

Classical Civilisation

General Certificate of Secondary Education **A353/01/02**

Community Life in the Classical World

Mark Scheme for June 2010

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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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| Option 1: Sparta | | |
|--|---|--|
| Section A – Foundation Tier | | |
| Question Number | Answer | Max Mark |
| (a) (b) (c) (d) | <p>Task 1</p> <p>A D D C</p> <p>One mark for each response correctly identified. If a candidate has chosen more than one response per question, they should be given 0.</p> | [4] |
| (a) (b) (c) (d) (e) | <p>Task 2</p> <p>true true true false false</p> | [1] [1] [1] [1] [1] |
| (a) (b) (c) (d) (e) (f) | <p>Task 3</p> <p>A C B D B A and C (Also allow B, as the poetry of Tyrtaios was taught).</p> <p>One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.</p> | [1] [1] [1] [1] [1] [2] |
| | <p>Task 4</p> <p>They encouraged their husbands to be brave in battle They had to ensure their family had enough food. They were expected to produce healthy children. They would manage the farming estate.</p> <p>One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.</p> | [4] |
| | <p>Task 5</p> <p>Periokoi – Craftsmen Helots – Slaves Ecclesia – Assembly of Spartan citizens Spartiatas – Spartan citizens</p> <p>One mark for each correct response in the correct place (as above). Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and putting the same response in all boxes. Where candidates do this they should be given 0.</p> | [4] |

| Option 1: Sparta | | |
|------------------------------------|--|-----------------|
| Section A – Foundation Tier | | |
| Question Number | Answer | Max Mark |
| | <p>Task 6 Kings – lead army into battle Ephors – prepare for war Ecclesia – vote on legislation</p> <p>Mark the order first, one mark for each part in the correct place. Then mark the match with what each part does. One mark for each correct match. (Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and putting the same response in all boxes. Where candidates do this they should be given 0). Even if candidates have got the order wrong, they can still gain marks for correctly matching each part of government with its function.</p> | [3]+[3] |
| Total: | | [30] |

| Option 1: Sparta | | |
|--|--|--------------------|
| Section B – Foundation Tier / Section A – Higher Tier | | |
| Question Number | Answer | Max Mark |
| | The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question. | |
| 1 (a) | <ul style="list-style-type: none"> • South Peloponnese • Situated in a deep valley through which flowed the Eurotas river. • The valley was surrounded by mountains on both sides | AO1 [5] |
| 1 (b) | <p>Explanation is likely to focus on the following points:</p> <ul style="list-style-type: none"> • Stupid • Old fashioned • Frightening • Cruel • Barbaric <p>Give credit to specific examples from the sources.</p> | AO2 [5] |
| 1 (c) | Such isolationism would ensure that no foreign ideas could upset the status quo in their land and try to ensure stability in society and maintain the control of those in authority. However, this isolation would ensure the continuation of prejudice towards Spartan society by other cities of the Greek world which led to tense and troubled relations. | AO3 [5] |
| 2 (a) | <p>Candidates might include some of the following:</p> <ul style="list-style-type: none"> • Advised the kings • Prepared bills for the Ecclesia • Proposed bills on foreign policy, changes in law and matters of war and peace • Acted as a court and jury to try criminal cases and could administer punishments | AO1 [5] |
| 2 (b) | <p>Explanation may include:</p> <ul style="list-style-type: none"> • Brought into the Ecclesia at age 60 when a vacancy for one of the 28 places arose. • Enter one by one according to lot. • Nearby, a selected group of Spartiates listened to the cheers for each candidate. • The one to receive the loudest cheer was elected. | AO2 [5] |

| Question Number | Answer | Max Mark |
|-----------------|---|-------------|
| 2 (c) | <p>Candidates might discuss this question from several angles.</p> <p>From a positive angle:</p> <ul style="list-style-type: none"> • Age brought experience and wisdom which the kings could draw upon • Carried out essential duties in the governing of the state • Served for life, so there was continuity • Guided the ecclesia and could restrain it if necessary <p>However, it might be argued:</p> <ul style="list-style-type: none"> • Held too much power – could withdraw a proposal if it did not agree with the ecclesia’s decision • The election process, according to Aristotle, was ‘childish’ • Members were too old, possibly senile, and out of touch with Spartan society | AO3 [5] |
| 3 (a) | <p>Description might include</p> <ul style="list-style-type: none"> • Red cloak • Emblem on the shield • Plumed helmet • Bare feet • Combed long hair | AO1 [5] |
| 3 (b) | <p>Discussion of any of the following:</p> <ul style="list-style-type: none"> • Xerxes sent heralds asking for the Spartans to give up their arms • Xerxes attacked but with heavy losses and without any results • The Persians were only able to get through the Thermopylai pass with the help of Ephialtes • The Greeks realised that they would soon be trapped on both sides • Only 300 Spartans were left at the pass • They fought bravely to the death, holding up the Persians for a few hours. • However facing attack from the rear as well as the front, the Spartans were simply overwhelmed. | AO2 [5] |
| 3 (c) | <p>Answers will probably comment on some of the following points. Reward any valid discussion and conclusions:</p> <ul style="list-style-type: none"> • Intensive training from childhood • Support of the Helots • Celebration of battle • Commitment to Sparta • Unity of tactics | AO3 [5] |
| Total: | | [30] |

| Option 1: Sparta | | |
|--------------------------------|---|--|
| Section B – Higher Tier | | |
| Question Number | Answer | Max Mark |
| | The essay marking grid should be used to mark section B. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid. | |
| 1 | <p>Candidates will need to refer to the various ways they were treated to assess the first part of this quotation. This might include:</p> <ul style="list-style-type: none"> • Restrictions in clothing • Beds of rushes • Strict discipline • Encouraged to steal • Emphasis on competition • Constant supervision • Living conditions etc. <p>As for effective, candidates might consider the qualities this harsh regime achieved and how they were invaluable for Spartan society:</p> <ul style="list-style-type: none"> • Physical prowess • Working as a team • Importance of state • Success in warfare | <p>[30]</p> <p>A01 [11] A02 [8] A03 [11]</p> |
| 2 | <p>Candidates will need to examine the expectation on women to produce healthy sons who would grow up to be fine warriors. The importance on this duty can be seen in their requirement to undertake vigorous exercise.</p> <p>However candidates should also consider their other responsibilities:</p> <ul style="list-style-type: none"> • Replaced men when there was war • Sometimes shared in war effort • Trained children to be independent • Fanatical believers in Spartan society – ‘either with your shield or on it’ • Landowners • Oversaw helots <p>Look for balanced discussion.</p> | <p>[30]</p> <p>A01 [11] A02 [8] A03 [11]</p> |
| Total: | | [30] |

| Option 2: Pompeii | | |
|--------------------------|---|--------------------------|
| Section A | | |
| Question Number | Answer | Max Mark |
| (a) (b) (c) (d) | <p>Task 1</p> <p>A C B B</p> <p>One mark for each response correctly identified. If a candidate has chosen more than one response per question, they should be given 0.</p> | [1] [1] [1] [1] |
| | <p>Task 2</p> <p>Carry out business Meet other people Show off your power Stay fit and healthy</p> <p>One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.</p> | [4] |
| | <p>Task 3</p> <p>It was a harbour town which offered good opportunities for trade It was next to a river which provided water for the crops The area enjoyed warm weather which helped the crops to grow The slopes of Vesuvius were fertile which were good for crops</p> <p>One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.</p> | [1] [1] [1] [1] |
| (a) (b) | <p>Task 4:</p> <p>B A and E</p> <p>One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.</p> | [1] [2] |
| (a) (b) (c) (d) | <p>Task 5:</p> <p>True False True False</p> | [1] [1] [1] [1] |

| Question Number | Answer | Max Mark |
|-----------------|--|---|
| | <p>Task 6 Apodyterium – F Palaestra– E Caldarium – B Frigidarium – A</p> <p>Mark the order first, three marks for the whole correct sequence (as there is no distractor here). Then mark the match with what happened in each part. One mark for each correct match. (Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and putting the same response in all boxes. Where candidates do this they should be given 0). Even if candidates have got the order wrong, they can still gain marks for correctly matching each part of the baths with what happened there.</p> <p>Task 7 The correct order is 1,3,6,5,4,2</p> <p>A strange cloud appeared above Mount Vesuvius.</p> <ul style="list-style-type: none"> • There was a shower of ash, pumice and blackened stones falling from the sky. • Buildings started to collapse under the weight of the ash and pumice. • There were a series of pyroclastic surges – waves of hot ash and gases. • People in Pompeii suffocated or died because of the heat. • Pompeii was buried for hundreds of years. <p>Four marks for all stages in the correct place in the order (as there is no distractor here). In addition, one mark for each instance in which a stage, though not in the correct place, is correctly followed by the next stage in the sequence.</p> | <p>[3]+[4]</p> <p>[4]</p> |
| | Total: | [30] |

| Option 2: Pompeii | | |
|---|--|------------|
| Section B – Foundation Tier / Section A Higher Tier | | |
| Question Number | Answer | Max Mark |
| | The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question. | |
| 1 (a) | Any of the following: <ul style="list-style-type: none"> • Temple of Jupiter • Temple of Apollo • Temple of Vespasian • Temple of the Public Lares • Basilica • Comitium • Curiae | AO1 [5] |
| 1 (b) | Duovirs were responsible for: <ul style="list-style-type: none"> • Legal decisions • Public funds • Oversaw meetings of the town council Aediles were responsible for: <ul style="list-style-type: none"> • Road maintenance • Supervision of markets • Upkeep of public temples | AO2 [5] |
| 1 (c) | If there is no distinction between the responsibilities of the two roles, the answer can achieve a maximum of 'some'. Accept any reasonable opinion based on any of the following: <ul style="list-style-type: none"> • Centre of information because of the notices at the base of statues • Trade – stalls selling varied goods • Political speeches made here • Weights and measures gave validity to standards of trade • Social area for business | AO3 [5] |
| 2 (a) | The painting depicts Cupids: <ul style="list-style-type: none"> • Beating metal • Weighing coins • Wine making • Serving goldsmiths • Throwing coins at a target • Chariot racing • Playing with flowers • Fulling • Dealing with oil | AO1 [5] |

| Question Number | Answer | Max Mark |
|-----------------|--|-------------|
| 2 (b) | Any of the following: <ul style="list-style-type: none"> • No tablinum • Double atrium design • Women's quarters • Stables • Rooms off the garden • Irregular shape | [5] AO2 |
| 2 (c) | Accept any reasonable opinion based on any of the following: <ul style="list-style-type: none"> • Business is suggested by the stables as do the cupids • The decoration is exotic giving some sense of the need to impress and that social status was important • Entertaining and relaxation is important given the design of the house | [5] AO3 |
| 3 (a) | The Building is the Thermopolium of Asellina. what was sold there may include: <ul style="list-style-type: none"> • Bread • Walnuts • Almonds • Dates • Figs • Olives • Hot drinks • Hot food | [5] AO1 |
| 3 (b) | Accept any reasonable explanation based on any of the following: <ul style="list-style-type: none"> • Open front with counter giving out onto the street • Storage jars built into this where food kept • Room for seats and tables • Rooms for rent upstairs | [5] AO2 |
| 3 (c) | Accept any reasonable opinion based on any of the following: <ul style="list-style-type: none"> • Gave an opportunity to eat hot food • Acted as snack bars • Offered accommodation for travellers • Socialise • Gamble • Drinking | [5] AO3 |
| Total: | | [30] |

| Option 2: Pompeii | | |
|--------------------------------|---|---|
| Section B – Higher Tier | | |
| Question Number | Answer | Max Mark |
| | The essay marking grid should be used to mark section B. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid. | |
| 1 | <p>The baths were a very important business meeting place. Roman businessmen did not normally have offices so many would conduct business meetings in the baths. It was also a place to make contacts and to flaunt one's power.</p> <p>However baths were far more than places to conduct business. Candidates will need to consider a range of the following points which fall under the category of pleasure. The baths offered the opportunities to:</p> <ul style="list-style-type: none"> • Socialise • Stay fit • Relax • Be clean <p>There is also room within the question to consider the simple facts of the stages of bathing and how these could also be a pleasurable experience as well as the facilities within the baths.</p> | <p>[30]</p> <p>A01 [11] A02 [8] A03 [11]</p> |
| 2 | <p>Responses are likely to hinge around candidates' interpretation of revealing. Pliny's account certainly offers a more personal, emotional and detailed account of the eruption itself. Candidates might consider some of the following points from his account:</p> <ul style="list-style-type: none"> • Ash and pumice • Darkness • Details of his uncle's rescue attempt and ultimate demise • Behaviour of people trying to escape • Tremors • Fires on the mountainside • Date • Duration of eruption <p>However, the archaeological record perhaps allows more immediacy and a sense of connection with the tragedy and also, by interpreting this evidence, offers more evidence about what life was like in Pompeii and what people were doing during the eruption. Candidates might want to consider:</p> <ul style="list-style-type: none"> • The casts of bodies • Men with money which might suggest looting • Animals still tethered up – did people panic and flee? • Layers of pumice and ash show that Pompeii was covered in debris from the volcano etc | <p>[30]</p> <p>A01 [11] A02 [8] A03 [11]</p> |
| | Paper Total | [60] |

Marking grids for GCSE Classical Civilisation, Unit A351, A352 and A353

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. |

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 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> | 7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation. | 9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question. |
| Sound | 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> | 5-6 Demonstrates sound understanding of evidence with explanation. | 7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question. |
| Some | 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> | 3-4 Demonstrates some understanding of evidence with some explanation. | 5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question. |
| Limited | 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> | 2 Demonstrates limited understanding of evidence. | 3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level. |
| Minimal/ None | 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> | 0-1 Demonstrates minimal or no understanding of evidence. | 0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response. |

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