

# **Classical Civilisation**

General Certificate of Secondary Education **1940/11/12**

Paper 1: Greek and Roman Civilisation Topics 1-10

## **Mark Scheme for June 2010**

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**Topic 1: Greek Religion                      Marking Scheme                      Foundation tier**

**Section 1.**

1.

- (a)        (i)        Hermes. [1]  
              (ii)        Winged sandals/hat/wand. [1]
- (b)        (i)        Apollo. [1]  
              (ii)        Instrument/hair/robe. [1]
- (c)        (i)        Artemis. [1]  
              (ii)        White arms/clothing [as goddess/animal (deer)]. [1]
- (d) Hermes –Messenger (herald)/travellers/ trade/souls to underworld. Apollo – prophecy/ importance of music /sun god /food from hunting/ healing/ medicine. Artemis – Food from hunting / childbirth. Any point related to Greek life. [2]
- (e) Any reasonable opinions with explanation, eg: easy to understand/ better chance of personal link to god/ seem more accessible/ association via images with practical aspects/ activities of daily life/ natural events - so religion stronger. **Or** Confusing/ too many different ones/ threatening /too common to inspire awe/ encourages scepticism as they seem too human. [4]

**[Total: 12]**

2.

- (a) Sheep/ram. [1]
- (b) Cleansing /sprinkling of water/silence/prayer/sprinkling of barley/hair cut and burned on altar. Two points. [2]
- (c)        (i)        Playing music. [1]  
              (ii)        Drown out unpleasant sounds/gain attention of god/create atmosphere. [1]
- (d) Cleansing (1)(not just washing) or ready for religious act or similar (1) [1]
- (e)        (i)        Altar. [1]  
              (ii)        Outside of temple or similar. [1]
- (f) Blood splashed on altar/burning of selected parts + pouring of wine/entrails examined and then cooked separately/feast. Candidates might include consideration of the meticulous procedure/ the need not to offend the god-hence the purity/ the results of the entrails to check the success of the process/ the unification element of the feast. Any two points explained. [4]

**[Total: 12]**

3.

- (a) (i). Race. [1]  
 (ii) Acropolis. [1]  
 (iii) Light fire/beacon [1]
- (b) (i) Robe/dress. [1]  
 (ii) Young women/aristocratic girls or similar. [1]  
 (iii) Temple (of Athena)/ Erechtheion. [1]
- (c) Leisure/relaxation – off work/ exciting competitions/ everyone together/ feeling of satisfaction to worship patron goddess. Any two points. [2]
- (d) Unifying of people of Athens/celebration of the birth of the founder/the presentation of the *peplos* /procession / communal worship/ competitions for honour/distribution of meat. In keeping with the various purposes candidates may include some concept of the public face of Athens on view to visitors and the likely effect of this. Two points explained but not repeated from (c) without considerable expansion. [4]

[Total: 12]

**Section 2**

1.

Details of the following practices may be included:

Route by land or sea/ purification in Castalia / the site and temple / consultation fee / initial goat sacrifice/ further taxes / entered temple /question posed / the priestess (pythia) and her trance / response in riddles / translated into verse.

Responses may vary according to the type of consultation, ie state or personal. Look for reasonable coverage of the bullet points.

See assessment grid for mark allocations.

[16]

2.

Candidates may refer to the story of Persephone's abduction and to the nature of the worship ie Description of: preparations for 4 days in or around Athens / including bathing in the sea / purifying themselves / sacrificial pigs /procession from Athens to Eleusis / carrying image of Iacchos / rested on 6<sup>th</sup> day /following night Great Mysteries including initiation / apparently including things done (perhaps re-enacting suffering of Demeter), things said and things shown / rested on 7<sup>th</sup> day / libations and rites for the dead on the 8<sup>th</sup> day / 9<sup>th</sup> day procession back to Athens. **Plus**

Explanation of the appeal of Eleusis, eg: secrecy / communal celebration / pageantry / importance of fertility / personal initiation / promise of afterlife / kudos/ exclusivity/punishments and rewards/code of life etc. Candidates may refer to the lack of personal contact of other means of worship and the difficulty of organising sacrifices etc.

See assessment grid for allocation of marks.

[16]

## Topic 2: Home and Family in Athens

## Marking Scheme.

## Foundation Tier

## Section 1.

1.

- (a) Attended by guests/torches carried/music played/songs/fertility symbols thrown. Two details. [2]
- (b) (i) Bride's house. [1]  
(ii) Offerings (to Artemis)/lock of hair/toys/clothes/ritual bath/dressing of bride/with veil/ ritual feast/with more offerings. [2]
- (c) (i) Groom's house. [1]  
(ii) Welcome by groom's mother/ ate quince/axe burned/fertility symbols at hearth/ marital bed/ gifts for bride in the morning. [2]
- (d) Despite lack of rights she gained public respect/the chance for a family /some independence from her own family/she did have a good deal of responsibility but her husband was in control and her ability to even go out was restricted. Main duties would revolve around children /clothes/supervise slaves/see to store room /goods brought to house. She was 'owned' by husband / not allowed other male companions/ was married with a dowry(though returnable)/ divorce difficult. But, could act as Kyria when husband was away/ could transact business /offered security over single women / and some independence from her own family /and particularly, she gained status by being married and having children. But ultimately she was in her husband's control. Marriage for men brought greater prospects in politics/ financial stability/ acceptable family link necessary. Comments will probably be based on rights of each and inferior status of Athenian women generally. Any two points explained. Reward sensible/properly justified opinions in this part. [4]
- [Total: 12]

2.

- (a) (i) The women. [1]  
(ii) Supervising slaves/resting/working at the loom /with children. [2]
- (b) (i) Andron/ men's quarters. [1]  
(ii) Kyrios central figure /needed to entertain/conduct business/social networking/ establish status/ this is where the symposium would take place. One point explained. [2]
- (c) (i) Altar to Zeus. [1]  
(ii) Slaves' quarters/storerooms/possibly kitchen/ guest room/ even the occasional bedroom. [1]
- (d) Candidates may refer to the Athenians' priorities for public buildings /temples /assembly halls etc. as part of their duties to the community and public recognition. The idea of democratic equality may also be relevant: men did not spend much time at home. In purely practical terms, Greece was prone to earthquakes and more expense might be wasted on lavish constructions. Any two points explained. [4]
- [Total: 12]

3.

- (a) Kithara/Lyre. [1]
- (b) It was a mark of education so gained status/ expected at symposium/ competitions at festivals/topics of song patriotic / historical/ part of healthy mind healthy body concept / music at sacrifices. Two valid reasons. [2]
- (c) Healthy mind healthy body again/ preparation for war (army)/ athletics competitions / competition in society. Two points. [2]
- (d) Accompany boy to school / supervise learning/ discipline / report to father/ teach the boy himself. Three points. [3]
- (e) Candidates may include any of the following for boys: Games and toys /role of Paidagogos/ role model of father /school equipment / discipline/ number of pupils / paidotribes / palaestra /athletic events/ reading and writing /lyre /singing.  
Girls-Taught at home/by mother/domestic tasks/spinning- weaving/ cooking/ finances.  
At this level candidates may revisit information previously covered but must make comparisons with expectations placed upon boys and girls. Reward any well -supported view. Two opinions explained. [4]

**[Total: 12]****Section 2.**

1.

Candidates are free to discuss all areas of the symposium, from its organisation/preparation of food/invitations/preparation of *Andron*/drinking /food-bread / soup / cheese/ onions /olives /figs /fish /meat was usually pork/games- entertainers/ sing / dance / play instruments /prostitutes etc but for a full picture they should consider its other role in society as a serious opportunity for educated/philosophical discussion /opportunity to foster new or profitable relationships/image. Benefits the wife too! – Respectability/ reputation/ advancement of family. Look for some aspect of how the above would benefit the family as a whole as well as the Athenian man.

See assessment grid for allocation of marks.

**[16]**

2.

Candidates may refer to duties as in: Tutors/shopping/ domestic chores /crafts /serving /weaving/ cooking /collecting water/ supervising children /entertaining. Explained with a view to the free time it allowed family members /the image, status element and the self-sufficiency of the household/ and the duties expected of its family members. Possibly reference may be made to means of freedom as an incentive to work for the family.

See assessment grid for allocation of marks.

**[16]**

**Topic 3: Greek Athletic and Theatrical Festivals    Marking Scheme    Foundation Tier**

**Section 1.**

**1.**

- (a) Discus. [1]
- (b) (i) Javelin. [1]  
(ii) Naked/thong on hand. [1]
- (c) (i) Long jump. [1]  
(ii) Weighted / swung /thrown forward. Or similar. [2]
- (d) Swear oath/ train/ for ten months/ one month under supervision. Two points. [2]
- (e) Candidates are free to explore a variety of issues revolving around ethos / organisation / the global nature of the games / the individual events / prizes /status / audience/religious element. Look for focussed discussion as well as a variety of areas discussed. They may revisit information already given as long as it is expanded with explanation. Two points with valid expansion/explanation. [4]

**[Total: 12]**

**2.**

- (a) Orchestra. [1]
- (b) Sang/ danced/ became characters themselves/ conversed with main actors/ commented on the action/ recapped for audience. Any three. [3]
- (c) Candidates may give details of ekkyklema /peas for rain/coconut shells (cups) for horses' hooves /cranes for flying / boulders for thunder. Any two with detail of what each aimed to do. [4]
- (d) Candidates may include any of the following: Generally Tragic costume consisted of full-length robes / with shorter cloak / long sleeves / well-decorated/ poor people wore plainer clothes / black for those in mourning / soft leather calf boots and grotesque mask / large.  
In Comedy: short tunic and cloak / thick tights / padded in front and behind / phallos /there were also stylised costumes for particular caricatures (eg: frogs). Masks exaggerated features. Candidates are free to make any choice as long as they give some reference to the impressive/novelty value of the costumes. [4]

**[Total: 12]**

**3.**

- (a) No saddles/stirrups/only whip/naked./horses seem large (artist's view). Any two. [2]
- (b) Owner of horse. [1]

- (c) No protection/easy to fall off/ high speeds. Candidates may refer to details already given in (a) as long as the danger element is identified. [2]
- (d) Procession /herald announces competitors/ four horse/or two horse raced around turning posts/ little or no barrier between the laps/ possibly twelve laps. Any two reasonable details(sources do vary). [2]
- (e) Couldn't afford or equivalent [1]
- (f) Candidates have an open field on this one. They can only revisit information given in (d) if there is considerable extension/expansion. There is an element of the individual skill of an athlete as himself as opposed to relying on the capabilities of an animal/ extra dimension of horse + rider gave variety. Horses symbols of status/wealth rather than the norm in Greece (not really used in warfare) -so look for worthwhile observations that are from a Greek perspective. Two points made valid by discussion. [4]

[Total: 12]

## Section 2.

### 1.

Candidates may refer to any of the following: Unification of Greeks/Athenians/parade of tribute /statement of success of Athens/ honouring of leading citizens/ enjoyment of civic pageantry /meat from sacrifices for the poor/ including resident aliens/ like a celebration of democracy.

Procession with statue / priest had pride of place / hymns /sacrifice details/ act of communal worship /a chance to gain something from pure entertainment /plots designed around honouring rather than performance. Look for balanced discussion based on an Athenian viewpoint.

See assessment grid for allocation of marks.

[16]

### 2.

Candidates may refer to the challenges of: choosing plot with religious/ethical overtones/ presentation before and acceptance by Archon/allocation of sponsor by lot/finding musicians/allocation of actors/training actors /role of *choregos*/ deciding scenery/machinery.

See assessment grid for allocation of marks.

[16]



**Topic 4: Greek Art and Architecture    Marking Scheme    Foundation Tier**

**Section 1.**

1.

- (a) Athena(e) + Nike [2]
- (b) Type of capitals on columns [1] continuous sculpted frieze [1] column bases [1] slimmer columns [1] deeper column flutes [1] Three details. [3]
- (c) (i) Erechtheion/erechtheum [1]  
(ii) On two levels [1]; caryatids [1] irregular layout [1] porticoes on three sides [1] Two details. [2]
- (d) Any two points + evidence from the temples. Might include: size of the Parthenon, artistry of the Caryatids, details of Athena Nike [4]

**[Total: 12]**

2.

- (a) Parthenon [1]
- (b) Any two of: Marble [1]; wood [1]; iron [1] [2]
- (c) (i) Doric [1]  
(ii) Any two: Capitals; triglyphs; metopes; no column bases; plain architrave; shallow flutes; pronounced entasis [2]
- (d) Any two details: central naos [1] housing statue [1]; 8x17 columns [1]; 2 inner halls [1] [2]
- (e) Any two details of the temple + explanation:  
Might include: larger than normal size; Doric style of Architecture; skill of construction: details of entasis etc. sculptural themes (centaurs/lapiths/panathenaic procession); position (on Acropolis and in relation to other temples) should be credited if included, but not expected [4]

**[Total: 12]**

3.

- (a) Storing [1] and transporting [1] oil etc. [2]
- (b) (i) Black figure [1]  
(ii) Figure painted in black; background left red; details etched out into black to leave red lines [3]
- (c) Suicide of Ajax [1] planted a sword in the ground [1] Ajax killed himself [1] after going mad [1] [2]
- (d) Any two points + evidence  
Outline of the shape of the amphora + explanation of its practicality in carrying things.  
Detail of any painting on an amphora (eg suicide of Ajax above) + attractive composition noted. [4]

Poise of figure + gives sense of motion  
Burying of sword + gives sense of the moment  
Position of spears + leads to central scene  
(allow negative – eg criticism of muscles on leg + look too heavy)

[Total: 12]

## Section 2.

### 1.

Details of the stories from the pots which they have chosen. Details of the composition of the chosen pots, including the organisation of the characters and the details of the myth itself. Answers should show knowledge of how the red-figure technique has been used to develop the stories chosen, and an evaluation of why they particularly like the pots. See list of pots for details of stories.  
See assessment grid for allocation of marks.

[16]

### 2.

Answers should outline the basic details of two chosen temples (probably from the Parthenon, Athena Nike and Erechtheion), showing where they are on the Acropolis, the details of their layout and the style of architecture in each temple. They should then move on to describe what each building was used for and then consider what is impressive or otherwise about the buildings.  
See assessment grid for allocation of marks.

[16]

**Topic 5: Sparta and the Spartan System Marking Scheme Foundation Tier**

**Section 1.**

1.

(a) Plumed helmet/ large cloak/ plaited hair/ bare feet. Any two. [2]

(b) Spear + sword. [2]

(c) Protected/ covered other warrior/ on left when fighting. Enough detail to show understanding of what went on. [1]

(d) Main details are as follows: Xerxes sent heralds asking the Spartans to give up their arms. The answer from Leonidas was "*come and take them*".  
 A Spartan, who was told about the great number of Persian soldiers, who with their arrows will conceal the sun, answered: "*so much the better, we will fight in the shade*".  
 Xerxes attacked but without any results and with heavy losses. He then ordered his personal guard the "*Immortals*" under Hydarnes, a body of ten thousand consisting of the best Persian soldiers, to advance. They also failed. They were then shown a secret route across the mountain to end up behind the Spartans.  
 Leonidas fell upon the Persians in their next attack. Thousands of them were killed, the rest were driven near the sea, but when the Spartan spears broke, they started having losses and one of the first that fell was king Leonidas. Around his body one of the fiercest battles took place. Four times the Persians attacked to obtain it and four times they were driven off. At the end, the Spartans exhausted and wounded, carrying the body of Leonidas, retired behind the wall, but they were surrounded by the enemy who killed them with arrows. The Spartans had had the opportunity to retire from the place but refused. They fought together and died together. [3]

(e) Candidates may include details of the way they fought: phalanx formation/ shield covering the right side of a comrade/advanced in formation/jabbing with spear/possibly then reverting to short sword/ designed for close quarter fighting. Spartans have been known to feign retreat and then turn in formation. Or they may talk about their mentality and the way training created soldiers who were dedicated/ bonded to each other/ convinced that the greatest glory was to die. Any two valid points with some explanation. [4]

**[Total: 12]**

2.

(a) Running. [1]

(b) Spartan women athletic/to show them off as such/ competed /celebrate/encourage their fitness. [1]

(c) Wrestled / danced /trained with weapons / athletic events with boys. Two points. [2]

- (d) Lykourgos [1]
- (e) Supposedly had their hair clipped/ marriage consummated /then husband returned to barracks/ they then met secretly/ men shared their wives/ status only came from giving birth. Three valid points. [3]
- (f) Discussion should revolve around the following:  
 Intensive physical training = healthy mothers producing strong children/ shared by husbands /trained to be the wives and mothers of soldiers/ forbidden to wear bodily adornment (cosmetics, jewellery etc)/ no weaving and spinning wool/ wrestling, running, throwing javelin/ walk naked /ran homes/land owners/ control of domestic Helots because husbands often not there. Candidates may revisit previous information as long as they expand/explain their point. Two points explained. [4]
- [Total: 12]

## 3.

- (a) Seven [1]
- (b) In their barracks the boys were split into companies, and the companies were divided into platoons. The city appointed a *paidonomos* or warden who had absolute authority over the boys and who had the right to punish them if they misbehaved. To help him in this task he was accompanied by a group of young men over the age of eighteen (*eirenes*) who carried whips with them. Also prefects of the same age gave orders. Three details. [3]
- (c) Restricted in clothing- one cloak / tough discipline- beaten – encouraged to fight/ beds of rushes/ encouraged to steal/ contests, competitions (cheeses). Two details. [2]
- (d) (i) Die in battle for Sparta. [1]  
 (ii) Same allocation of land/helots from the state or similar. [1]
- (e) Discipline /loyalty to state/ to be tough/ to be independent/devotion to Sparta /to bond with fellow warriors /martial prowess. Discussion along these lines. Any point is really valid if the explanation for the choice is clear. [4]
- [Total: 12]

## Section 2.

## 1.

Candidates are free to take any standpoint. Discussion should revolve around the following:

The *Perioikoi* - each town governed itself but no independence about war or foreign policy. Their function - provide craftsmen, tradesmen and manufacturers/made clothing, shoes, furniture + sold to Spartans/ a few were farmers. Contracts reasonable / no evidence of suppression.

The Helots- kept them in fear and subjection. Regarded as enemies of the State/ far out-numbered Spartans but allowed to live on their own/ owned by State as a whole- not individuals/ duties as farmers, military batmen or servants. Essential to provide everyday necessities to the Equals/ Spartan way of life impossible without them yet treated with contempt.

The Equals - (homoioi) Spartan soldiers everything for Sparta+ comrades.  
 Son of Spartan mother and father/ brought up with discipline/member of dining or mess club (syssition).  
 Reasonable explanations of why any of the above seemed fair/justified or not.  
 Education may come in as an issue but not details about the different stages. Some material may be repeated from previous discussion but as part of an overall point being made.  
 See assessment grid for allocation of marks.

[16]

**2.**

Discussion should be based around the interplay of the various sections.  
 Two kings -hereditary families/ acted as judges or priests in city but main duties as commanders in war.  
 Ephors- There were five each year, one of whom may have given his name to the year. It appears no one was ephor more than once. The ephors could influence the king, summon the assembly and the gerousia. They had judicial and punitive powers, and could bring other officials to trial and sentence non-Spartiates to death. They supervised military life and received booty.  
 Gerousia- The Gerousia was a body of old men from noble families who were appointed (supposedly, because of their virtue) by the ecclesia for life. This council was composed of the two kings plus 28 Spartiates past 60. The Gerousia presented matters to the ecclesia, gave advice, and tried criminals.  
 Ecclesia/Apella- The Spartan Assembly or Ecclesia was restricted to Spartiate men over 30 who met when summoned by the Ephors or Gerousia. Speeches were made by kings, the elders, and Ephors. They could only vote yes or no and if "crooked," their vote could be vetoed by the Gerousia.  
 Look for answers focused on the power aspect.  
 See assessment grid for allocation of marks.

[16]

**Topic 6: Roman Religion. Marking Scheme Foundation Tier**

**Section 1.**

**1**

- (a) Cow/sheep/pig (boar) [3]
- (b) (i) Altar [1]  
(ii) Outside a temple or equivalent. [1]
- (c) Head covered or conducting proceedings on the altar. [1]
- (d) *Popa* = strikes with hammer. Knife man = to slit throat. Flute player = drowns out unwanted noise. Any two points. [2]
- (e) Attendants = to deal with meat etc + communal feast = chance to eat meat which is rare. *Haruspex* = to examine entrails. Entrails examined to see if animal healthy. If so then the omens were good. This was when the entrails were burned on the altar so this was the real moment of the offering.  
Look for discussion of any aspects which establish the importance of the latter part of the ceremony. Any two opinions explained. [4]

**[Total: 12]**

**2.**

- (a) Mithras. [1]
- (b) (i) Bull. [1]  
(ii) In a cave/underground. [1]
- (c) No windows /possibly underground or low-lying areas/ dark/ communal benches for congregational worship/shrine (altar) at the front with depiction of slaying. Any three points [3]
- (d) Soldiers/possibly foreign (Persian) traders. [1]
- (e) Women/ (allow non-initiates) [1]
- (f) Candidates may refer to any of the following: Life after death/ communal worship/ feast/ initiation /various ranks /titles /men only /exclusivity/powerful cult figure/personal association with god/ code of life /fun / nature of the temple too- secluded/mysterious. Any two explained in relation to why the cult was or was not exciting. [4]

**[Total: 12]**

**3.**

- (a) Greek word for fish/ had name of Jesus linked to letters. Or similar [2]
- (b) Chi-Rho/cross/word square. [1]

- (c) Persecuted by Romans /so had to meet in secret/ means of identifying their own. [1]
- (d) (i)+(ii) Spoke of a “New Kingdom” - seen as threatening revolution/ “body and blood of Christ” taken literally /meeting in private seen as conspiring/ communal love seen as immoral/ “sister and brother” taken literally – incest/ denied divinity of emperor – open revolution/ refusal to honour Roman gods as required despised- as the state relied upon their goodwill etc. Opinions based on such misunderstandings. Any **two** plus explanations. [2+2]
- (e) Life after death/communal worship/any class of citizen/men seen as equal / these contrasted with the exclusive nature of state religion/ families could worship together/ martyrdoms seen as validity of the god. Any two explained/expanded. [4]
- [Total: 12]

## Section 2.

### 1.

Vestal Virgins:

Selection from noble families/ by Pontifex Maximus/ aged around 6-10 years/honour of being chosen. Responsibilities for religion of women/ links to fertility of crops/ examples of Roman virtue/ protectors of state documents/ /30 year service/guard sacred flame / live in temple quarters/remain chaste/ make sacred meal “mola salsa” for sacrifices/attend sacrifices/festival of Bona Dea/ceremony of first harvest/only women to go to sacrifices/special seats at shows/ flame meant security/power of Rome having come from the ashes of Troy.

Any of the above may be included in the candidate’s assessment of Vesta’s importance to state.

See assessment grid for allocation of marks.

[16]

### 2.

Candidates may refer to the main state gods and goddesses: Jupiter, Neptune, Mercury, Mars, Pluto (Hades), Apollo, Juno, Venus, Minerva, Diana, Vesta and Ceres, their responsibilities and the way that they dominated life; the presence of statues and other depictions of gods / their mythological traditions /the concepts of prayer/ offerings/ festivals and sacrifice/fear of their “moods” and the conviction that they were everywhere.

Reward reasonable discussion based around these aspects and their effect on the mentality of an ancient Roman ‘worshipper’.

See assessment grid for allocation of marks.

[16]

## Topic 7: Roman Home Life

## Marking Scheme

## Foundation Tier

## Section 1.

- 1.
- (a) Tenement/block of flats. [1]
- (b) Likely to be one room or sectioned by curtain/ sparse furniture / accessed by stairs / a few windows /no sanitation or water / cooking area /cramped / nowhere for rubbish etc. Four details. [4]
- (c) Poor families/plebs/ foreigners/ traders/ merchants. [1]
- (d) Lots of urban poor/ possibly freedmen with little money/ foreign workers or traders constantly in Rome/ landlords could make a goodly sum/ Rome's population generally cramped so there was a need for high rise. Any two points. [2]
- (e) Candidates might consider: Cramped conditions- illness / poor sanitation /overcrowded /dangers of collapse/ made from cheap materials /proximity if fire broke out/ poor security – poverty increased crime rate. Any two points explained. [4]

[Total: 12]

- 2.
- (a) (i) A= bases of couches. B= table. [2]  
 (ii) Covered in cushions/ lying on to eat /reaching for/ food on table. Two details which cover some aspect of each. [2]
- (b) (i) Wall paintings. [1] [1]  
 (ii) Mosaics/tile-pictures.
- (c) Wife. [1]
- (d) Slaves. [1]
- (e) Various courses, usually three/ wine/conversation/debate/possible readings/ entertainment/business contacts/ possibly different for women guests / also possibility of reference to humiliation/prejudice via room position and difference in type of food served. Two reasons explained. [4]

[Total: 12]

- 3.
- (a) Pupils are reading/reciting/analysing text. Teacher present/pupil with tablet/scroll box /lunch box/ nature of furniture. Any two points. [2]
- (b) Seven. [1]
- (c) Carry books to school/ supervise in school / discipline / report to father / teach as well. Any two. [2]
- (d) (i) Litterator / Litterarius. [1]



(ii) Basic reading / writing/ letters **plus** basic arithmetic. [2]

(e) Candidates may refer to what they learned with the other teachers:  
*Grammaticus*: Learning Latin + Greek / grammar/ reciting passages / commentaries on texts:  
 style, form, content, variety of material, particularly Greek works/ Philosophy .  
*Rhetor*.: Art of speaking/debate/forming arguments/ poetry / drama / analysis /  
 question + answer sessions/ memory training. Or possibly the conditions- [4]  
 small room back of shop or house/ benches/ sparse surroundings.  
 Candidates may mention: discipline/low status of teachers/ large classes  
 +going through same routine (or similar).

[Total: 12]

## Section2.

### 1.

Candidates may refer to aspects of the marriage ceremony: Betrothal ceremony. Girl-surrender childhood toys and clothes / to household gods; special clothes: dress with no hem /woollen belt at the waist/ hair plaited into six /parted using bent iron spearhead: all very traditional perhaps ominous.

Discussion should also revolve around the basic rights of each: Wife did not choose husband/was his property / could not consort with whom she chose/was answerable to husband for behaviour and morals/ age difference may be discussed /no access to finances /but she gained respectability /some authority in her new home (slaves for example). Man got status and credibility / dowry /chance of heirs /power of life +death / could divorce. Likely that some will recognise it was not all bad for women. Reward valid opinion either way if proven by relevant fact.

See assessment grid for allocation of marks.

[16]

### 2.

Candidates may mention how they were born into slavery or captured/ how they were bought by the family. The main discussion will obviously revolve around the duties of slaves:

Duties might depend upon education.

Educated: tutor/book keeping/family finance/accountant/secretary.

Uneducated: manual labour /cleaning/cooking/attend master or mistress/serving at banquets/supervise children.

Attitude of the slave owners may be covered: ability to save / treatment/allowed to marry and perhaps the aspiration to own a business/ have a family once free.

Reward sensible discussion which relates lifestyles in ancient Rome to dependence on slaves.

Discussion may be fairly wide and deal with the roles of wife and husband.

See assessment grid for allocation of marks.

[16]

**Topic 8: Roman Sport and Leisure    Marking Scheme    Foundation Tier**

**Section 1.**

**1.**

- (a) Clothes/masks. One point. [1]
- (b) The Slave. [1]
- (c) Running around/ falling/ jokes/ phallus/ mask/ roly-poly costume / or aspects of the plot, eg tricking master. Any two. [2]
- (d) Three doorways/ possibly all houses/ temple /altar /street scene. Three details. [3]
- (e) Background atmosphere/ accompany action/ pure entertainment. [1]
- (f) Candidates may refer to the plot and characters as well as the building: Audiences often were loud and uncouth calling out to the actors /packed together / open air. There were issues of audibility/ and visibility / seats close for atmosphere but uncomfortable / large audiences /tiered seating / few effects if any possible. Any two points explained. [4]

**[Total: 12]**

**2.**

- (a) Boar. [1]
- (b) Spear (*venabulum*). [1]
- (c) Lion/tiger/mainly dangerous animals though actually evidence suggests that innocuous animals such as deer were speared in this way. One reasonable suggestion. [1]
- (d) (i) Dogs. [1]  
(ii) Animals were tracked down and then driven into the open/ in the desired direction for the benefit of the "hunter". General gist for one mark. [1]
- (e) (i) Use of dogs important / horses /feathers used to scare /drive innocuous animals towards hunters' nets/ possibly pits – camouflaged- covered with branches (behind mounds or walls) / snares or foot clamps/ there are some suggestions food was drugged / other animals used as bait/ young stolen to attract older animals who were dangerous. Two points. [2]  
(ii) Shows or equivalent. [1]
- (f) Candidates may concentrate on the hunts in the arena and discuss danger status/ possibly cruelty / even profit for businesses hunting to sell for shows. Or they may concentrate on the adrenalin rush of hunting in the countryside. In this case they can revisit some of the previous information as long as they extend/explain its relevance. Two points explained. [4]

**[Total: 12]**

3.

- (a) (i) Palaestra/ exercise ground  
 (ii) Running /jumping / ball games/ wrestling / weight lifting/ fencing/ throwing events. People touting for business/massages etc. Any three points. [1]  
 [3]
- (b) (i)+ (ii) Apodyterium – change/ leave clothes. Tepidarium – sit on benches / warm up from first room or cool down from hot room. Caldarium sweat / open pores/ splash water on him/ hot plunge /oiling /strigiling. Frigidarium – cool off / cold plunge/ towelling. Depending on the baths there is not really a hard and fast rule so award for the name of the rooms (including English equivalent) and any activity that was likely. [2+2]
- (c) Candidates may refer to any of the basic details: Under-floor area/brick pillars/suspended floor/hot air circulates/ heated in furnace stoked by slaves/vents/wall flues get hot air. Some comment should relate to ingenuity/ ability to regulate heat at various stages. If aspects do not impress then reward as long as the explanation validates the opinion. Two points explained. [4]

[Total: 12]

**Section2.**

1.

Candidates may refer to the variety of entertainments ie executions/hunts/performing animals / spectacular/ vicious animals/from Africa /Egypt/ Asia/ Europe/hunted or pitted against each other/used as means of execution. Samnite/ Gaul/ Thracian/ Retiarius + weaponry. Retiarius versus a heavily armed gladiator probably the most popular. Skill versus brute force not just blood. Hysterical reaction of the crowd will no doubt be included / atmosphere / audience involvement/ signalling life or death / appealed without thinking about the consequences.

The building itself is impressive: Enclosed/ high tiers/ circular / full view/different gates= slick performances. 76 spectator gates for ease of access/ awning /packed crowds etc.

**But also:** Roman patriotism/ in control of so many areas of the world / get to see the Emperor. Look for a range of valid reasons.

See assessment grid for allocation of marks.

[16]

2.

Candidates may include elements of the following:

Popularity with women/favourites because of danger/excitement/heroic /risked lives/ people won money /supported teams/inside lane+ graze *meta* with wheel going around curve at end of *spina* most dangerous /crashes often occurred so impresses spectators/lap counting / number of races in a day.

Charioteers wore colours as part of their team + people supported/ bet on colours/or idolised particular charioteers.

Details of the Circus may be referred to:

Tiered seating/ oval/200m by 600m/sand track/spina / carceres/ gates etc.

These facts should be incorporated into discussion of sport today but make sure the focus is on ancient not modern sport.

See assessment grid for allocation of marks.

[16]

## Topic 9: Pompeii

## Marking Scheme

## Foundation Tier

## Section 1.

1.

- (a) Water tower or equivalent. [1]
- (b) (i) Fountain. [1]  
(ii) Spout bit /trough /shape. [1]  
(iii) Crossroads/ street corners / along pavements. [1]
- (c) Pipes (lead). [1]
- (d) Straight /streets at right angles /lava blocks/lava stone/stepping stones / blank walls /graffiti/painted reds and yellows/large doorways/ shop fronts/ taverns/ hot food stalls. Any three points. [3]
- (e) Sewage /rubbish /water which flowed down the street- disease / rats /lead poisoning from pipes / lots of food out in hot climate. This is a broad question and candidates may come up with other valid answers such as the existence of baths (though not strictly on the specification) and the cleansing effect of constantly running water. Reward any two worthwhile points if explained properly. [4]

[Total: 12]

2.

- (a) Forum. [1]
- (b) (i) Houses. [1]  
(ii) Block system or similar explanation. [1]
- (c) Fertility /lots of crops grown/ profit from vines/olive groves. Similar point. [1]
- (d) Trade or similar + export of goods/ access to Sarno for import/export / opened up markets/ fishing. One point with explanation included. [2]
- (e) (i) Wall. [1]  
(ii) Defence/ marked boundaries of town (burial outside)– easier to monitor visitors. Similar point. [1]
- (f) Gates at key points / main roads going to gates/ roads intersect/ key roads lead to Forum /wall restricts entry to residential areas/ grid plan allows centralised key areas for entertainment and commerce / ease of finding way around via main intersecting roads/ but no street numbers/names / roads look so much the same/ Vesuvius good point of reference. Any two opinions explained. [4]

[Total: 12]

3

- (a) (i) Cupids/Cherubs [1]  
 (ii) Wine making /serving goldsmiths/ jewellery /weighing money (coins) / beating bronze (any metal). Any two. [2]
- (b) Candidates can give details of any of the following: Cock fight/ Poseidon/ Hercules /Priapus / Ariadne / Theseus /Jupiter /Leda / Silenus /Medusa / Dirce /Pentheus / Ixion / Daedalus /Pasiphae /Augeus / Achilles /Odysseus. These are the main pictures – though other characters are possible Pan, Hero, Leander, Dance, Bacchus, Paris, Iphigenia, Orestes, Pylades, Daphne+Apollo, Priapus, Perseus +Andromeda/ The Genius, Vulcan, Agamemnon + sacred hind. Any three details. [3]
- (c) The Vettii were brothers / they are thought to have been freedmen (ex-slaves) and may have been wine/ or perfume merchants / had some civic status/ low magistracy. Two details. [2]
- (d) It is possible for candidates to revisit information already given but it must be explained in terms of the pleasure (or not) of living in the house. They should really refer to the design: No *Tablinum* / double Atrium design/ women's quarters /stables / rooms off the garden/irregular shape /the formal garden arrangement and herms/fountains etc/ they may include the decoration of house notably: Priapus/ mythical couples/ window -like side panels /deep red and black or bright yellow rooms. Any two points explained. [4]

[Total: 12]

**Section2.**

1.

Candidates will include a wide variety of detail in this question. Destruction largely to do with: earth tremors/ note that it was ash, lapilli and fumes which caused the demise of Pompeii / pumice/lapilli /hardened lumps of magma fall / ash cloud / people hit by large rocks/buildings collapsed on them/ choked by gasses/pyroclastic surge; ie deaths did not destroy bodies and the people died at various stages therefore at various levels. Some of the ash falls were light and thus actually protected buildings / sealed them despite the increasing weight / nature of the material meant that its hardening became virtually air tight thus keeping out decay / the fact that the destruction came in waves over a period of time meant that clearly defined layers could be excavated and records were more accurate.

Candidates are free to show their own specialisation here. Fiorelli will most likely be discussed for his innovations: artefacts in Naples museum/ replicas in place/ finds recorded. Reward details of specific finds to some extent. Scope for discussion is wide so look for varied areas discussed.

See assessment grid for mark allocations.

[16]

2.

Candidates will most likely refer to the following:

Commercial buildings: Macellum, Eumachia, Weights and Measures, Granaries. Graffiti testifies that traders' stalls were set up in the open area.

Political Buildings: Offices, Aediles/Duovirs, Basilica, Comitium.

Plus: Election posters and graffiti / statues of leading Pompeians.

Religious buildings: Temples of Jupiter/Apollo/ Emperor ( Lares).

Candidates should include some of the activities that went on in the buildings and around the forum area: Speeches/stalls etc.

The social significance of the Forum cannot be overlooked as it was such a meeting place for so many Pompeians, foreign visitors/ traders, rich and poor alike and the baths were close by; thus of great significance.

See assessment grid for allocation of marks.

[16]

## Topic 10: Roman Britain

## Marking Scheme

## Foundation Tier

## Section 1.

1.

- (a) Wall /fortified gates/ ditch /soldiers /patrolling. Two points [2]
- (b) (i) Headquarters. (Principia) [1]  
(ii) Pay roll /standards /offices / tribunal (platform)/ army records / shrine to emperor. Any two. [2]
- (c) Barracks/ housing for soldiers. [1]
- (d) Baths/ granaries/ workshops/ hospital/ commander's residence/ store building / amphitheatre. [2]
- (e) Increase in trade/influx of foreign traders/integration into Roman way /improved sanitation/employment/crafts/ socialising etc. But restrictions/taxes/attitude of Romans to original inhabitants might be a problem. Any two opinions explained. [4]

[Total: 12]

2.

- (a) Main events: Ransack of Colchester and the killing of soldiers stationed there/ burnt shops and homes/ killed all inhabitants /pulled down temple /followed by the interception of Cerialis and the IX legion/ which was routed and fled to their camp. Any four details. [4]
- (b) Wealthy because seaport accessible by river/ Centre of government of Trinovantes/ First Colonia® / veterans settled there- experienced men to keep that area under Roman control/ basis for further advance into Britain/ possibly wished to demonstrate the consequences of towns allying with the Romans as the inhabitants of Colchester had done. Any point made relevant by some explanation. [2]
- (c) Suetonius Paulinus abandoned London to be handed over to slaughter by the rampaging Britons. Also attacks on St Albans. According to Tacitus in St Albans Roman citizens were hanged or crucified, throats cut or burned (killed will do). Any two details. [2]
- (d) Apart from initial military successes and then the humiliation and harsh treat of the tribes following their defeat, the longer term effects were more positive: Reorganisation of tax system/promotion of town life +associated benefits/ cc of money-lenders/discipline within the army/ new governor sent/ local chiefs given say in towns. Also possible to argue in favour of the negative ie: loss of life for example. Any two opinions explained/justified. [4]

[Total: 12]

3.

(a) A = Chedworth. B = Lullingstone. [1]

(b) (i) South/South-East [1]

(ii) First area of invasion/more secure/ better climate / potential for trade. [2]  
Any two.

(c) Candidates will have studied at least one of these and should go into great detail. One should expect references to the courtyard areas, the residential parts/facilities and the farming/industrial parts of the villa. (Temples may be included at Lullingstone).

The following are likely to be included for Lullingstone:

The main complex contained some 26 rooms, a further four rooms away from the main complex are believed to be a semi circular shrine, a Mausoleum, a kitchen and a granary. a heated bath-suite and pagan 'cult-rooms': including a painting of two water-nymphs, mosaics, including Europa and the Bull and Bellerophon killing the Chimaera /a chapel with the painted symbols /faces of the four seasons /two pits were dug at the rear of the villa, used for tanning leather/ the granary had a raised floor to keep the grain away from damp and pests.

The following are likely to be included for Chedworth:

Shrine with a spring-fed pool / arranged around a courtyard / with a luxuriously heated and furnished west wing /colonnade courtyard, adding porticos round the perimeter to create a peristyle / a set of dining rooms with a fine mosaic floors was also added plus a kitchen /a dry-heat sauna was added /to what is a complete bathing suite of a traditional Roman baths ie. all rooms. Romano-Celtic temple / possibly also fullers and dyers. Candidates who know this topic area will be able to produce other more miniscule detail. Four details. [4]

(d) Other than working in the parts already mentioned above candidates may refer to:

food production / by-products such as; leather, tallow and wool / fulling.

There were also potteries and tile-kilns. Any two valid opinions explained. [4]

[Total: 12]

## Section2.

1.

Living in barracks/patrolling wall/ long shifts/terrible weather/ some contact with the locals/upkeep of wall and weaponry.

Job is to protect boundaries/ / mark boundary to empire/possible incursions further north.

Candidates may refer to specific details of the wall and what they think of them, eg

Stone or turf / walkway / 10-20ft wide +12-15ft high / ditch/ milecastles: fortified gateways at intervals / double gates at front and rear / accommodation for soldiers / access to top of wall / turrets: 20ft high square towers / every third mile.

Forts: For fighting soldiers / near to wall / causeways at fort only access for population / some flush with wall / others projecting beyond.

Reward references to specific places on the wall if these add extra information.

Candidates may use comparisons to illustrate their opinions, for example:

In other places: Greater integration with local community/hierarchy

/partnerships / foreign legionaries stationed/luxuries such as baths / trading centre with proper administration/amphitheatre –for training etc. Tombstones



suggest marriage with locals.

This is a very varied question allow all valid material linked to the question.

See assessment grid for allocation of marks.

[16]

2.

Candidates may refer to the following:

Security of markets and trade / local produce widely circulated but also the possibility of imported goods/ability for swifter and more secure transport of produce/water supply /sanitation/medicine/integration of Roman religion thus feeling part of Empire /role of the Baths /shows etc.

Candidates may argue that there was a loss of freedom as all aspects of life seem to be controlled by the Roman administration, some details as follows: Governors representing emperor / commanding army / security of province / military recruitment / diplomatic relations / oversee government of individual cities / dealing with town magistrates / acting as ultimate judicial authority / legal cases involving Roman citizens / travelled province hearing cases in person.

Aided by clients, friends and staff.

Procurator controlled finances: collection of revenue and dues /taxes

/expenditure / army salaries / supervised mines / acted as bailiffs.

This topic is wide ranging.

See assessment grid for mark allocations.

[16]

## Essay Marking Grid

FACTUAL CONTENT	EVALUATION
<p><b>8</b></p> <p>Full range of relevant, well-chosen factual information and evidence. Does not need to include every possible detail, but should reflect a very sound overview.</p>	<p><b>8</b></p> <p>Full (though not necessarily exhaustive) evaluation showing depth of understanding of what the question is asking. This score should reflect the candidate's ability to make a coherent argument, with regular evaluative commentary. QWC should be sound.</p>
<p><b>6-7</b></p> <p>Good range of relevant factual information and evidence. Some significant point(s) may have been omitted but there will still be a solid range.</p>	<p><b>6-7</b></p> <p>Good evaluation of the question but there will be a lack of depth. There may be some incoherence and some weaknesses in structure and expression.</p>
<p><b>4-5</b></p> <p>Reasonable range of factual information and evidence. There will be some noticeable gaps in anticipated facts and some additional factual detail that lacks relevance.</p>	<p><b>4-5</b></p> <p>Reasonable evaluation of the question but with some incoherence and lack of depth. There may also be some weaknesses in structure and expression.</p>
<p><b>2-3</b></p> <p>Some relevant factual information and evidence, but significant gaps in knowledge.</p>	<p><b>2-3</b></p> <p>Some evaluation but lacks coherence and does not address the question consistently. There may also be significant weaknesses in structure and expression.</p>
<p><b>1</b></p> <p>Little relevant factual information.</p>	<p><b>1</b></p> <p>Little understanding or evaluation of the question.</p>
<p><b>0</b></p> <p>No relevant factual information / evidence from the text.</p>	<p><b>0</b></p> <p>No argument delivered in answer to the question. May be a few wide generalisations only.</p>

- Put marks at the end of each essay as *FC mark + E mark* and then ring the total as the mark for the complete essay.
- If an essay is good, don't be afraid to award full marks on either column. These are GCSE level only!
- Conversely, don't get carried away with a candidate who knows a lot of details (high FC) but doesn't argue the case (low E).
- Remember that the levels may be very different on each column.
- Remember that you are awarding factual content marks on range and relevance. Watch that you don't over-reward lots of corroborative details on the same point or lots of interestingly accurate facts that don't focus on the question.

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