

Tuesday 10 June 2014 – Morning

GCSE CLASSICAL CIVILISATION

A351/01 City Life in the Classical World (Foundation Tier)

Candidates answer on the Question Paper.

OCR supplied materials:

None

Other materials required:

None

Duration: 1 hour



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- This paper has **two** options:
Option 1: Athens, with questions starting on page 2.
Option 2: Rome, with questions starting on page 18.
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **all** questions from Section A and **two** questions from Section B of the option you have studied.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- This document consists of **36** pages. Any blank pages are indicated.

Option 1: Athens

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

SECTION A

- 1 Match the god or goddess to the symbol which represents them. Choose from the list of gods and goddesses. Write your answers in the boxes next to the symbols.

One has been done for you.

God/Goddess

- Aphrodite
- Athene
- Dionysos
- Hera
- Hermes
- Poseidon
- Zeus

Symbol



Name of God/Goddess

Aphrodite

Example

(a)

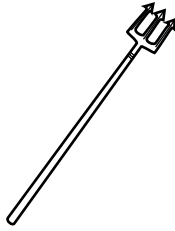


Name of God/Goddess

[1]

Symbol

(b)



Name of God/Goddess

[1]

(c)



Name of God/Goddess

[1]

(d)



Name of God/Goddess

[1]

(e)



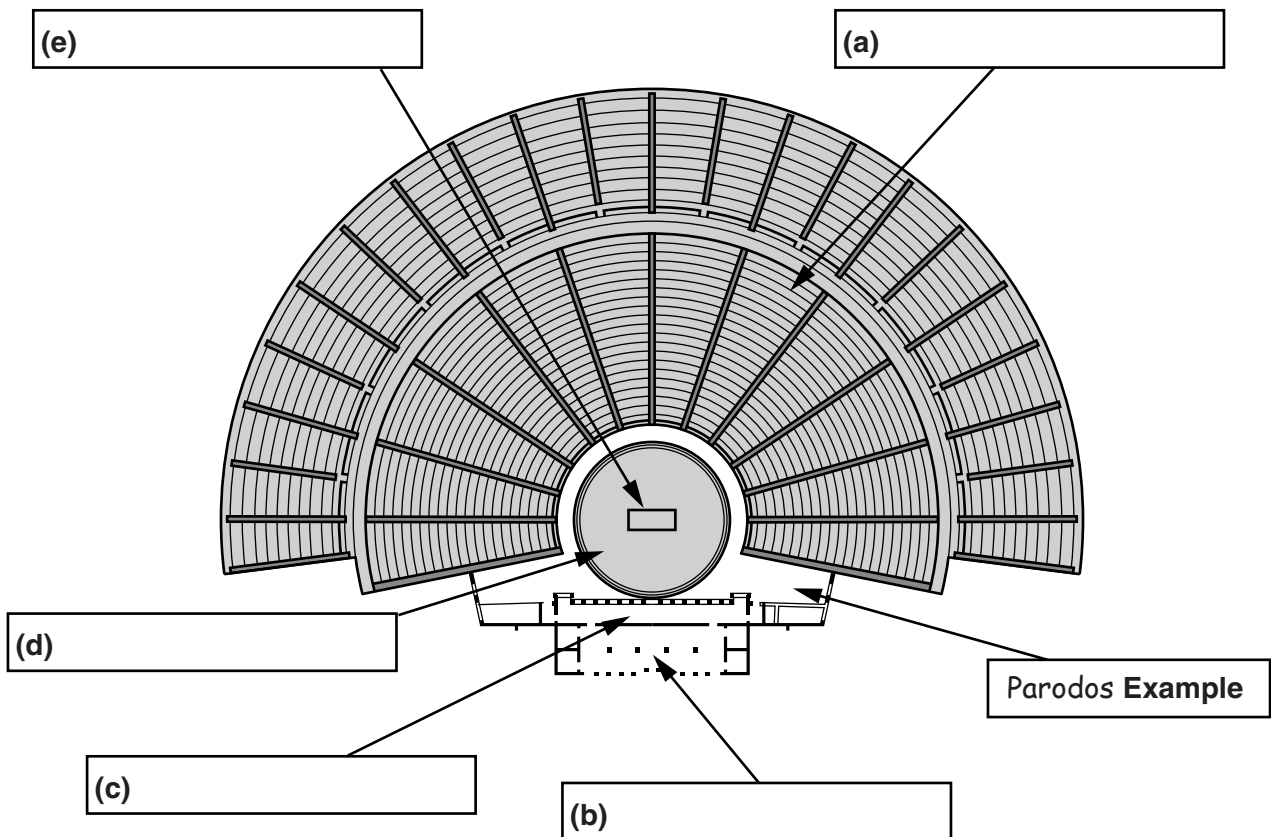
Name of God/Goddess

[1]

2 Study the plan of the theatre. Fill in the boxes with the correct words from the list.

One has been done for you.

altar
curtain
orchestra
parodos
proskene
seating
skene



[5]

3 These sentences are about a *symposium*. Tick the correct box to complete each sentence.

Example Guests were greeted at the door by ...

A ... a slave.

Example

B ... the *kyria*.

C ... the *kyrios*.

D ... the son of the family.

(a) At a *symposium* food would normally have been served by ...

A ... the host.

B ... the host's children.

C ... the host's slaves.

D ... the host's wife.

[1]

(b) A *symposium* took place in the ...

A ... *andron*.

B ... bedroom.

C ... courtyard.

D ... *gynaikon*.

[1]

(c) A popular form of entertainment was ...

A ... clowns.

B ... performing animals.

C ... playing cards.

D ... prostitutes.

[1]

(d) A popular game involved men ...

- A ... balancing wine cups on their heads.
- B ... flicking wine at a target.
- C ... singing whilst standing on a wine jar.
- D ... throwing and catching cushions.

[1]

(e) The *kyrios* had a *symposium* to ...

- A ... impress the guests with his dancing.
- B ... improve his business opportunities.
- C ... introduce his wife and daughter to his friends.
- D ... receive lots of presents from his guests.

[1]

- 4 These are reasons why the City Dionysia was important to Athenians. Finish the sentence about why the City Dionysia was important to the Athenians by ticking the correct reasons.

One has been done for you.

Tick **five** more correct reasons.

The City Dionysia was important to the Athenians because ...

they could watch comedies and tragedies.	<input checked="" type="checkbox"/>	Example
a wooden statue of Dionysos was burnt.	<input type="checkbox"/>	
all the citizens could vote for their favourite play.	<input type="checkbox"/>	
citizens could take part in sporting events.	<input type="checkbox"/>	
citizens who had done great deeds were given crowns.	<input type="checkbox"/>	
it showed off the greatness of Athens.	<input type="checkbox"/>	
money paid to Athens by other city states was shown off.	<input type="checkbox"/>	
slaves were given their freedom during the festival.	<input type="checkbox"/>	
the best playwright was awarded a bunch of golden grapes.	<input type="checkbox"/>	
there was a great feast of sacrificial meat.	<input type="checkbox"/>	
they thought it pleased Dionysos.	<input type="checkbox"/>	

[5]

5 These sentences are about a Greek drama. Tick the correct box to complete each sentence.

Example The *mekhane* was a ...

A ... crane.

Example

B ... piece of scenery.

C ... revolving door.

D ... sound effect machine.

(a) The *ekkuklema* was used for ...

A ... changing costumes.

B ... lighting the stage.

C ... making sound effects.

D ... showing dead characters.

[1]

(b) The masks were made of ...

A ... leather.

B ... linen.

C ... metal.

D ... resin.

[1]

(c) Masks were used because ...

A ... actors had to hide their real identity.

B ... actors had to play different characters.

C ... make up was not invented.

D ... women were not allowed to be actors.

[1]

(d) A tragic actor performed slowly because ...

A ... he was drunk.

B ... he was saving his energy for the next show.

C ... it suited the theme of the play.

D ... the director wanted the play to last longer.

[1]

(e) Actors wore thickly-padded costumes in some plays in order to ...

A ... allow women to play male characters.

B ... be seen by the whole audience.

C ... create humour.

D ... keep warm in the outdoor theatre.

[1]

6 Finish the sentence about a *kyrios*' role in his family and society. Tick the correct endings.

One has been done for you.

Tick **five** more correct endings.

A *kyrios* would usually have ...

organised a symposium.	<input checked="" type="checkbox"/> Example
attended the Assembly.	<input type="checkbox"/>
been responsible for all of his family.	<input type="checkbox"/>
fetches the water from the well.	<input type="checkbox"/>
found a wife for his son.	<input type="checkbox"/>
kept the whole house well-decorated.	<input type="checkbox"/>
spent time training to be a priest.	<input type="checkbox"/>
supervised the running of the farm.	<input type="checkbox"/>
taken the laundry for washing.	<input type="checkbox"/>
walked the guard dog.	<input type="checkbox"/>
worked to provide an income.	<input type="checkbox"/>

[5]

11
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Section B begins on page 12
PLEASE DO NOT WRITE ON THIS PAGE

Option 2: Rome

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

SECTION A

10 Match the god or goddess to the symbol which represents them. Choose from the list of gods and goddesses. Write your answers in the boxes next to the symbols.

One has been done for you.

God/Goddess

- Diana
- Juno
- Jupiter
- Mercury
- Minerva
- Neptune
- Venus

Symbol



Name of God/Goddess

Venus

Example

(a)

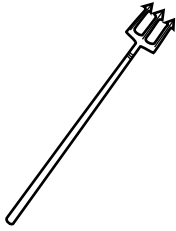


Name of God/Goddess

[1]

Symbol

(b)



Name of God/Goddess

[1]

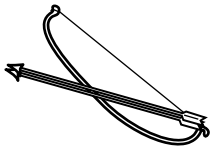
(c)



Name of God/Goddess

[1]

(d)



Name of God/Goddess

[1]

(e)



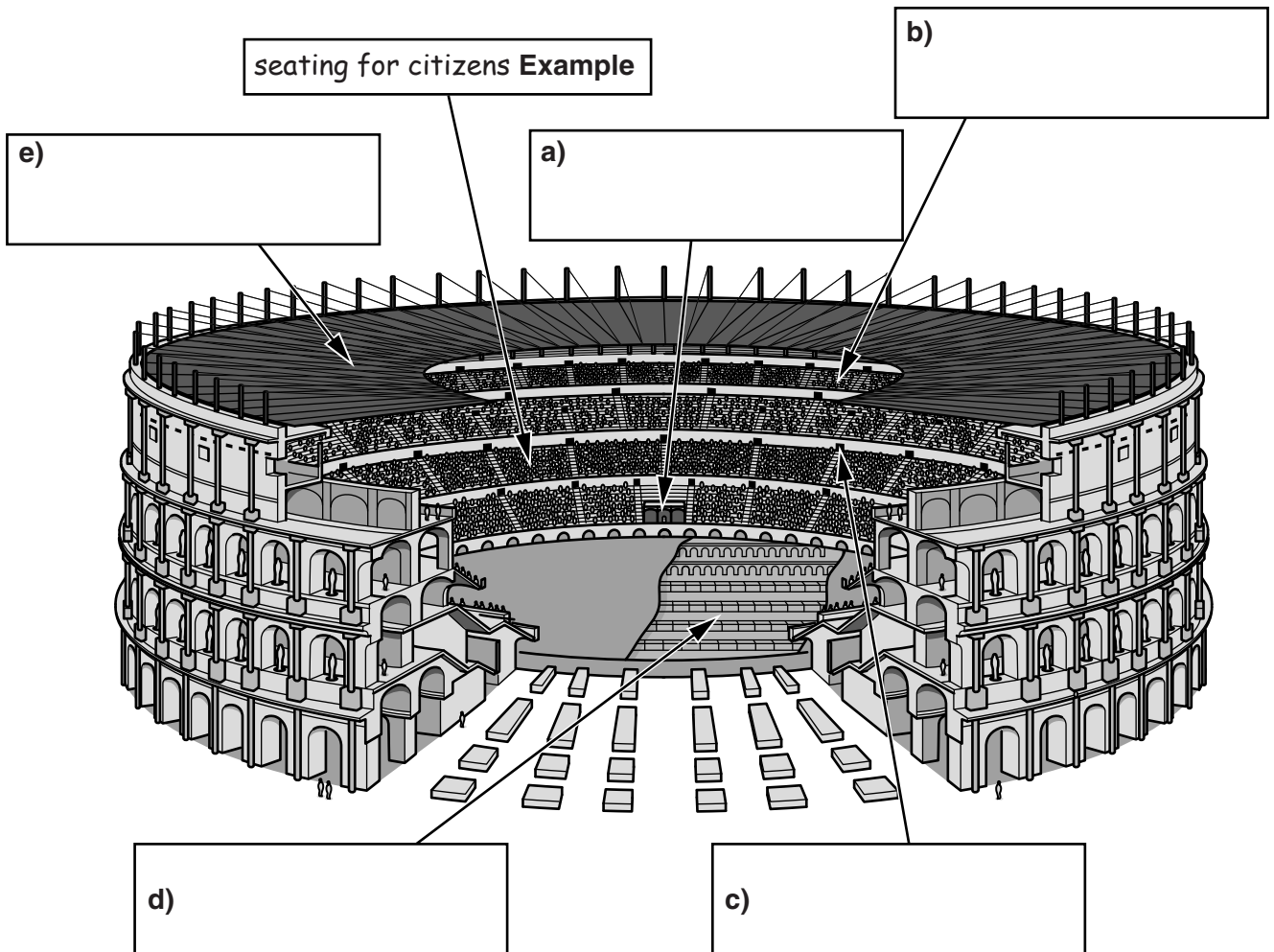
Name of God/Goddess

[1]

11 Study the plan of the Colosseum. Fill in the boxes with the correct words from the list.

One has been done for you.

- arena
- awning
- cages for animals
- exit
- seating for citizens **Example**
- seating for emperor
- seating for women/slaves



[5]

12 Read the sentences about a Roman dinner party (*cena*). Tick the correct box to complete each sentence about a dinner party (*cena*).

Example A dinner party usually had ...

A ... two courses.

B ... three courses.

Example

C ... five courses.

D ... six courses.

(a) A Roman hosted a dinner party (*cena*) to ...

A ... celebrate a client's birthday.

B ... improve his business opportunities.

C ... receive lots of presents.

D ... worship the spirits of his ancestors.

[1]

(b) At a Roman dinner party the third course would usually have included ...

A ... fruit.

B ... meat.

C ... salad.

D ... yoghurt.

[1]

(c) The number of couches in a dining room was usually ...

A ... two.

B ... three.

C ... four.

D ... five.

[1]

(d) At a dinner party, food would normally have been served by ...

A ... the host.

B ... the host's children.

C ... the host's slaves.

D ... the host's wife.

[1]

(e) The host of the dinner party would normally have eaten ...

A ... kneeling down.

B ... reclining.

C ... sitting up.

D ... standing up.

[1]

- 13 These are statements about why shows at the Colosseum were important to the Romans. Finish the sentence by ticking the correct endings.

One has been done for you.

Tick **five** more correct endings.

Shows at the Colosseum were important because they ...

gave the citizens a break from the routine of everyday life.	<input checked="" type="checkbox"/>	Example
could increase the popularity of the Emperor.	<input type="checkbox"/>	
improved the skills of soldiers who took part in the shows.	<input type="checkbox"/>	
kept the people of Rome happy.	<input type="checkbox"/>	
made a public display of executing criminals.	<input type="checkbox"/>	
might celebrate a military victory.	<input type="checkbox"/>	
provided the poor with free meat.	<input type="checkbox"/>	
raised much money from the sale of tickets.	<input type="checkbox"/>	
rewarded successful gladiators with golden swords.	<input type="checkbox"/>	
showed off the greatness of Rome.	<input type="checkbox"/>	
slowed the rise in the population of Rome.	<input type="checkbox"/>	

[5]

14 Tick the correct box to complete each sentence about education.

Example A student's school equipment was usually carried to school by ...

A ... the father.

B ... the mother.

C ... the slave.

Example

D ... the teacher.

(a) Students would write with a *stilus* on ...

A ... papyrus.

B ... slate.

C ... wax tablet.

D ... wood.

[1]

(b) Papyrus was made from ...

A ... leather.

B ... linen.

C ... reeds.

D ... wood.

[1]

(c) Ink was made from ...

A ... animal's blood.

B ... beetles.

C ... grapes.

D ... soot.

[1]

(d) A wax tablet was used in schools because it was ...

A ... easy to correct a mistake.

B ... easy to make.

C ... not easily broken.

D ... too heavy for pupils to take home.

[1]

(e) Papyrus scrolls and ink were used **only** ...

A ... by the teacher.

B ... during the hot summer months.

C ... for homework.

D ... when students could write well.

[1]

- 15 Finish the sentence about how the lives of slaves in Rome were different from their masters' by ticking the correct endings.

One has been done for you.

Tick **five** more correct endings.

The lives of slaves in Rome were different from their masters' because they ...

could not own property.	<input checked="" type="checkbox"/>	Example
could not have money of their own.	<input type="checkbox"/>	
could not vote.	<input type="checkbox"/>	
might have been gladiators.	<input type="checkbox"/>	
often came from different countries.	<input type="checkbox"/>	
only did dangerous jobs.	<input type="checkbox"/>	
only did unskilled jobs.	<input type="checkbox"/>	
were always treated badly by their masters.	<input type="checkbox"/>	
were not allowed to marry.	<input type="checkbox"/>	
were rarely freed.	<input type="checkbox"/>	
were the property of their masters.	<input type="checkbox"/>	

[5]

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Section B begins on page 28

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ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined pages. The question number(s) must be clearly shown in the margins.

This section of the page is a large, empty area of lined paper. It consists of approximately 25 horizontal dotted lines spaced evenly down the page. A solid vertical line runs down the left side of this area, creating a margin. The rest of the page is blank white space.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



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