

General Certificate of Secondary Education
Classical Civilisation
Unit A353: Community Life in the Classical World (Foundation Tier)
Specimen Paper

F

A353(F)

Time: 1 hour

Candidates answer on the question paper.
Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Use black ink only.
- There are **two** options in this paper:
Option 1: Sparta
Option 2: Pompeii
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **all** questions from Section A and **two** questions from Section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Marks are awarded in Section B for the quality of written communication of your answer.

FOR EXAMINER'S USE ONLY

SECTION A

SECTION B

TOTAL

This document consists of **29** printed pages and **3** blank pages.

Option 1: Sparta

Answer **All** questions from SECTION A and **two** questions from Section B.

Task 1.

Match the boxes up to complete the sentences correctly.

The first one has been done for you.

At the age of SEVEN Spartan boys...

encouraged boys to fight.

Older men in Sparta...

were made to exercise naked.

Spartan girls...

were taken from their mothers.

Members of the Krypteia...

controlled the estates in Sparta.

Spartan wives...

hunted and killed slaves.

Task 2.

Some of the following statements are true and some are false.

Tick the 'true' box if the statement is true, tick the 'false' box if it is not.

- | | True | False | |
|--|--------------------------|--------------------------|-----|
| (a) Sparta was ruled by two kings. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (b) Spartans were happy to welcome foreign visitors to their city. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (c) Aristophanes made fun of the Spartans in his plays. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (d) Spartans built beautiful buildings in their city. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (e) Spartans did not write a lot about life in their city. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (f) Spartan warriors were also good craftsmen. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |

[6]

Task 3.

Tick the box to complete the sentence correctly.

- (a) A famous author who wrote poems for Spartans was...
 A...Zenophon.
 B...Tyrtaios.
 C...Herodotus.
 D...Aristotle. [1]
- (b) A famous Persian King who fought against Sparta was...
 A...Leonidas.
 B...Demaratus.
 C...Xerxes.
 D...Achilles. [1]
- (c) The Agoge was...
 A...a type of meal eaten in Sparta.
 B...the Spartan education system.
 C...a unit of the army.
 D... the emblem on a Spartan warrior's shield. [1]
- (d) Spartan warriors were easily noticed because of their...
 A...high boots.
 B...small shield.
 C...plumed helmet.
 D...white horses. [1]
- (e) Women believed their most important duty was to...
 A...stay faithful to their husbands.
 B...produce children.
 C...fight Sparta's enemies.
 D...work on the land to produce food. [1]
- (f) Spartan boys were allowed to steal but...
 A...they were punished if caught.
 B...they had to give back what they stole.
 C...they had to give what they stole to their parents.
 D...they could only steal from non-Spartans. [1]

- (g) Spartan men believed their most important duty was...
- A...to stay faithful to their wives.
- B...to have lots of sons.
- C...to live away from their families.
- D...to fight for Sparta.

[7]

SPECIMEN

Task 4.

Tick the three correct statements which apply to:

Spartan Warriors...

went to battle with a short spear so that they could throw it further.

went to battle with a short sword because of the way they fought.

used a long spear in battle to help keep a distance from their enemy.

wore very little armour so they could move about all over the battlefield.

wore a red cloak to conceal blood if they were wounded.

used dancing as a way to help in battle.

[3]

Task 5.

Tick three correct statements that apply to the phrase:

The Gerousia was important to Sparta because...

the members chose who would fight with the king.

the members tried criminals in Sparta.

the members were elected because of their noble qualities.

the members were all reasonably young men and active warriors.

the members stayed in the Gerousia for life so had experience of Spartan ways.

the members were not influenced by the king.

[3]

Task 6.

Place the statements about what happened at Thermopylai in the correct order by numbering the boxes 2 – 6.

The Delphic oracle tells of the death of a king.	1
Only 300 Spartans were left at the pass.	
A fight over the body of Leonidas.	
Ephialtes gave the Persians some advice.	
A Persian spy saw the Spartans combing their hair.	
The Persians head off on a mountain pass.	

[5]

Task 7.

Tick the box to complete the sentence correctly.

(a) Ephors were particularly important in Sparta because ...

A... they could bring other officials to trial and sentence non-Spartans to death.

B... there were five each year, one of whom gave his name to the year.

C... they acted as judges or priests in city.

D... they were allowed more children than other Spartan men.

[1]

(b) The Apella was particularly important in Sparta because ...

A... it was restricted to Spartan men over 18.

B... It meant that everyone in Sparta could meet together and vote.

C... members could vote on proposals put forward for the good of Sparta.

D... it gave women the chance to vote.

[1]

Total: [30]

(b) Why was physical exercise was important to Spartans?

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[5]

(c) To what extent do you think the Spartan education system was successful?

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[5]

Option 2: Pompeii

Answer **all** questions from Section A and **two** questions from Section B.

Section A

Task 1.

Some of the following statements are true and some are false.

Tick the 'true' box if the statement is true.

Tick the 'false' box if the statement is false.

- | | True | False | |
|---|--------------------------|--------------------------|-----|
| (a) The Eumachia building was of political importance in Pompeii. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (b) Scribbling on walls played a large part in Pompeian politics. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (c) The forum was mainly a place to go and relax. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (d) The aediles had the dirty job of cleaning the streets of Pompeii. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (e) Pompeii's politicians were not allowed any links with the tradesmen of Pompeii. | <input type="checkbox"/> | <input type="checkbox"/> | [1] |
| (f) Politicians in Pompeii were expected to contribute to the wealth of the town. | | | [1] |

[6]

Task 2.

What is this area used for? Write the name of the area in the box 'use of area'.

Use of Area	Name of Area
For Rainwater	
For the Family dinner	
For Religion	
For relaxation	
For the master	

Name of Area	
atrium	shops
impluvium	tablinum
lararium	triclinium
peristyle	

[5]

Task 3.

Tick **three** statements that apply to the following:

The House of Faun...

...shows that Pompeians had an interest in history.

...was probably owned by someone with trading interests abroad.

...was designed so that the shops attached brought in trade.

...shows that some Pompeians placed very little reliance on slaves.

...was designed so that the family had some privacy from guests.

...is a good example of the design of a small domus.

Task 4.

Tick **three** statements that correctly finish the sentence:

The riot in the Amphitheatre in 59 AD was a significant event to Pompeii because...

...the emperor banned games for ten years.

...nobody wanted to put on games after that as the Pompeians were so ashamed.

...so many Pompeians were killed by their neighbours from Stabiae.

...many gladiators escaped and ran riot through the streets.

...gladiatorial supporters from other towns came to challenge the Pompeians so Pompeii was far less safe.

... politicians lost the chance to gain the support of the people.

... many Pompeians killed their neighbours from Nuceria.

[3]

[Turn over

Task 5.

Tick the box to finish the sentence correctly.

(a) The Basilica was an important building because...

A...people could buy cheap food there.

B...justice was administered there.

C...religion was an important part of Pompeian life.

[1]

(b) Because of an earthquake in 62AD; to protect them the Pompeians built...

A...the temple of Jupiter king of gods.

B...a new wall around Pompeii

C...a temple to the Lares of Pompeii

[1]

[2]

Task 6.

Where were these items used? Write the location in the box of the item.

Items	Location
Masks	
Furnace	
Curved ceiling	
Weights and Measures	
Open roof area	

Location	
Baths	Theatre
House	Hypocaust
Forum	

[5]

Task 7.

Tick the box to finish the sentence correctly.

- (a)** The YEAR of the eruption was...
A...52 BC.
B...79 AD.
C...179 AD.
D...97 AD. [1]
- (b)** The MONTH of the eruption was...
A...December.
B...March.
C...August.
D...October. [1]
- (c)** She owned an inn with interesting food...
A...Claudia.
B...Asellina.
C...Eumachia.
D...Fauna. [1]
- (d)** A common food in Pompeii was...
A...bread.
B...rice.
C...potato.
D...chicken. [1]
- (e)** The house of Vettii was owned by...
A...a Greek family.
B...two brothers.
C...two wealthy business women.
D...The emperor's cousin. [1]
- (f)** A room in the House of Vetti shows pictures of...
A...exotic animals.
B...Trojan heroes.
C...Cupids.
D... Roman soldiers. [1]

[6]

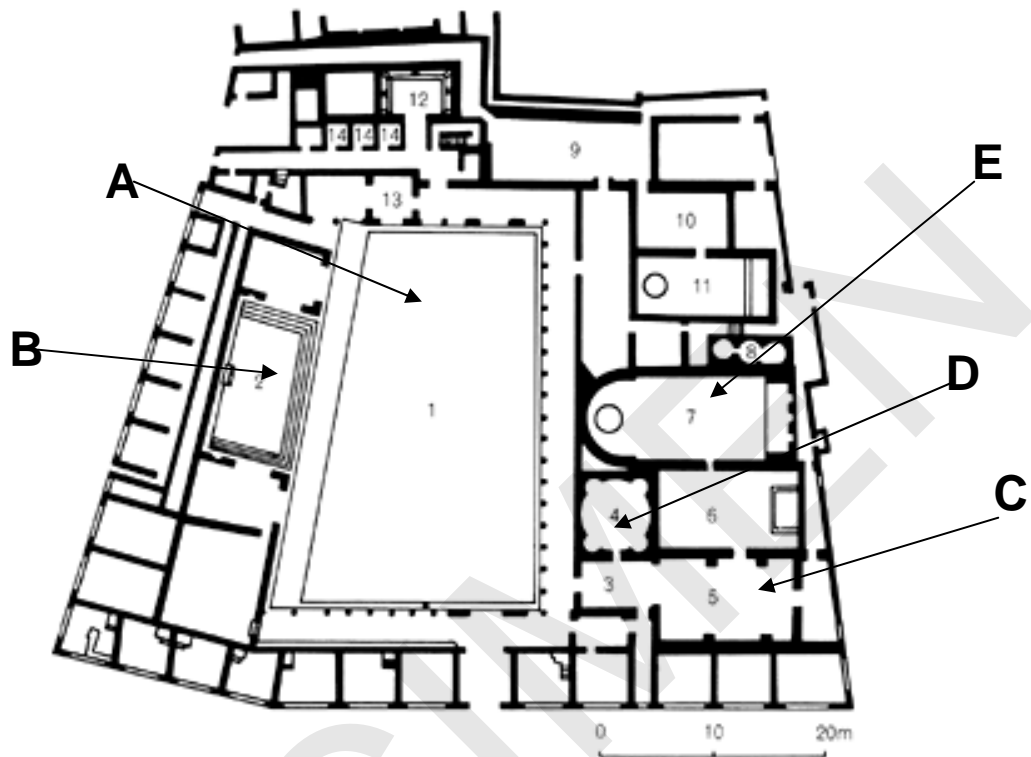
Total: [30]

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SPECIMEN

OR

3 Look at the plan below and then answer **all** the questions that follow.



[<http://www.utexas.edu/courses/romanciv/Romancivimages17/Stabian%20baths.gif>]

(a) Name the areas labelled A to E.

A

B

C

D

E

.....

.....

[5]

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SPECIMEN

Copyright Acknowledgements:

Sources

Lines translated from Plutarch, *Life of Lycourgos*

Thucydides, *The History of the Peloponnesian War*, translated by Rex Warner with an introduction by M. I. Finley, Penguin 1972, book 4, 80

The Letters of the Younger Pliny, translated with an introduction by Betty Radice, Penguin 1969, book VI 20

The ruins of Pompeii, Italy. © Wolfgang Schoenfeld. www.istockphoto.com

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Unit A353: Community Life in the Classical World
(Foundation Tier)

Specimen Mark Scheme

The maximum mark for this paper is **60**.

SPECIMEN

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	Task 1	
	At the age of seven Spartan boys – were taken from their mothers	[1]
	Spartan girls – were made to exercise naked	[1]
	Members of the Krypteia – hunted and killed slaves	[1]
	Spartan wives – controlled the estates in Sparta	[1]
	Task 2	
(a)	True	[1]
(b)	False	[1]
(c)	True	[1]
(d)	False	[1]
(e)	True	[1]
(f)	False	[1]
	Task 3	
(a)	B	
(b)	C	[1]
(c)	B	[1]
(d)	C	[1]
(e)	B	[1]
(f)	A	[1]
(g)	D	[1]
	Task 4	
	went to battle with a short sword because of the way they fought.	[1]
	wore a red cloak to conceal blood if they were wounded.	[1]
	used dancing as a way to help in battle.	[1]
	Task 5	
	The members tried criminals in Sparta.	[1]
	The members were elected because of their noble qualities.	[1]
	The members stayed in the Gerousia for life so had experience of Spartan ways.	[1]

Option 1: Sparta		
Section A		
Question Number	Answer	Max Mark
	<p>Task 6</p> <p>Maximum 5 marks to be awarded for correct sequence. 1 mark to be given per statement in correct order</p> <p>A Persian spy saw the Spartans combing their hair.</p> <p>Ephialtes gave the Persians some advice.</p> <p>The Persians head off on a mountain pass</p> <p>Only 300 Spartans were left at the pass.</p> <p>A fight over the body of Leonidas</p>	[5]
(a)	Task 7 A	[1]
(b)	C	[1]
Total:		[30]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1(a)	<p>Who was Lycurgos? Describe how he was associated with Sparta.</p> <p>Answers should include several points from the following (though they are not expected to go into this much detail on any one point):</p> <ul style="list-style-type: none"> • according to ancient sources, Lycurgos was a war veteran who, with the support of his comrades, managed to become regent or tutor to the Spartan King Charilaus; • he lost an eye when a young political opponent, Alcander, chased him out of the marketplace and hit him in the face with a stick when Lycurgos turned around to see him; he was sentenced to serve as Lycurgos' servant for a period of time and eventually became one of his biggest supporters; • Lycurgos is often referenced to throwing this lost eye at political opponents in order to win debates, which he often did; • among the reforms attributed to Lycurgos are the establishment of the senate, the abolition of gold and silver coinage and the substitution of iron money, the requirement of eating in commons and living (for men under the age of thirty) in rough-hewn barracks, the destruction of the city walls to promote martial skill, re-dividing Spartan land and forcing it to be worked by Helots, and the system of government that divided power between king, the Spartan citizenry, the gerousia, and the ephors; • according to the legend found in Plutarch's Lives and other sources, when Lycurgos became confident in his reforms, he announced that he would go to the oracle at Delphi to sacrifice to Apollo; • however before leaving for Delphi he called an assembly of the people of Sparta and made everyone, including the kings and senate, take an oath binding them to observe his laws until he returned; • he made the journey to Delphi and consulted the oracle, which told him that his laws were excellent and would make his people famous; • being satisfied by this he starved himself to death instead of returning home, forcing the citizens of Sparta by oath to keep his laws indefinitely. <p>See the AO1 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
1(b)	<p>What would Spartan women have enjoyed about their life in Sparta?</p> <p>Answers should demonstrate understanding about what life would have been like for women in Sparta and aspects of their lives that might have been enjoyable.</p> <p>Possible references to:</p> <ul style="list-style-type: none"> • intensive physical training: wrestling, running, throwing javelin; • avoiding bodily adornment (cosmetics, jewellery, even clothing, etc); • no weaving and spinning wool; • sleeping with men other than their husbands; • being expected to marry and produce children ; • aiding the war effort; • supervising land and the helot slave force; • giving up their sons to state. <p>See the AO2 column of the foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
1(c)	<p>Explain why women were important to the overall success of Sparta.</p> <p>Answers may refer back to aspects of (b) and can be rewarded as long as they expand upon the basic point and relate the role of women to the overall success of Sparta.</p> <p>Women were vital to the success of the state because:</p> <ul style="list-style-type: none"> • they replaced men when there was war; • sometimes shared in war effort; • trained children to be independent in order to be trained for the state; • maintained ethos when sons were older (come back on shield story); • production of sons was vital; • added to this they were land owners, in a sense responsible for overseeing the slave labour and maintaining the home as the men were in barracks; • they also danced and sang ridiculing songs to those men who had failed in their duty to Sparta; • all this to encourage loyalty to the state and promote the values of the education system, thus making men see to aspire to their best and promoting the idea of public shame for those who failed; <p>Answers should include reasonable analysis along these lines. They may well bring in comparisons with women in other states as indicated by sources.</p> <p>See the AO3 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
2(a)	<p>Describe how and why the Spartans took over the Helots' land.</p> <p>Answers should demonstrate knowledge of how the Spartans came to control the Helots' land. Answers should include several points from the following (though they are not expected to go into this much detail on any one point):</p> <p>Early History might include:</p> <ul style="list-style-type: none"> the first step Sparta took to control the Eurotas Valley wastaken in the reign of Archelaus and Charillus, but they only secured the upper Eurotas valley, and some of the bordering territory; Archelaus' son Teleclus is said to have taken the central Laconian plain and the eastern plateau which lies between the Eurotas and Mt Parnon; his son, Alcamenes, by the subjugation of Helos brought the lower Eurotas plain under Spartan rule; about this time, probably, the Argives, whose territory included the whole east coast of the Peloponnese and the island of Cythera were driven back, and the whole of Laconia was thus incorporated in the Spartan state. <p>Answers are more likely to refer to:</p> <ul style="list-style-type: none"> under Alcamenes and Theopompus a war broke out between the Spartans and the Messenians, their neighbours on the west, which, after a struggle with Messenia lasting for twenty years, ended in the capture and the subjection of the Messenians, who were forced to pay half the produce of the soil as tribute to their Spartan overlords; an attempt to throw off the yoke resulted in a second war, conducted by the Messenian hero Aristomenes; but Sparta broke down the resistance of the insurgents, and Messenia was made Spartan territory, just as Laconia had been, its inhabitants being reduced to the status of helots, save those who, as perioeci, inhabited the towns on the sea-coast and a few settlements inland. <p>NB: naming of the individual Kings is not necessary for full marks</p> <p>See the AO1 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
2(b)	<p>Explain how and why the Spartans treated the Helots badly.</p> <p>Answers should demonstrate understanding of the Spartans treatment of the Helots:</p> <ul style="list-style-type: none"> • they used them as examples for young men; • hunted them; • the <i>Krypteia</i> executed leaders; • Helots were not trained but sometimes had to fight, thus allowing Spartan men to go about their business of preparing for war and training etc; • Helots were deliberately made to get drunk and look foolish so that Spartan children would be warned off drink; • some publicly beaten to ensure submission of rest; • <i>krypteia</i> (secret police) to keep them in fear and subjection. <p>See the AO2 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
2(c)	<p>In Sparta there were three classes, the Helots, the Periokoi and the Spartan citizens.</p> <p>Do you think having these three different classes made Sparta successful? Explain your answer.</p> <p>Answers should evaluate the impact of having different classes with specified roles within society. They will probably explain what the role of each group was.</p> <p>Answers should provide evaluation based on the focus and priorities of the Spartan social system:</p> <ul style="list-style-type: none"> • given the priorities of the system they will probably argue that the classes with their different roles and responsibilities did make the system a success; • though they may look at negatives, such as the reliance on a subjugated population that far outnumbered the Spartans. <p>See the AO3 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
3(a)	<p>What kinds of exercises were boys in Sparta encouraged to do? You should make some reference to the picture in your answer.</p> <p>Answers should include some of the following points:</p> <ul style="list-style-type: none"> • young children were trained at the palaestrae, gyms for children, by paidotribes, in activities such as running, jumping, wrestling, and swimming; • later, javelin and discus were important; • they played a primitive kind of rugby and in this fight any kind of wrestling technique was allowed; • team games were common (for example a form of hockey); • once a year there was a staged fight involving all the young men. It took place on a flat piece of ground surrounded by water and the fighting was brutal: they kicked, bit and gouged each other, as each side tried to drive the other into the water. <p>See the AO1 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
3(b)	<p>Explain why physical exercise was important to Spartans.</p> <p>Answers should demonstrate understanding of why exercise was so important:</p> <ul style="list-style-type: none"> • prowess in war was a key concept so ability in martial practices was a priority as was anything which toughened the Spartan youth; • competition meant excelling over others thus exercise was an arena where Spartans could prove their worth to the state and to the elders; • by the same token, ultimately Sparta was a team/ a unit, so unlike many other Greek states this team spirit was embodied in sport and even dancing. <p>See the AO2 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 1: Sparta		
Section B		
Question Number	Answer	Max Mark
3(c)	<p>To what extent do you think the Spartan education system was successful?</p> <p>Answers should refer to the various ways Spartans were treated under the education system ie:</p> <ul style="list-style-type: none"> • restricted in clothing; • beds of rushes; • encouraged to steal; • contests and competitions; • learned patriotic poems; • constantly supervised; • staged fighting; • living in communal barracks; • supervision of younger boys ; • 300 chosen ones etc. <p>Then look at how these developed certain priorities:</p> <ul style="list-style-type: none"> • physical prowess; • working as a team; • importance of state over individual. <p>Answers might look at whether individuality was destroyed (of course it was) but reward any valid discussion. Reward any opinions as long as they are properly presented with evidence, e.g. secured loyalty to state/produced tough men etc. but lacked refinements to live in the wider world etc.</p> <p>See the AO3 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
Total:		[30]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	Task 1	
(a)	True	[1]
(b)	True	[1]
(c)	False	[1]
(d)	False	[1]
(e)	False	[1]
(f)	False	[1]
	Task 2	
	For Rainwater - impluvium	[1]
	For the Family dinner- triclinium	[1]
	For Religion- Lararium	[1]
	For Relaxation- peristyle	[1]
	For the Master- tablinum	[1]
	Task 3	
	Shows that Pompeians had an interest in history	[1]
	Was probably owned by someone with trading interests abroad	[1]
	Was designed so that the family had some privacy from guests	[1]
	Task 4	
	The Emperor banned games for ten years.	[1]
	Many Pompeians killed their neighbours from Nuceria	[1]
	Many politicians lost the chance to gain the support of the people	[1]
	Task 5	
	B	[1]
	C	[1]
	Task 6	
	Masks -Theatre	[1]
	Furnace - Hypocaust	[1]
	Curved ceiling – Baths	[1]
	Weights and Measures - Forum	[1]
	Open roof area - House	[1]

Option 2: Pompeii		
Section A		
Question Number	Answer	Max Mark
	Task 7	
(a)	B	[1]
(b)	C	[1]
(c)	B	[1]
(d)	A	[1]
(e)	B	[1]
(f)	C	[1]
	Total:	[30]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1(a)	<p>What other details does Pliny give about what happened when Vesuvius erupted?</p> <p>Answers should include accurate details from Pliny's account:</p> <ul style="list-style-type: none"> • earthquakes; • debris flung into air ash; • smoke; • raining dust and stones; • the sun blocked out; • fumes in the air/ pyroclastic surge; • some fled while others stayed. <p>Its shape:</p> <ul style="list-style-type: none"> • by likening it to a pine tree which rose into the sky on a very long "trunk" from which "branches" spread sideways; • some of the cloud was white and there were dark patches of dirt and ash; • ash was falling then bits of pumice and rocks that were blackened and burned and shattered by the fire; • debris from the mountain blocked the shore and sheets of flame were lighting up many parts of Vesuvius; • strong tremors as dust filled the air. <p>See the AO1 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
1(b)	<p>How did the location of Pompeii help it to grow into a prosperous town?</p> <p>Answers should show understanding of the importance of the location:</p> <ul style="list-style-type: none"> • main North-South trade route; • Sarno; • water supply and sea provided export on water as opposed to land; • flat ridge defensible; • irrigation; • good agricultural climate; • Bay of Naples gave good prospects for trade. <p>See the AO2 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
1(c)	<p>Explain how Guispee Fiorelli made an important contribution to our understanding of life in ancient Pompeii.</p> <p>Answers should analyse the contribution made by Fiorelli. Fiorelli will most likely be discussed for his innovations:</p> <ul style="list-style-type: none"> • regions/ numbering insulae/ doorways; • artefacts in Naples museum/ replicas in place; • finds recorded/ nothing removed for personal collections; • less destruction due to new techniques, ie: moving debris from site altogether and, of course, the plaster casts. <p>Evaluation comes by way of assessing the impact of these innovations to modern archaeology and our understanding of the site of Pompeii.</p> <p>See the AO3 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
2(a)	<p>How is this theatre typical of a Roman theatre?</p> <ul style="list-style-type: none"> • Answers should identify aspects of the theatre shown that are typical of Roman theatre: • tiered seating; • semi circular orchestra; • room for seats; • raised stage; • side entrances/exits; • open air; • ostentatious given what was probably performed there; • better seats cut into orchestra. <p>See the AO1 column of the Foundation Section B Assessment grid for the awarding of marks.</p>	[5]
2(b)	<p>Explain how comfortable a Roman audience was when watching a play.</p> <p>Answers should demonstrate understanding of how the features of the theatre might have related to the experience of watching a play in it:</p> <ul style="list-style-type: none"> • sweaty people; • hard seats which were open to weather; 	[5]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • some far off from action or too high; • length of plays; • but they might have had cushions and sprinkled water, which would have made it more comfortable. 	
2(c)	<p>Any elements such as these which can also gain credit if expanded further. Main details of conditions identified.</p> <p>See the AO2 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p> <p>Explain why Roman comedies were entertaining for a lower class Roman audience.</p> <p>Answers should analyse what made the comedies entertaining for this type of audience:</p> <ul style="list-style-type: none"> • love motif –young son in love with unattainable girl / underdog winning / happy ending/ status of characters ridiculed/ antics of slave /trickery and deception; • the slave: falling about/ getting into trouble/being rude/stand up jokes with the audience; • included audiences –direct address by characters/ particularly the slaves/ audience encouraged to interact with the performers; • stereotyping of typical figures – use of masks allowed authoritative figures to be recognised and have fun poked at them; • slapstick/bawdy humour – appeal to a low class audience via sexual gestures/phallus etc. <p>Discussion along these lines with possible examples but not just the regurgitation of a plot.</p> <p>Techniques may come into it:</p> <ul style="list-style-type: none"> • used stock characters which were then expanded and refined/ basic mini plots incorporated into comedies; • use of masks / personalised clothing; • that plays were written to ridicule is a key element of comedy. <p>Answers may consider the building:</p> <ul style="list-style-type: none"> • people together-camaraderie; • good acoustics; • good all-round view. <p>Reasonable observations along these lines.</p> <p>See the AO3 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
3(a)	<p>Name the areas labelled A to E</p> <p>A - Palaestra / exercise area. B - Swimming pool. C - Changing room/ apodyterium. D - Cold bath/ room /frigidarium E - Hot room /caldarium</p>	[5]
3(b)	<p>What would a citizen of Pompeii enjoy most about a visit to the baths?</p> <p>Answers should demonstrate understanding of the potential for enjoyment in the baths. Answers are likely to refer to details of routine based on:</p> <ul style="list-style-type: none"> • palaestra, wrestling/ trigon/ fencing/ boxing/ swimming /weights/ other ball games; • apodyterium; • tepidarium; • caldarium; • frigidarium; • oiling / strigiling / towelling/ massage / arm pit plucking / manicure; • social/ relaxation etc. <p>See the AO2 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	[5]
3(c)	<p>Explain why the baths were important in the lives of the ancient Pompeians.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • the need to socialise; • relaxation; • cleanliness; • fitness; • health; • business. 	[5]

Option 2: Pompeii		
Section B		
Question Number	Answer	Max Mark
	<p>These must be explained in respect of the habits and lifestyle and climate of the Romans ie:</p> <ul style="list-style-type: none"> • Romans worked in the morning; • they had no offices; • the need for sanitation and protection from disease via hygiene; • not all homes had facilities; • the need to establish links which then might be furthered at the evening <i>cena</i> for which the baths allowed some preparation; • exercise was also key to men of military standing or perhaps retired soldiers. <p>See the AO3 column of the Foundation tier Section B Assessment grid for the awarding of marks.</p>	
	Total:	[15]
	Paper Total	[60]

Foundation tier Section B Assessment 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. <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 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	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.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
Section A	11	8	11	30
Section B				
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
Totals	21	18	21	60