

GCSE

Classical Civilisation

Unit **A353/02** Community 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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MARK SCHEME Option 1: Sparta

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	The Spartans invaded and conquered Messenia; they captured the inhabitants and enslaved them, making them work as serfs on their farms. The Spartans treated the <i>helots</i> very badly. Thorough answers may refer to 1 st and 2 nd Messenian Wars.	[5]	Candidates should show knowledge beyond what is in the passage. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
1b	No because the Spartans enslaved fellow Greeks – the Achaeans and the Messenians who spoke the same language. They did not ‘treat them well’ since they got them drunk as an example and they did ‘violence to them’. Yes because they had revolted so they were punished as they deserved and the Spartans treated them well as they let them live with their own families.	[5]	The information suggested is indicative only, and any accurate points 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 .
1c	It meant that the Spartans were at war for the best part of 20 years. They had to make great sacrifices and lost many soldiers. It made them fear the <i>helots</i> but at the same time made the Spartans stronger as they had to control them. It made the Spartans change their system completely. Made Spartans unwilling to campaign outside Greece. Meant Spartan men did not have to be farmers.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2a	The Spartans saw other Greeks as corrupted by luxury and likely to corrupt them. They saw them as paying a lot of attention to art and beautiful things as well	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	as literature and philosophy. They saw them as mostly inferior warriors and as people who traded and travelled but restricted the behaviour of their wives. Respected Athenian siege expertise but were distrustful of them.			Level 2 2 Level 1 0 – 1
2b	They had enslaved other Greeks. They were warlike and their soldiers fought like machines. They were secretive and did not allow visitors or travel themselves. They let their women have too much freedom.	[5]	The information suggested is indicative only, and any accurate points 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
2c	There was very little material written by the Spartans themselves: most written sources are by outsiders and from different times. The writers who wrote about Sparta were biased for various reasons and it was hard for them to know the truth as Spartans were secretive. Tyrtaios was Spartan but wrote propaganda. Xenophon was biased.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
3a	Ran the household and supervised the farm for cloth and food production which meant that the men could be professional soldiers and defend the city and control Helots. Kept the household accounts, maintaining the economic security of the city. Enabled men to provide their share of food to the dining club. Supervised the helots in rearing the children ensuring that they were tough and ready for the army/being Spartan wives. Exercised so as to be strong and produce the next generation of strong Spartan children.	[5]	The information suggested is indicative only, and any accurate points 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

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	Jeered at men to discourage cowardice and celibacy. Gave their opinions to help men vote at Ekklesia. Indoctrinated children so they were loyal to Sparta.			
3b	Other Greek women were not allowed to wear the sort of revealing clothes Spartan ones wore. Other Greek women did not exercise or give their opinions or jeer at men. Spartan women could own property while other Greek women could not. Spartan women wore no make up or jewellery.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
3c	Difficult because they had to make sure enough food was produced so that the men could dine at the <i>syssitia</i> and provide their share and so the rest of the family was fed: hard work supervising field slaves on their own. Not difficult because did not have to do the work themselves: got Helots to do it. Not difficult as did not have to do weaving or house work. Not difficult as did not have to look after own children but difficult as had to make sure children treated harshly and then send boys off to harsh Agoge. Difficult as might get lonely with husband away all the time/ not difficult as husband away all the time. Got married later so more ready for childbirth and exercise helped them too.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
4	<i>Helots</i> had to do the manual labour. They worked the farms which provided the food for the Spartans. Without this the Spartans would have starved. Men also needed to bring a share of food for the <i>syssition</i> which was provided by the <i>Helots</i> . <i>Perioikoi</i> had to	[30]	Candidates should include factual information about <i>Helots</i> and <i>Perioikoi</i> and what they did for Sparta as well as other people in Sparta and discuss the importance of the roles.	AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	produce the useful items needed by the Spartans so without them the Spartans would have had no cooking pots, storage jars etc. <i>Perioikoi</i> also did any trade needed so if the Spartans could not get something from their own lands, the <i>Perioikoi</i> would have to get it. <i>Helots</i> and <i>Perioikoi</i> also helped in wars – baggage handlers, skirmishers, making weapons, shields etc. Others had important roles too. <i>Spartiatai</i> had to attend the Apella to contribute to the running of Sparta as well as training for and being in the army so as to be ready to defend Sparta. <i>Ephors</i> kept the kings in check, ran the <i>Ecclesia</i> , judged law cases, declared war, oversaw the education system. The <i>Gerousia</i> dealt with laws. Women had important jobs to do – exercising so as to produce healthy babies, instilling Spartan values in boys/men, making sure the helots produced enough food on the farm for the men and themselves. The Spartans could not have lived without the <i>Helots</i> and <i>Perioikoi</i> but others had important roles too.		The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO2 = 8 Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1 AO3 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2
5	The government was unfair and possibly ridiculous in the sense that only <i>Spartiatai</i> could be involved with it. <i>Perioikoi</i> , <i>Helots</i> and women were excluded. Women were, however, encouraged to share their opinions. The <i>Ecclesia</i> was fair in the sense that all males over 30 were in it but they could only vote yes or no and could not	[30]	Candidates should include factual information about the Spartan government and discuss the extent to which the government may be seen as unfair or ridiculous. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>enter into any kind of debate. Election of <i>Gerousia</i> and <i>Ephors</i> seems fair but method could be seen as ridiculous. Kingship was hereditary – no qualifications and did not even go through the <i>agoge</i> but expected everyone else to. <i>Ephors</i> being able to depose monarchs could be seen as fair or ridiculous and unfair.</p>			<p>AO2 = 5 Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1</p> <p>AO3 = 5 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

MARK SCHEME Option 2: Pompeii

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6a	The House of the Faun has two front entrances, two atria and two gardens, also service quarters. The House of the Vettii is one house so it has one front entrance and one garden but has two atria next to one another. The House of the Vettii has service quarters and stables while the House of the Faun has baths. Back door in House of Faun. Shapes are very different.	[5]	The information suggested is indicative only, and any accurate points 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
6b	Erotic paintings. Wall painting of Cupids doing different trades. Greek mythology wall paintings e.g. Ixion and Pentheus. Fountains in the garden. Bronze and marble statues.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
6c	I think the House of the Faun would be better for a business man to live in as he could use the tablinum for his business. In both houses there are two atria which he could use to greet clients. If he was very busy he could save time spent at the public baths by using the baths at home if he lived in the House of the Faun but he would do better networking at the public baths if he lived in the House of the Vettii. House of the Vettii has no shops so could not make money from them.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
7a	Made decisions in law cases in the basilica, managed public funds, oversaw meetings of the town council in the curia.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7b	Paid for public buildings, days at the baths, shows in the amphitheatre, plays. Bribed them to vote for them.	[5]	The information suggested is indicative only, and any accurate points 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
7c	It was fair because people could vote. It was unfair because women and slaves could not vote. Unfair because the richer candidates could afford better bribes and would win more votes. Members of noble families might get all the jobs which meant experienced people were in charge but nobody new got a chance. Officials were not paid.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8a	The seating was tiered so that the people at the back could see what was happening. The arena was in the middle and the seats went all the way round so that you could have the maximum number of spectators and it does not matter which side you watch arena shows from – there is no front or back view. There was seating for 15,000 so the whole population could go to watch.	[5]	The information suggested is indicative only, and any accurate points 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

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8b	Gladiators shows, beast hunts. Shows to bribe the audience to vote for the sponsor. Executions. Performing animals, animals killing each other.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8c	There was a huge crowd. There was rivalry between the two towns. The people were carrying weapons. There was no police force or security to prevent it. It was a violent 'sport'. The punishments had to be severe to try to discourage others. 10 year ban meant no entertainment of this kind for ages with loss of trade for those concerned.	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
9	The people could meet (with the opposite sex) in the forum – no carts, colonnade for shade, but also visited the forum for shopping, attending a sacrifice, showing respect to the emperor, reading the notices, looking at the statues, school. However, there were much better places to socialise e.g. the baths, theatre, amphitheatre, inns, <i>thermopolia</i> , brothels, homes. Forum was open every day unlike amphitheatre and theatre.	[30]	Candidates should include factual information about social life in Pompeii and discuss the extent to which the forum contributed to social life. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2 AO2 = 8 Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1 AO3 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6

Question	Answer	Marks	Guidance	
			Content	Levels of Response
				Level 2 3 - 4 Level 1 0 - 2
10	It was a good site because it had a sheltered harbour, navigable river, fertile land, good climate, water supply, defensive lava spur. Prosperity could be created by food and resource production and trade, also tourism. Not so perfect due to volcanic activity e.g. earthquake and eruption of Vesuvius. The features of the town that helped prosperity were: forum accessible from harbour, roads and plenty of gates, good water supply, baths, theatres, amphitheatre, <i>thermopolia</i> , inns, market to sell goods, granary to store grain.	[30]	Candidates should include factual information about original site of Pompeii and discuss the extent to which the place was perfect for prosperity. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	AO1 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2 AO2 = 8 Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1 AO3 = 11 Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2

APPENDIX 1

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

	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. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	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. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	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. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	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. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	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	0-1	0-1
	Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	Demonstrates minimal or no understanding of evidence.	Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

APPENDIX 2

Essays (Section B in Higher)

	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	9-11	7-8	9-11
	Demonstrates thorough 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 thorough understanding of evidence with clear and detailed explanation.	Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	7-8	5-6	7-8
	Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	Demonstrates sound understanding of evidence with explanation.	Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6	3-4	5-6
	Demonstrates some 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 some understanding of evidence with some explanation.	Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	3-4	2	3-4
	Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	Demonstrates limited understanding of evidence.	Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.

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

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