



GCSE

Classical Civilisation

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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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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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

SECTION A

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	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.	AO1 = 5 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.	AO2 = 5 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.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2	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	AO1 = 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
	b	Answers may refer to some/all of: working on family farm, importance of food production, running business on 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	5	Candidates may explain one or two 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	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.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
3	a	Accept any reasonable points including choice of animal (unblemished, white, link 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	AO1 = 5 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.	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	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			Any other reasonable comment		in line with the marking grids. Candidates must explain, rather than describe, the various factors.	Level 1 0 – 1
		c	Accept any reasonable answer based on: 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. Cult statue – ‘contained’ the god, tribute to a god, display of wealth, kept safe and secure in the <i>naos</i> . 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 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 1 0 – 1

SECTION B

Question	Answer/Indicative content	Mark	Guidance
4	<p>Candidates would be expected to outline the various stages of a boy's education, including the <i>grammatistes</i> [reading, writing, maths, Homer], the <i>kitharistes</i> [music, lyre, singing Homer], paidotribes [PE, running, wrestling, jumping, throwing discus]. Role of <i>paidagogos</i> to check on progress. Skills taught by father [<i>kyrios</i>] included running farm/ business, roles in society; assembly, war, chorus etc; symposium.</p> <p>Girls: skills taught at home include: childcare, managing slaves, running household, food supply - preservation & cooking, weaving, modest behaviour etc. religious roles: especially funerals. Also 'three R's' as even poor women would need to count in the market place etc. Some roles in festivals eg <i>peplos</i> at Panathenaia.</p> <p>Credit the training of some [slave or <i>metic</i>] girls as <i>hetairai</i> by their owners (outside the home)</p> <p>All/some of these skills might be linked to roles in adult life</p> <p>Boys: farming, business, roles in the polis such as assembly, war, festivals, chorus, symposium for marriage of daughters, business deals etc.</p> <p>Girls: family life, raising of legitimate heir(s), reputation, managing household – food, clothing, slaves – and the importance of this for the members of the <i>oikos</i>. Other roles in the city limited, but there are religious roles, especially funerals, and some festivals.</p>	30	<p>Straightforward list of factual details will probably not achieve higher than 'some' as these answers are unlikely to fully address the question.</p> <p>To reach the higher bands responses should cover both boys' and girls' education, and they should compare the relative importance of the contribution of both, when applied as adults, to the city, and/or to the <i>oikos</i>.</p>
5	<p>Although not strictly specified it would be expected that candidates would focus on the main Olympian gods and their responsibilities: Zeus, Poseidon, Athene, Hera, Demeter, Hephaistos, Apollo, Aphrodite, Artemis, Ares, Hermes and Dionysus.</p> <p>The first three are likely to be the most common choices for 'importance' owing to Zeus = king of gods, Poseidon</p>	30	<p>Straightforward list of factual details about gods and their responsibilities will probably not achieve higher than 'some' as these answers are unlikely to fully address the question.</p> <p>To reach the higher levels responses should compare the various gods and their responsibilities and/or discuss the relative importance of the various gods to the city, and/or to groups/individuals within the city.</p>

Question	Answer/Indicative content	Mark	Guidance
	and Athene being linked to foundation myth and etc. Credit can be awarded for any relevant factual support on some or all of these gods. Sacrifices and festivals: description of the events should be credited, although candidates should discuss some reasons for the events to reach the higher levels.		It is not always necessary for a response to focus on more than a small number of gods to attain the higher levels, depending on the depth of knowledge shown in AO1, combined with equivalent understanding and analysis at AO's 2 and 3.

OPTION 2 – ROME

Section A

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	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.	AO1 = 5 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.	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: 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.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7	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.	5	Use markscheme	AO1 = 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
		Credit mention of slave market at Delos.			
	b	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. 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	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.	5	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.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8	a	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	5	Use markscheme. Candidates do not have to use correct technical terms to reach top level. Credit one marks for identifying	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		'innards', 'insides', 'intestines' etc). Musician(s), animal handler, dancers (in procession). Overseen by priest. Credit Vestal Virgins making the <i>mola salsa</i> .		official by title (ie 'priest', 'papa', 'haruspex', 'soothsayer' etc.) and one mark for describing role (ie 'slit throat of animal') Note that the question asks for 'roles' not 'names' specifically.	Level 1 0 – 1
	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.	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 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 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 1 0 – 1

Section B

Question	Answer/Indicative content	Mark	Guidance
9	<p>Credit any relevant details relating to the buildings and/or the events held therein.</p> <p><i>Circus Maximus</i> c.250,000 spectators, <i>spina</i> decorated with objects won from around the empire, imperial palace overlooked the arena;</p> <p>Events: chariot racing, parades, acrobats etc, animal hunts, religious festivals (<i>Iupercalia</i> etc)</p> <p>Colosseum; c.60,000 spectators, formal seating arrangements, imperial box, awning, trapdoors etc in arena, first layout could be flooded for naval battles.</p> <p>Events: parades, executions of criminals (including by animal), music, gladiators, mock battles, animal hunts</p> <p>Power of Rome expressed by scale, cost, events, exotic animals from around empire etc, power of life and death (Colosseum), extent of empire and etc.</p>	30	<p>Straightforward list of factual details will probably not achieve higher than 'some' as these answers are unlikely to fully address the question.</p> <p>To reach the higher bands responses should cover both buildings, and they should compare the extent to which they both demonstrated the power of Rome.</p> <p>To reach the top two bands a response should address the question and compare the use of the buildings to demonstrate power with another aspect, perhaps entertainment or 'a great day out'.</p>
10	<p>Although not strictly specified it would be expected that candidates would focus on the main gods and their responsibilities, especially in the case of the Romans:</p> <p>Jupiter = king of the gods, and perhaps Mars = god of war as many candidates at this level will associate Rome with its army.</p> <p>Other gods likely to be mentioned by candidates: Neptune [sea], Apollo [arts/learning], Mercury [messenger], Pluto [death], Venus [sensual love], Minerva [wisdom/warfare], Vesta [home], Ceres [crops], Diana moon/women], Juno [women/childbirth].</p> <p>Credit reference to the household gods – the <i>Iares</i> and the <i>penates</i>.</p>	30	<p>Straightforward list of factual details will probably not achieve higher than 'some' as these answers are unlikely to fully address the question.</p> <p>To reach the higher bands responses should compare and perhaps prioritise between the various gods and their responsibilities and/or discuss the relative importance of the various gods to Rome, and/or to groups/individuals within the city.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>Credit any relevant reasons why the Romans might have worshipped these gods, ranging from importance to the city (eg Jupiter) to personal invocations of a specific god for a specific reason (eg Neptune for good weather on a sea voyage) etc.</p> <p>Credit can be awarded for any relevant factual support on some or all of these gods.</p> <p>Some candidates may mention foreign cults eg Christianity, Judaism, Mithraism, Isis and these should be credited accordingly.</p>		

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