

Classical Civilisation

General Certificate of Secondary Education **1940/21/22**

Paper 1: Greek and Roman Civilisation Topics 1-10

Mark Scheme for June 2010

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Topic 1: Greek Religion Marking Scheme Higher tier

Section 1.

1.

- (a) (i) Hermes. [1]
(ii) Winged sandals/hat/wand. [1]
- (b) (i) Apollo. [1]
(ii) Instrument/hair/robe/laurel wreath. [1]
- (c) (i) Artemis. [1]
(ii) Animal (deer)/ bow/quiver/ white skin (arms)/. [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, e.g: easy to understand/better understand nature/ chance of personal link to god so religion stronger. **Or** Confusing/not good examples, encourages scepticism as they seem too human. [4]

[Total: 12]

2.

- (a) Decoration/cleansing /sprinkling of water/sprinkling of barley/hair cut and burned on altar. Two points. [2]
- (b) Stunning/axe blow/throat cut. [2]
- (c) Drown out unpleasant sounds/gain attention of god/create atmosphere. Some reference to the importance of not offending the god may be brought in. [2]
- (d) Public nature of sacrifices/ practicality of burning so that smoke can rise to the god/ nature of temples as homes of gods so no pollution acceptable. Any similar point explained. [2]
- (e) Candidates may refer to burning of selected parts + pouring of wine/entrails examined and then cooked separately/feast. Candidates might include comparison of the meticulous procedure/ the need not to offend the god-hence the purity/the contractual nature of the prayer with the importance of the results of the entrails/ to check the success of the process/ burning of thighs in fat – sharing meat (smell rejuvenates) with the gods/ the unification as well as the religious element of the feast. Any two points explained but there must be some reference to the importance of the post-killing procedure. [4]

[Total: 12]

- 3.
- (a) Torches/lamps or similar. [1]
- (b) (i) Acropolis. [1]
(ii) Panathenaic festival finished there/ Athena's temple. [1]
(iii) Light the sacred fire. [1]
- (c) Musical /tribal/ boat race/poetry/ equestrian / athletic. Any two. [2]
- (d) Robe/dress/ *peplos* / weaving began nine months before the festival by aristocratic girls / yellow /with mythological scenes. Two details. [2]
- (e) Candidates may refer to the unification 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 focusing on the concepts of politics and religion [4]
- [Total: 12]

Section 2

1.

Advantages that made oracles valuable might be: Passing responsibility of major decision onto gods/ simple religious devotion by decision maker in a family/chance to feel gods had an interest in human life + explanations which refer to the idea that they were getting something back and other means were distant and conducted by officials. There should be some element which acknowledges the way in which oracles offered more than other means of worship. Candidates should include explanation of importance: no venture undertaken without divine advice /authorisation was believed to be infallible because it came from knowledge of divine plans / questions include range of personal issues, eg whether one will be victorious / whether to: marry / sail / farm / go abroad / also religious issues / eg: use of religious land / treatment of murderers and others polluted / political- inter-state issues / meanings often obscure and so required interpretation / oracles seen as a means of communication between mortals and immortals. Candidates may refer to other religious practices as a means of keeping in touch with the gods as opposed to oracles. Reward any valid discussion.

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 6th day /following night Great Mysteries including initiation / apparently including things done (perhaps re-enacting suffering of Demeter), things said and things shown / rested on 7th day / libations and rites for the dead on the 8th day / 9th 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. Yet there was great enthusiasm for sharing food with the gods at the post sacrifice meal. Eleusis allowed an extension of this bond. Many of these elements demonstrate that religion had a personal and social function which went beyond pure worship. Candidates may refer to the role of oracles as they cannot repeat relevant information from the alternative question; specifically: 'Passing responsibility of major decision onto gods/ simple religious devotion by decision maker in a family/chance to feel gods had an interest in human life + explanations which refer to the idea that they were getting something back and other means were distant and conducted by officials. There should be some element which acknowledges the way in which oracles offered more than other means of worship.'

See assessment grid for allocation of marks.

[16]

Topic 2: Home and Family in Athens Marking Scheme Higher Tier

Section 1.

1.

- (a) (i) Bride's house. [1]
(ii) Groom's house. [1]
(iii)+ (iv) Welcome by groom's mother = acceptance by new family/ /axle burned = wife was not returning /fertility symbols at hearth = importance of children to family/ marital bed= consummation of marriage/ dowry/gifts for bride in the morning = acceptance into family or compensation for loss of virginity. [2+2]
Any two plus explanation of importance.
- (b) Candidates may include the betrothal which could be done without the presence of the bride and was certainly arranged by the men of the households. Details of the pledge which gives away and awaits acceptance of the bride may be referred to/ the concept of the dowry/ the focus on the bride's fertility with the ritual bath and offerings to Artemis/ the wife's symbolic snatching from her home/ the burning of the chariot axle / compensatory gifts for the bride's loss of virginity. Any one point explained without repetition of earlier material. [2]
- (c) The following observations may be made about women:
Despite lack of rights the woman gained public respect/the chance for a family /some independence from her own family/. She could act as Kyria when husband was away/ could transact business /offered security over single women /and particularly, she gained status by being married and having children.
She did have a good deal of responsibility but her husband was in control and her ability to even go out was restricted
Marriage for men brought greater prospects in politics/ financial stability/ acceptable family link necessary. Practically the wife performed the necessary duties needed to support the household and thereby the man's status.
Her main duties would revolve around children /clothes/supervise slaves/see to store room /goods brought to house. The wife had little choice; she was 'owned' by husband / not allowed other male companions/
was married with a dowry(although the dowry had to be returned if divorced so it could be argued this gave the wife some protection)/ divorce difficult. [4]
Any two points explained. Reward sensible/properly justified opinions in this part.

[Total: 12]

2.

- (a) (i) The women. [1]
(ii) Supervising slaves/resting/working at the loom /with children. [2]
- (b) Altar to Zeus. [1]

- (c) 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]
- (d) Candidates should refer to key aspects as revealed by the rooms inside a house and materials a house was made from as well as possible items of furniture. Candidates may revisit information covered in the other questions, but there should be more discussion. They may refer to: the central living area/ rooms led off it/water supply. The Andron- to entertain male guests/women's quarters -for female activities/weaving /seeing to children/kitchens – vital for family needs plus dining guests. Herms/altar to Zeus/hearth for Hestia reveal religious aspect. Key rooms: dining room and spinning room represented activities of a couple/no public rooms because men worked out/time at home involved shade and cool, inward facing kept out heat, light, dust thus healthy/women's quarters as wives did not entertain. Men and women –separate lives almost. Simplicity of house as opposed to public buildings. The basic nature of materials ie. Mud brick shows the prioritising of public life. Reward any well -supported view particularly when self-sufficiency is referred to. [4]

[Total: 12]

3.

- (a) Reference to two instruments depicted/only one played yet the other one present as a motif /next to what is clearly a school scene - thus there is pictorial evidence of music in education. Candidates may express themselves differently but look for a valid point properly explained. [2]
- (b) It was a mark of education so gained status/ expected at symposium/ topics of song patriotic / historical/ part of healthy mind healthy body concept/ music at sacrifice/in competitions at festivals. Two valid reasons explained in the context of Greek life. [4]
- (c) Candidates may refer to his duties: accompany boy to school / supervise learning/ discipline / report to father/ teach the boy himself. An explanation would talk of the supervisory element in place of the father who was usually on public business. [2]
- (d) Candidates may refer to: Gymnastics- war/ socializing - exercise/competition-athletics/health. Writing-career in politics/leadership /necessity in military/writers respected/music/ apprenticeship to father/ public speaking. No real education on a social level/ as a family man/ running a household /all very idealistic not totally practical etc. Two points explained, the best answers looking at the shortcomings. [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. Look for the luxury versus necessity in the evaluation section. See assessment grid for allocation of marks.

[16]

Topic 3: Greek Athletic and Theatrical Festivals. Marking Scheme. Higher Tier

Section 1

1.

- (a) Discus. [1]
- (b) Naked/thong on hand. [1]
- (c) (i) Jumping weights. [1]
(ii) Some suggest standing start/ weights thrown forward/ possibly triple jump/ possibly use a box. Any three details which reflect differing views of the way the event was performed. [3]
- (d) Heralds announced/ a sacred /truce or travellers under protection of Zeus/as games were in his honour. Or combination of both. [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 but the religious element both in terms of ethos and practicalities, ie oaths, ceremonies etc needs to be the starting point for observations. Look for focused 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) (i) Chorus. [1]
(ii) Orchestra. [1]
(iii) Tragedy. [1]
(iv) Any reference to regal/military nature of costume/possible reference to posture. Any one reasonable point. [1]
- (b) Sang/ danced/ became characters themselves/ conversed with main actors/ commented on the action/ recapped for audience. Any two with explanation of how each contributed to the performance. [4]
- (c) Candidates may refer to a broad range of issues here. They may revisit information already given as long as it is expanded with explanation. Candidates may refer to the unification of Greeks as opposed to barbarians /celebration of individual states besides Athens / drama as a vehicle for religion, particularly as part of a festival /for political comment / to reinforce Greek values via moral content / cathartic effect of Tragedy/ pure entertainment in a world where there was very little. Look for two clear points discussed in context of Greek society as a whole. [4]

[Total: 12]

3.

- (a) No saddles/stirrups/ /naked/ no protection/easy to fall off/ high speeds.
Two relevant details. [2]
- (b) (i) Owner given prize not competitor. [1]
(ii) Games male dominated: athletes/audience (women barred).
Candidates may refer to status of women –less likely to have wealth to own horses. [1]
- (c) Candidates may refer to any of the following details: The chariot was a small wooden vehicle, open at the back. It rested on an axle, the ends of which were fastened with two strong wooden wheels. The strongest, fastest animal was placed on the right-hand side to make it easier to go around the turns /only one charioteer. the charioteer was concerned with using the inside of the hippodrome /so as to cover the shortest distance / which caused many accidents and collisions at the turning-post. This was also the point that revealed the skill and technique of the good charioteer/ as well as the strength and speed of the horses.
A successful charioteer had to drive the chariot without swerving, which was difficult with four horses of varying strength. He also had to know how to use the whip and hold the reins securely and avoid collision or falling out of the chariot at the turning-post. All adding to the drama of the event.
Any two points explained. [4]
- (d) Possibly less important/taking part restricted to wealthy owners who hired riders rather than competed themselves/ though possibly based on early Greek chariot warfare, chariots not used now in Greek warfare tactics/ other events more focused on individual glory of athletes and thereby their communities/ individual skills more valued (especially personal physical prowess). Candidates may revisit information from (c) in terms of audience reaction but this must be explained and extended to be valid – not merely repeated. Reasonable discussion along these lines. Two opinions explained. [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.

Raised the significance of drama/ act of worship communal/a chance to gain something from pure entertainment /plots designed around honouring rather than performance. Look for balanced discussion.

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.

Look for details and explanations of importance of the various aspects.

See assessment grid for allocation of marks.

[16]

Topic 4: Greek Art and Architecture Marking Scheme

Higher Tier

Section 1.

- 1.
- (a) Athena [1] Nike [1] [2]
- (b) Two of: type of capitals [1] continuous frieze [1] column bases [1] flat fluting [1] slimmer columns [1] [2]
- (c) Point + Explanation x 2
Painted [1] – colourful not white [1]
Sculpture [1] – detail present [1]
Roof [1] going up to a triangle [1] [4]
- (d) Any two points + evidence:
Celebration of Athena; sculptural themes – centaurs/lapiths; panathenaic procession on Parthenon + any reasonable interpretation
Glorification of Athens – no expense spared
Symbol of the city's power – seen from all around [4]
- [Total: 12]
- 2.
- (a) Parthenon [1]
- (b) (i) Doric [1]
(ii) Any two of: Capitals [1] Triglyphs and Metopes [1] lack of column bases [1] pronounced entasis [2]
(iii) Point + evidence:
Details of Style, esp. size/power + evidence; reference to other Ionic temples to make this stand out. [2]
- (c) Any two of: Painted [1] sculpture in metopes [1] continuous frieze inside [1] (accept details of individual aspects – eg. Metopes show centaurs and lapiths) gold leaf [1] [2]
- (d) Any two unusual features of the temple + explanation:
Might include: larger than normal size; Doric style of Architecture; skill of construction: details of entasis etc. second tier of columns / internal ionic frieze/ 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) Suicide of Ajax [1] planted a sword in the ground [1] Ajax killed himself [1] after going mad [1] [2]
- (c) Any two details: Figure painted in black; background left red; details etched out into black to leave red lines; white infill (women) [2]

- (d) Lines can be painted on [1] + to give greater detail in figures [1] / great precision is possible [1] [2]
- (e) 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.
Some candidates might note that amphoras were not decorated, this should also be rewarded. [4]
- [Total: 12]**

Section 2.

1.

Details of the Ionic style and Doric, including the differences in friezes and the shapes of the capitals. The practical nature of the Doric construction might be noted. Best answers might also discuss the temple layouts, and note that inside there is not an enormous difference: both can house the cult statues etc. Answers should show knowledge of specific buildings, including the Athena Nike, Erectheion and Parthenon. The best may note that the Parthenon is not a pure Doric temple, and this may make the assessment more problematic.
See assessment grid for allocation of marks.

[16]

2.

Answers should give details of vases studied, and might argue that the Black figure does not have the same level of detail and sophistication as the red figure. However, they might also note the detail in works like Exekias' Achilles and Ajax at play reach a very similar level to the detail given in red figure. See list of vases for further details.
See assessment grid for allocation of marks.

[16]

Topic 5: Sparta and the Spartan System Marking Scheme Higher Tier

Section 1.

1.

- (a) (i) Red [1]
(ii) Possibly to scare the enemy/ to conceal wounds/ possibly because of the importance in terms of status of red as it was a difficult dye to produce. [1]
- (b) Part of ritual /to have it adorned/ making them more beautiful and terrible/ treated battle as a celebration. Any suggestions based around these ideas. [2]
- (c) (i) Leonidas. [1]
(ii) A Malian named *Epiates* told Xerxes about a secret path across the mountain. Immediately a strong Persian force was sent with Hydarnes, guided by the traitor. At day's break they reached the summit, where the Phocian army was stationed and who upon seeing the Persians fled. Three details. [3]
- (d) Advanced in formation/ spears thrown / or used as stabbing weapons / then close combat /shields protecting each soldier on left /sharp stabbing swords used in final combat. The Spartans did not retreat / they fought together and died together / unity of movement / protecting each other-part of the warrior bond. Two reasonable points based on the above + explanation. [4]

[Total: 12]

2.

- (a) Seen in action pose/ sparse clothing/ athletic /slim as was the nature of a woman's life in Sparta. The statue celebrates this. Similar explanation. [2]
- (b) (i) Produce healthy sons
(ii) Shared men's loyalty to the state or conditioned/educated to believe this. [1]
[1]
- (c) Promiscuous /good nurses/ beautiful /powerful.
Revealed much of body /slept with other men. Made children tougher-allowing them to cry etc / no make up but desirable / controlled home as men were away.
Any two opinions plus justifications. [4]
- (d) Any points which involve the freedom or restrictions for women in ancient Sparta. 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. [4]

[Total: 12]

3.

- (a) (i) Mother(allow nurses). [1]
(ii) Seven [1]
- (b) Details plus explanation of importance, based on organisation and discipline: 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. Clearly breaking the bond with the family / establishing superiority based on age and working with others/ team spirit. Discussion along these lines. [4]
- (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) Candidates may revisit earlier information as long as they develop the concepts in the question. Candidates may talk about how the system reinforced values such as physical strength/obedience/living communally/ independence/self-reliance. This fitted in with the organisation of the army and the way the messes brought about a camaraderie and unity of purpose. They valued the old songs and the works of the poets and musicians of the past/ these were patriotic poets who praised the city as being more important than the individual. Poetry was generally recited to the accompaniment of a flute or lyre. The flute was particularly suitable for marching songs, Spartan boys therefore were taught to play the lyre and flute as well as learning the poetry that had long been honoured in the city. They also learnt the traditional dances teaching them to move in unison on the battlefield fully armed. Any two opinions properly explained. [4]

[Total: 12]

Section 2.

1.

Discussion should revolve around the following:

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).

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 - original populace of Messenia enslaved by the Spartans/stories told =harshly and humiliatingly treated/ deliberately made to get drunk and look foolish:

So: Spartan children would be warned off drink/ some publicly beaten to ensure submission of rest/ *krypteia* (secret police) to keep them in fear and subjection. Regarded as enemies of the State/ far out-numbered Spartans/ 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. Reasonable explanations of the above focused on the quote.

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 Spartan 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 quote.

See assessment grid for allocation of marks.

[16]

Topic 6: Roman Religion. Marking Scheme Higher Tier

Section 1.

1.

- (a) (i) Priest/*pontifex* [1]
 (ii) Head covered / presence at the altar/ ahead of procession. [1]
- (b) (i) and (ii) Candidates may include details of the selection of the animal /decorating it/ with ribbons/the journey to the temple-its willingness to go/the stages of the sacrifice/ plucking hair/pouring of libation /including the officials present. Any two details with some explanation related to purity of participants/ willingness of animal / public nature of sacrifice/ need to attract the god's attention. [2+2]
- (c) Temple was the home of the god/only certain officials allowed in/ smoke needed to rise/ public face of sacrifice /burning entrails might pollute temple. One point with explanation. [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 in relation to the earlier 'showmanship'. Any two opinions explained. [4]

[Total: 12]

2.

- (a) Mithras/ assisted by attendants / slays the primeval bull/ in a cave /to conquer evil. Four points. [4]
- (b) Man created from the blood- so it's a creation myth showing power of Mithras/ represents the defeat of the dark powers, namely life after death – so it gives worshippers the belief in this promise/ Mithras also associated with the light of the sun – giver of light/life. Any one point explained. [2]
- (c) Intended to recreate the scene of the killing – hence no windows /possibly underground or low-lying areas/ dark/ communal benches for congregational worship/shrine (altar) at the front with depiction of slaying. Any point relating the design to the cult. [2]
- (d) 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. They may identify most common worshippers ie- soldiers and merchants and the relative appeal for those who came into contact with different cults due to travel. Any two explained in relation to why the cult was or was not attractive to Romans used to state religion. [4]

[Total: 12]

3.

(a) Greek word for fish had name of Jesus linked to letters. [1]

(b) (i) +(ii) Chi-Rho = Greek letters for Christ/cross =symbol of persecution (martyrdom) (Christ's crucifixion) word square = letters of first words of Lord's Prayer. Any symbol plus detail of why it was relevant to Christianity. [1+1]

(c) Catacombs / underground tunnels / also private houses. [1]

(d) (i)+(ii) Spoke of a "New Kingdom" - seen as threatening revolution- new kingdom idea was seeking the overthrow of Rome./"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 emperors- open revolution /failed to worship Roman gods/ claims of only one god- thus undermining the state as divine favour was vital to the Romans.

Any of the points above can be covered in the light of how the Romans failed to understand them. "New Kingdom" – was not on earth but in the afterlife /"body and blood of Christ" was taken literally and was immoral-cannibalism –whereas it symbolised the last supper (bread and wine) /meeting in private seen as conspiring –small gatherings -similarly based on the last supper/ communal love seen as immoral yet it was non physical/ "sister and brother" taken literally – incest – whereas it was equality/ mutual support In the eye of Christ.

Any two points with the relevant explanation [2+2]

(e) Romans saw Christians in a different light. They undermined society by failing to respect Roman gods/ seen as threatening revolution/ denied divinity of emperors- open revolution / new kingdom idea was seeking the overthrow of Rome. Origins of Christianity were in Judaea. Roman experience had taught them that these people did tend to rebel and did hold secret meetings etc for the planning of exactly that. But Romans were tolerant of other religions; were the Christians so bad? Punishments were horrendous (lit as torches + arena) and often for the benefit of an audience not as punishments for a crime. So were they justified? Look for two clear points explained.

Allow for crediting some overlap/interchange in these questions.

[4]

[Total: 12]

Section 2.

1.

Candidates may include the following details however only in relation to the focus of the question. Flame meant security of Rome having come from the ashes of Troy/family religion.

Vestal Virgins

Responsibilities for religion of women, links to fertility of crops/Production of "mola salsa" - integral part of sacrifice/ examples of Roman Virtue/ protectors of state documents/selection from noble families/ by Pontifex Maximus/ aged around 6 to 10 years/honour of being chosen/30 year service/guard sacred flame / live in temple quarters/remain chaste/ make sacred meal for sacrifices/attend sacrifices/festival of Bona Dea/ceremony of first harvest/only women to go to sacrifices/special seats at shows / buried alive if vows broken /whipping if flame went out. 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

Higher Tier

Section 1.

1.

(a) Tenement/block of flats. [1]

(b) Poor families/plebs/ foreigners/ traders /merchants. [1]

(c) 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 /ground floor may have shops attached etc. Four details. [4]

(d) Lots of urban poor/ possibly freedmen with little money/ foreign workers or traders constantly in Rome/ landlords could make a goodly sum/ Rome generally cramped / population on the increase/ so there was a need for high rise. Any point with an explanation, possibly overlap of factors here. [2]

(e) Candidates may refer to aspects of the design of a *domus*, ie Inward facing / rooms off central hall/atrium _ spacious/ segregated closed off from street/ let in light and air- healthy living /slaves quarters -so protection /kitchen / latrine / baths- near water supply- health cleanliness / recline/relax / light/air - go for a stroll – stress free (relatively)

As opposed to: Tenements: 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. As long as there is a point of comparison between the two types of dwelling. [4]

[Total: 12]

2.

(a) Layout / based on three/ bases of couches /around table. Any two details. [2]

(b) Off the atrium/between atrium and garden/next to *Tablinum*/ sometimes summer dining rooms off the garden. Any point. [1]

(c) Wife. [1]

(d) Various courses /starters-eggs- then meat/fish- then fruit, usually three/ wine/conversation/debate/possible readings/ entertainment/business discussions/ possibly different for women guests. Four points. [4]

(e) Business contacts/ uniting family/ climax of the day/ main meal after work/ entertain (impress) friends/ statement of status/ patron+ client obligation. Any two 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) Carry books to school/ supervise in school / discipline / report to father / teach as well. Any two. [2]
- (c) Basic reading / writing/ letters **plus** basic arithmetic. Any two points. [2]
- (d) Learning Latin + Greek / reciting passages / commentaries on texts: style, form, content .Variety of material, particularly Greek works : Philosophy / poetry / drama / medicine / science. Analysis / question + answer sessions - Memory development / wider reading develops intelligence / good grammatical understanding for later education. etc. [2]
- (e) Candidates may revisit previous material as long as they extend/explain its relevance, particularly the concept of the educated man, familiar with literature. Candidates may refer to what and how boys learned under a *rhetor*.
Art of speaking/debate/forming arguments/ Therefore: looking at texts/ question + answer debates/comparison of characters/events from history /suasoria / controversia/ monologues in character.
And then refer to possible careers in later life which involved these skills.
ie:
Law courts/senatorial duties, debates/passing legislation/politics/military / even social/ family responsibilities etc. Any two points explained. [4]

[Total: 12]

Section2.

1.

Candidates may refer to aspects of the marriage ceremony: Betrothal ceremony. Girls-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 might be bought. 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.

Cruelty should form part of the discussion: laws were introduced to curb the harsh treatment of slaves/ stories from Pliny confirm the harsh treatment/ there was branding for runaways/ sexual favours expected of the female slaves (mostly!)/ reference to living conditions may well be included.

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

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

Higher Tier

Section 1

1.

- (a) (i) + (ii) **A** =Father/Old man + bearded/walking stick. **B** = Son/young man +hair /young face/ posture. **C** = Slave + dress/facial grin /assisting master [3]
+ [3]
- (b) (i) The Slave. (A different character is acceptable only if properly justified in (ii)) [1]
(ii) Running around/ falling/ jokes/ phallus/ mask/ roly-poly costume / or aspects of the plot, eg tricking master. Any one. [1]
- (c) The plot: Love motif / underdog winning / happy ending/ status of characters ridiculed / antics of slave /trickery and deception - all elements of escapism, possibly more in keeping with lower class audiences/ very basic slapstick/few effects if any. Added to which there was some element of the ridiculing of the standard order of society / stereotyping of families. Aspects of the play which might provoke comment are the padded costumes /the phallus / slaves /masters / women characters / pimps. [4]
Reward sensible discussion of key aspects of any of the above in terms of the nature of their relevance. Two points explained.

[Total: 12]

2.

- (a) (i) Boar. [1]
(ii) Spear / long /iron tip / wide part/ at base of tip. Explanation of how the animal was kept at a distance and/or the tip (wide part) was able to fend off the animal. [2]
- (b) Animals were tracked down and then driven into the open/ in the desired direction for the benefit of the "hunter"/ use of dogs important here/feathers used to drive innocuous animals towards hunters. Candidates may include use of nets; wide and thin meshed/horses and dogs and slave followers to drive animals into the open. Three details. [3]
- (c) Candidates may refer to hunts in the arena/ profit for businesses hunting to sell for shows/ meat /trophies / equipment / dogs/ hides. [2]
- (d) Candidates may include discussion of the weaponry and techniques of hunting: [4]
Weapons included; slings/ javelins/ knives/particularly hunting spears for face to face combat. There was also trapping of animals for shows and this is acceptable in this discussion as this was purely for profit. Candidates may concentrate on the hunts in the arena but there should be some reference to the above too. Look for sensible observations on how cruel this system was and modern attitude/practices. If candidates revisit information already covered then there should be expansion/ explanation which is relevant. Two points explained.

[Total: 12]

3.

- (a) (i) Palaestra/ exercise ground. [1]
(ii) Gave people opportunity for fitness/ stress relief / added outdoor element to indoor bathing / practice for war/ show off prowess / bonding with fellow men. One aspect explained. [2]
- (b) Niches in walls/ benches/ possibly cool basin. One point. [1]
- (c) We are looking for some recognition of pressure of responsibility/need to promote family business/political interests in the explanations here, thus the standard getting clean because there were no facilities at home is not really a valid one for the richer Romans. Look more for references to the working day/opportunity to meet clients /promote political contacts/ patron-client responsibilities/stress relief etc. Candidates may refer to any of the following purposes of the baths in Roman times:
Socialising / relaxation / fitness/health / business.
These must be explained in respect of the habits/ lifestyle of the richer Romans as compared to lifestyle of the urban poor: offices exist / other recreational pursuits less demanding /morality of society. One point explained. [2]
- (d) More basic ideas here in terms of health / hygiene / disease in poorer areas / cleanliness therefore important/ some may have to go as clients. One point explained. [2]
- (e) 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. Candidates may refer to water system. Some comment should relate to ingenuity /ability to regulate heat at various stages. If aspects are not considered effective then reward as long as the explanation validates the opinion. Two points explained. [4]

[Total: 12]**Section2.**

1.

Roman patriotism/ in control of so many areas of the world/people could see Rome's defeated enemies/ Emperor gains loyalty from the people / and he gives them free to keep them contented and quiet/ intimidating for foreign visitors /audience involvement/ signalling life or death appealed without thinking about the consequences/ replaces "the vote" so personal prestige/ accessibility etc/ nobility of death spurs on the soldiers to fight/ pure admiration of fighting skill like boxing today. Candidates may refer to specific types of contest Samnite/ Gaul/ Thracian/ Retiarius + weaponry. Retiarius versus a heavily armed gladiator will/should be the most popular. Skill versus brute force not just blood.
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.
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.

Look for a range of valid reasons covering the emperor and the population with some conclusion to the question.

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.

Charioteers wore colours as part of their team + people supported/bet on colours/or idolised particular charioteers/ also all events were highly social occasions.

Details of the Circus:

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

NB These facts should be incorporated into discussion of aspects of what was offered by other shows; hence details from question 1 could /should be brought in. Note also that some evidence proves that executions and gladiator fights were at some point staged in the Circus. Do not dismiss this but make sure the candidates do not simply confuse the buildings.

See assessment grid for allocation of marks.

[16]

Topic 9: Pompeii

Marking Scheme

Higher Tier

Section 1

1.

- (a) Water comes to **A** / stored up to top / due to weight of water / forced via lead pipes to **B** / spout pours out water due to pressure / part fills trough / then drains out /through pipe(escape route). Four details but for full marks the functioning of the two in conjunction with each other should be established. [4]
- (b) Mountain streams original source / drained into aqueducts /built high up bring water from nearby hills via gravitational force /into water storage tank:
Castellum system /basic three pipes /supplying baths, street fountains and houses/ water towers / fountains on road junctions /lead pipes, etc. Four details. [4]
- (c) Sewage /rubbish /water which flowed down the street -disease / rats /lead poisoning from pipes / lots of food out in hot climate – so open sewers were doubly unhygienic. 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 worthwhile points if explained properly. Two opinions explained. [4]

[Total: 12]

2.

- (a) Original site /grid system later addition to town planning / new inhabitants developed in random order/ part of the original defensible ridge / so land dictated shape. Three relevant points. [3]
- (b) (i) Houses. [1]
(ii) Block system / shape of roads or similar explanation with two valid details. [2]
- (c) Led to the main port/coast /so key for import export of goods / brought foreign traders to Pompeii. Any reasonable explanation along these lines. [2]
- (d) 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 / water supply linked in to layout with water towers/fountains etc at corners and intersections /roads look so much the same/ Vesuvius good point of reference. Discussion of the benefit to Pompeians should be based on such aspects. Any two opinions explained. [4]

[Total: 12]

3.

- (a) (i) Vettii [1]
- (b) (i) Cupids/Cherubs [1]
(ii) Wine making /serving/ goldsmiths/ jewellery /weighing money (coins) / beating bronze (any metal). Any two. [2]
- (c) Shows trades /important aspects of life in Pompeii / where other evidence is lost /gives idea about inhabitants –possibly. One point. [1]
- (d) No *Tablinum* / double Atrium design/ women’s quarters /stables / rooms off the garden/irregular shape. Allow free choice here as long as the details are specific to the house. NB. It is not ‘bigger’ Two points. [3]
- (e) Business/entertaining/relaxation/womanising are key aspects. Stables suggest trade links as do the cupids/ the lack of a *Tablinum* suggests that the Paterfamilias role was not relevant. The decoration is exotic/mythological giving some sense of the need to impress and that social status was important /formal garden for relaxation /socialising /superstitious element suggested by the Priapus picture. Clearly the social womanising aspect is revealed by the female area – hardly family orientated. Any two opinions based on the house with explanation. [4]
- [Total: 12]

.Section2.

1.

Candidates will include a wide variety of detail in this question; They may wish to include the nature of the substances which buried/ destroyed Pompeii in their discussion of how the town was excavated. ie -Destruction largely to do with: earth tremors/ ash, lapilli and fumes /hardened lumps of magma fall / ash cloud / people hit by large rocks/buildings collapsed on people/ choked by gases/ pyroclastic surge.

Candidates are free to show their own specialisation here. Fiorelli will most likely be discussed for his innovations: Regions/ numbering insulae/ doorways /artefacts in Naples museum/ replicas in place/ finds recorded/ nothing removed for personal collections/ less destruction due to new techniques.

Candidates may include details of Fontana’s discovery of first inscription.

Basic treasure hunting in the 18th century (Alcubierre and Weber) caused problems and early excavations simply moved earth around the site causing damage and doubling work load.

Gioacchino discovers inscription confirming Pompeii as a settlement.

More organised excavations of Championnet and Murat during Napoleonic age.

Then Fiorelli and in the 20th century Amedeo Maiuri opened up more of Pompeii clearing the Via D’Abbondanza.

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.

Nevertheless the street life of Pompeii is not so much in evidence. Bars/brothels / basic trade shops/ hot food stalls are not well evidenced. There is no indication of leisure/ entertainment, with the exception of graffiti and the forum baths and, of course, there is no indication of home life such as can be found in the houses.

Look for a fairly balanced discussion.

See assessment grid for allocation of marks.

[16]

Topic 10: Roman Britain

Marking Scheme

Higher Tier

Section 1.

1.

- (a) (i) Headquarters. (Principia) [1]
(ii) Pay roll –security of money /standards representing legion /officers made decisions /shrine to emperor/ addressing officers / army records / included Basilica - administration. Any two. [2]
- (b) Walled / four gates / barrack blocks at edge / Via Principalis evident / ditch with rampart wall/ Commander’s house (Praetorium) / Principia adjoining in centre / granaries next to main gates/ grid layout. Two valid points. [2]
- (c) Main river/Dee estuary-access to the sea /access to Wales for conquest /area easily cleared – so security of region easier to maintain and further expansion possible / river Dee fordable for further conquest/ easily defendable with river on two sides /local timber –then stones and materials readily accessible/ natural springs. Any two. [2]
- (d) Amphitheatre [1]
- (e) Increase in trade/influx of foreign traders/socialising/ integration into Roman way /improved sanitation/employment/crafts 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. Any two. [2]
- (b) Wealthy due to river access to sea / previously centre of government of Trinovantes/ then Roman centre/ 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 /closest symbol of Roman power to the Iceni. Any two points made relevant by explanation. [4]
- (c) Possibly: organisation/ tactics of Suetonius Paulinus the commander of Roman forces -Legionaries threw javelins then marched forward with auxiliaries / then cavalry attack with lances – Boudica’s forces tribal not marshalled. Location was not suitable for lack of discipline- and the fact that Boudica had a full retinue- in a narrow valley/ / woods behind. /Britons ran but their own carts blocked their way- they and their women were then cut down by the Romans. Any point adequately explained. [2]
- (d) Even after the defeat the immediate effects were negative. Paulinus kept his army in the field; forces were transferred from Germany to make up the losses to Legio IX. Hostile tribes, as well as those who had been neutral, suffered punitive reprisals. There also was famine, as the Britons had neglected to sow their crops for the season, assuming that they would capture the Roman stores. The new procurator of the province was Julius Classicianus. He encouraged the Britons to hold out, in hope that Paulinus

might be replaced by a governor not so determined to exact vengeance. His report to Rome prompted an inquiry and, eventually, an excuse was found to have Paulinus recalled. The new governor's leniency quietened the rebellious Britons.

Apart from military successes the longer term effects were more positive. There was reorganisation of tax system/promotion of town life +associated benefits/ control of money-lenders/discipline within the army/ local chiefs given say in towns. Also possible to argue in favour of the negative. Any two opinions with explanations.

[4]

[Total: 12]

3.

(a) **A** – Gloucestershire /Cotswolds. **B** –Kent / Dartford.

[1]

(b) South/South-East+ First area of invasion/more secure/ better climate/ main trade sources. Any two explained.

[4]

(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, There were added a further four rooms away from the main complex which are believed to be a semi circular shrine, a Mausoleum, a kitchen and a granary. At some stage there was built 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 /Also added were two pits 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. Three details which cover what aspects were added or added to. Chronology is not critical.

[3]

(d) Candidates will have studied at least one of these and should go into great detail. Many villas brought the luxury of the towns to the country. Evidence suggests that more than one family may have lived in them.

As farms they were often food-producing machines/estates with forests, meadows and cultivated fields. The scattered buildings could vary greatly: cow sheds, corn-storage/drying, watermills, wine cellars. Some villas went beyond food production into the by-products such as: leather, tallow and wool- thus evidence of fulling. There were also potteries and tile-kilns. They could employ local craftsmen for mosaics and pottery was bought from local producers. Thus trade and employment were key elements.

[4]

[Total: 12]

Section 2.**1.**

Candidates may refer to location, eg: Natural terrain was advantageous – high ground was a natural defence – a good vantage point and difficult for attacking uphill.

Also specific details of the wall and what they think of them 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. Backup soldiers in large forts at intervals along the Wall to the South with military road parallel to the wall – allowed rapid movement to any flashpoint.

Forts: For fighting soldiers / near to wall / causeways at fort only access for population / some flush with wall / others projecting beyond/ platforms suggest a monitoring of trade policy.

Candidates should try to use these facts to establish the extent to which the wall marked the boundary of the empire and whether it could protect the south from the Northern tribes.

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

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>8</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>8</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>6-7</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>6-7</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>4-5</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>4-5</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>2-3</p> <p>Some relevant factual information and evidence, but significant gaps in knowledge.</p>	<p>2-3</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>1</p> <p>Little relevant factual information.</p>	<p>1</p> <p>Little understanding or evaluation of the question.</p>
<p>0</p> <p>No relevant factual information / evidence from the text.</p>	<p>0</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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