked the school dinners.	
B	monitored the children at break-time.	
C	played musical instruments.	
D	taught reading and writing.	✓



d) The lessons of the *rhetor* were important because they ...

A	developed the skills needed for jobs in politics and law.	✓
B	helped men train as gladiators.	
C	prepared girls for adult life.	
D	taught slaves how to organise dinner parties.	

e) Wax tablets were commonly used because ...

A	it showed respect to the gods.	
B	teachers sold them to the children to make money.	
C	the law said that all children must use them.	
D	they were reusable.	✓

f) A *stilus* was used for...

A	counting numbers.	
B	punishing children.	
C	reading poems.	
D	writing words.	✓

[5]

## Section B

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
16	a	Accept any reasonable points including items of food, wine, dancers, musicians, plays, dwarves, philosophers, singers, gladiators.	5	Use markscheme The response should include information in addition to what is visible in the picture. Do not credit higher than 'Some' if the response just lists types of food.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	Credit: to boost image, display wealth, impress/gain patrons/clients, business deals, arrange marriages, politics, social reasons etc. 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.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Accept any reasonable answer based on: Slaves: preparation and serving of food/wine, entertainment, welcoming guests. Wife ( <i>uxor</i> ): socialising with guests, ensuring <i>cena</i> ran smoothly, creating a good impression, planning event and preparing slaves etc.	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.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
17	a	Accept any reasonable points based on kept under guard, tied by ropes/chains, minimal clothes to display physique, standing on revolving platform to be inspected, placard around neck with info/skills, slave-trader's guarantee of health, chains, chalk on feet to prevent running away, auctioned to highest bidder and etc. Credit mention of slave market at Delos.	5	Use markscheme	<b>AO1 = 5</b> 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
	b	<p>Credit answers based on building work, mining, farming, running shops and businesses, operating the baths, working in the colosseum/circus max (operating lifts trapdoors etc), working as gladiators, chariot racers, working for chariot teams, accompanying owner to the baths and forum etc. Slaves employed as teachers, running schools etc.</p> <p>Any other reasonable comment</p>	5	<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.</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>
	c	<p>Positives: Male – perhaps ran shop or market stall independently, benefits of living in a great city. Household roles: servant, cook, gardener etc. Female - perhaps ran shop or market stall independently, benefits of living in a great city. Some married their owners. Household roles: servant, maid, cook, cleaner, nurse/childcare. Negatives: Men – physical labour, mistreatment, lack of freedom, torn from family/home. Women – ditto plus possible mistreatment by men.</p>	5	<p>Accept any reasonable answer based on any details of the two options. 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.</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>
18	a	<p>Accept any reasonable points including role of priest (ritual cleansing, invocation of deity), animal stunned by <i>popa</i>, and throat slit by <i>cultrarius</i>. Liver read by <i>haruspex</i> for omens (accept ‘innards’, ‘insides’, ‘intestines’ etc). Musician(s), animal handler, dancers</p>	5	<p>Use markscheme. Candidates do not have to use correct technical terms to reach top level. Credit one marks for identifying official by title (ie ‘priest’, ‘popa’, ‘haruspex’, ‘soothsayer’ etc.) and</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>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		(in procession). Overseen by priest. Credit Vestal Virgins making the <i>mola salsa</i> .		one mark for describing role (ie 'slit throat of animal') Note that the question asks for 'roles' not 'names' specifically.	
	b	Credit: To gain the favour of the god for personal gain [credit specific gods/examples]; to gain the favour of the gods for communal gain (ie Rome); to display wealth to patrons/clients/others; to impress the gods with good quality animals/lavish display. Any other reasonable comment	5	Candidates must explain, rather than describe, each point made. Credit detailed knowledge of aspects of Roman society. 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.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	Accept any reasonable answer based on any details of the two options. Selection: 'perfect' animal, white if possible, well-behaved (willing to be sacrificed). Procession: careful choice/decoration of animal, displayed wealth, attracted attention of the gods. Sacrifice: correct ritual to please gods, invocation to ask favour. After the killing: gift of thighbones, fat/smoke to the gods expecting gift in return, importance of the reading of the omens, eating of the meat, feasting etc. Answers that focus only on one option should not be awarded more than L3.	5	A list of facts with no focus on the question should not be credited above the 'sound' band. Answers that focus only on the ceremony or the selection are unlikely to be above the 'sound' band. A L4 or L5 answer should provide an answer (with detail) to the question as set.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

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