



**GCSE (9–1)**

**Classical Civilisation**

**J199/22: Roman city life**

General Certificate of Secondary Education

**Mark Scheme for June 2019**

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



This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Blank Page
	Seen
	Tick
	Questionable idea
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit Of Doubt
	Too Vague
	Spelling
<b>Highlight</b>	Cross credit answer to another question

## Subject Specific Marking Instructions

### Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Question	Indicative Content	Marks (AO)	Guidance
1	<ul style="list-style-type: none"> <li>• reception room/atrium</li> <li>• study/tablinum</li> <li>• garden/peristyle</li> <li>• vestibule/fauces/entrance area</li> </ul>	<b>AO1</b> <b>2</b>	
2	<p>Answers might include:</p> <p><i>Colour</i></p> <ul style="list-style-type: none"> <li>• Vivid colours &amp; images would emphasise wealth and social standing</li> <li>• Egyptian images suggest travel/interest in Egyptian &amp; non-Roman cultures/Augustan politics/imperial view</li> <li>• 4<sup>th</sup> style interest in current techniques &amp; decoration</li> </ul> <p><i>Myths</i></p> <ul style="list-style-type: none"> <li>• Menander and other entertainment painting gives impression of love of theatre</li> <li>• Stories from the Trojan War/Mythology show literary knowledge/education.</li> </ul> <p>Candidates may name specific rooms. There are many rooms decorated and the sheer number may be interpreted as impressive.</p>	<b>AO1</b> <b>2</b>  <b>AO2</b> <b>2</b>	<p>See also: prescribed visual material links:  <a href="http://pompeiiinpictures.com/pompeiiinpictures/R1/1%2010%2004%20east%20part%201.htm">http://pompeiiinpictures.com/pompeiiinpictures/R1/1%2010%2004%20east%20part%201.htm</a>  <a href="http://pompeiiinpictures.com/pompeiiinpictures/R1/1%2010%2004%20east%20part%204.htm">http://pompeiiinpictures.com/pompeiiinpictures/R1/1%2010%2004%20east%20part%204.htm</a></p> <p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p>
3a	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• They regard it as degrading to eat with their slaves</li> <li>• The slaves are not allowed to talk at dinner</li> <li>• They whip them for the slightest noise</li> <li>• Tradition of not being human (property)</li> </ul>	<b>AO1</b> <b>1</b>  <b>AO2</b> <b>1</b>	

Question	Indicative Content	Marks (AO)	Guidance
	<p>This is degrading/ arrogant behaviour and would be resented by slaves</p> <p>The cruelty would cause resentment</p>		
<b>3b</b>	<p>Seneca approves of being on friendly terms with slaves</p> <p>Seneca regards slaves as human beings (which the law did not). Does not agree with common saying 'You have as many enemies as you have slaves'.</p> <ul style="list-style-type: none"> <li>• He says they are human beings</li> <li>• They live with him</li> <li>• In fact, all are slaves to fate</li> </ul>	<p><b>AO1</b> 1</p> <p><b>AO2</b> 1</p>	
<b>4</b>	<p>Domestic slaves:</p> <ul style="list-style-type: none"> <li>• Source B describes slaves serving at dinner</li> <li>• Entertainment was provided</li> <li>• The cook showed off his skill.</li> </ul> <p>Running of Baths &amp; Stables Impressing friends, guests &amp; clients in terms of dinner, etc Hairdresser, etc for appearances of owners of the house, especially when entertaining Weaving Paedagogus/teacher Cleaners and gardeners</p>	<p><b>AO1</b> 2</p> <p><b>AO2</b> 2</p>	<p>Accept relevant reasons based on sources (Source B) including relevant details from the House of Menander regarding slavery.</p> <p>Explain how the slaves contributed to the success of the running of a Roman Household for A02.</p>
<b>5</b>	<ul style="list-style-type: none"> <li>• Apartments</li> </ul>	<b>AO1</b>	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>• Block of flats (1)</li> <li>• City Block</li> </ul>	1	
6	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Internal decoration</li> <li>• Inner Courtyard</li> <li>• Inner staircase</li> <li>• Backrooms</li> <li>• Reservoir tank/cistern of water</li> <li>• Small upper apartments</li> <li>• Relief of Diana</li> <li>• Shops/Tabernae</li> <li>• Shared toilets &amp; rooms</li> <li>• Different stories/levels</li> </ul>	AO1 4	<p>Detail of the interior is shown in the link on the OCR prescribed visual sources.  <a href="http://www.ostia-antica.org/region1/3/3-3.htm">http://www.ostia-antica.org/region1/3/3-3.htm</a>            Any four</p>
7a	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Wooden frame not strong/could collapse</li> <li>• Wooden frame susceptible to fire</li> <li>• Rubble not carefully laid/crude</li> <li>• Not durable</li> <li>• Plaster cracking</li> </ul>	AO1 2	
7b	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Cheap to build</li> <li>• Materials easy to get hold of</li> <li>• Quick to build</li> <li>• Light construction technique</li> </ul>	AO2 1	



### Guidance on applying the marking grids for the 8-mark detailed response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are equally weighted, and both worth 4 marks. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 6 might reflect a balance of 3 (AO1) + 3 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 7 made up of 6 (AO1) + 1 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li><i>accurate knowledge</i> and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li><i>sound, mostly accurate,</i> knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

<p><b>8</b></p>	<p><b>‘The Romans preferred to spend more money on their own private homes than on public buildings’.</b></p> <p><b>How far do you agree with this statement? Justify your response.</b></p> <p>Use Source A, Source C <b>and</b> your own knowledge of houses and public buildings in your answer.</p> <p>AO1</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• Detail from house of Menander including layout of house, mosaics, statues. Some many mention the visual axis</li> </ul> <p>From the prescribed material candidates could make reference to:</p> <ul style="list-style-type: none"> <li>• House of Octavius Quartio</li> <li>• House of the Wooden Partition</li> <li>• Insula of Diana &amp; insulae references from literary sources</li> <li>• Large Theatre</li> <li>• Central Baths</li> <li>• Colosseum</li> <li>• Circus Maxiums</li> </ul> <p>Expect detail from a range though <b>not all the sources.</b></p>	<p><b>AO1</b> <b>4</b></p> <p><b>AO2</b> <b>4</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p>
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AO2

- Romans spent a lot of money on their show rooms though not necessarily on the hidden parts of the house.
- Sponsoring a building gave recognition and political advantage
- Profit over domestic comforts in insulae
- Decoration of public buildings showed skills of the Romans.

### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"><li>• very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li><li>• very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li><li>• coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li></ul>
4	10 – 12	<ul style="list-style-type: none"><li>• good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li><li>• good analysis and interpretation of a wide range of relevant evidence (AO2)</li><li>• consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li></ul>
3	7 – 9	<ul style="list-style-type: none"><li>• reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li><li>• reasonable analysis and interpretation of a range of relevant evidence (AO2)</li><li>• argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li></ul>
2	4 – 6	<ul style="list-style-type: none"><li>• basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li><li>• basic analysis and interpretation of some relevant evidence (AO2)</li><li>• argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li></ul>
1	1 – 3	<ul style="list-style-type: none"><li>• limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li><li>• limited analysis and interpretation of little relevant evidence (AO2)</li></ul>

		<ul style="list-style-type: none"> <li>• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>

<p><b>9</b></p>	<p>‘Chariot racing was a thoroughly exciting experience for everyone who attended.’</p> <p><b>To what extent do you agree with this statement? Justify your response.</b></p> <p>AO1 Candidates might discuss:</p> <ul style="list-style-type: none"> <li>• The design of the Circus Maximus (largest public building in Rome)</li> <li>• Audience involvement and attitudes (literary sources)</li> <li>• Charioteers (mosaics etc)</li> <li>• Teams (mosaics etc)</li> <li>• Pliny</li> <li>• Seating</li> </ul> <p>AO2 Answers should demonstrate understanding of how and why the areas mentioned above relate to <b>exciting experience</b>.</p> <p>A good answer should address the issue of “<b>for everyone</b>’ and can include negative views such as Pliny.</p> <p>Reasons should be based on relevant evidence.</p>	<p><b>AO1</b> <b>5</b></p> <p><b>AO2</b> <b>10</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p>
<p><b>10</b></p>	<p><b>‘In Roman Society it was better to be a senator than an eques’.</b></p> <p><b>Making references to both senators and equites,</b></p>	<p><b>AO1</b> <b>5</b></p> <p><b>AO2</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p>

	<p><b>justify your response.</b></p> <p>AO1</p> <p>Answers should include details of both senators and equites and cover:</p> <ul style="list-style-type: none"> <li>• Property qualifications</li> <li>• Privileges/Status/Dress</li> <li>• Restrictions on senators and equites</li> <li>• Duties</li> <li>• Roles</li> <li>• Free time &amp; wealth to deal with politics</li> </ul> <p>AO2</p> <p>Consideration should be made of lifestyle and experiences</p> <p>Reasons should be based on relevant evidence.</p>	<p><b>10</b></p>	<p>AO2 for the interpretation, analysis and evaluation of the source(s)</p> <p>Accept reference to patrons and clients from literary section.</p>
<p><b>11</b></p>	<p>Answers might include: any three.</p> <ul style="list-style-type: none"> <li>• Gleaming dishes</li> <li>• Dazzled by the sight of senseless show</li> <li>• Reference to Hymettus and Falernian</li> <li>• Costly flavours</li> <li>• Delight in Oysters/imported grouse/wasse</li> <li>• Discussing food before eating</li> </ul>	<p><b>AO1</b> <b>3</b></p>	
<p><b>12</b></p>	<p>AO1:</p> <ul style="list-style-type: none"> <li>• Plain living</li> <li>• Eat plain food &amp; drink see if for what it is</li> <li>• Bread and salt will soothe a rumbling belly</li> <li>• Honest work &amp; exercise</li> </ul>	<p><b>AO1</b> <b>2</b></p> <p><b>AO2</b> <b>2</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p>

	<ul style="list-style-type: none"> <li>• Not eat to excess</li> </ul> <p>AO2:</p> <p>Explain A01</p> <ul style="list-style-type: none"> <li>• Plain living is a virtue</li> <li>• The greatest pleasure is not in costly flavours</li> <li>• People get bloated from excess</li> <li>• Exercise makes you healthy</li> </ul>		
<b>13</b>	<p>Answers might include: from Satire 2.2</p> <ul style="list-style-type: none"> <li>• His life style hasn't changed and remains simple</li> <li>• He lost his farm</li> <li>• Details of entertaining friends &amp; neighbours (examples of foods etc)</li> </ul>	<b>AO1 3</b>	<p>Accept paraphrases or similar detail as shown in prescribed literary material.</p> <p>Any three.</p>
<b>14</b>	<p>AO1: dangers might be:</p> <ul style="list-style-type: none"> <li>• Massed ranks crush him</li> <li>• Gets elbowed</li> <li>• Mud</li> <li>• Trampled</li> <li>• Ripped tunics</li> <li>• Pine tree</li> <li>• Cart sheds its load</li> </ul> <p>AO2 Use of language might include:</p> <ul style="list-style-type: none"> <li>• Hyperbole</li> <li>• Alliteration</li> <li>• Metaphor</li> <li>• Rhetorical questions</li> <li>• Repetition</li> <li>• Use of verbs</li> </ul>	<b>AO1 3</b>  <b>AO2 3</b>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p> <p>Accept reference to Juvenal rather than the actual speaker Umbricius.</p> <p>Accept indirect references</p>
<b>15a</b>	<p>Negative Image of Fotunata might be:</p> <ul style="list-style-type: none"> <li>• She has a bad past as the narrator says: "you</li> </ul>	<b>AO1 2</b>	

	<p>wouldn't want to take bread from her hand"</p> <ul style="list-style-type: none"> <li>• She is referred to as a shrew</li> <li>• She has a wicked tongue</li> <li>• She is described as a magpie implying that she wants jewels/money</li> <li>• She is very polarized in her liking of people</li> <li>• She has bucket loads of money</li> <li>• Her name</li> </ul>		
<b>15b</b>	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• They have both come from nothing</li> <li>• She is as rich as he is</li> <li>• She is more sensible than Trimalchio</li> <li>• Full of good ideas</li> <li>• Successful past experiences</li> <li>• Beauty in the eyes Trimalchio</li> </ul>	<b>AO2 1</b>	
<b>16</b>	<p>In what other ways does Trimalchio show off his great wealth?</p> <p>Using your knowledge of the rest of this source, make <b>three</b> points.</p> <p>Details from:  Chapter 29: Detail of his atrium and shrine  Chapter 30: Details of house &amp; interior  Chapter 31: Alexandrian boys pouring iced water  Corinthian bronze/luxury foods  Chapter 32: Entrance of Trimalchio and his personal appearance  Chapter 32: Wooden hen &amp; luxury food  Chapter 50: Corinthian wear</p> <p>Other examples can be used.</p>	<b>AO1 3</b>	Accept answers from Source F and rest of the story of Trimalchio.



### Guidance on applying the marking grids for the 8-mark detailed response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are equally weighted, and both worth 4 marks. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

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Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts <b>and</b> possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li><i>accurate knowledge</i> and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li><i>sound, mostly accurate,</i> knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

<p><b>17</b></p>	<p>'As a satirist, Horace is never unkind'. How far has your study of Horace shown this?</p> <p>AO1</p> <p><b>Source D</b></p> <ul style="list-style-type: none"> <li>• Use of the interlocutor to draw people in an express any doubts</li> <li>• Rhetorical questions that objectors might make are made for the audience</li> <li>• Familiar examples</li> </ul> <p>From the prescribed material candidates could make reference to:</p> <ul style="list-style-type: none"> <li>• Horace Satires including 2.8 Nasidienus</li> <li>• 2.2 the virtues of plain living and Ofellus</li> <li>• 2.6 Town mouse and country mouse</li> </ul> <p>AO2</p> <p>Candidates can show an understand of the concept of the Smiling satirist from the specification</p> <ul style="list-style-type: none"> <li>• Uses gentle persuasion</li> <li>• Uses humour</li> <li>• Uses mice rather than individuals</li> <li>• Does not use real people</li> </ul> <p>However,</p> <ul style="list-style-type: none"> <li>• Is cruel about Nasidienus &amp; details of this type of host &amp; dinner party</li> </ul>	<p><b>AO1</b> <b>4</b></p> <p><b>AO2</b> <b>4</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p>
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	<ul style="list-style-type: none"><li>• Doesn't like the crowds in Rome</li></ul>		
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> </ul>

		<ul style="list-style-type: none"><li>• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li></ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"><li>• no response or no response worthy of credit</li></ul>

<p><b>18</b></p>	<p>'In the Roman household, men were always considered more important than women.'</p> <p>Based on your reading of literature, how far do you agree with this opinion? Justify your response.</p> <p>The prescribed literature, written by men, has very few references to women. It appears to be a male dominated society.</p> <p>AO1</p> <p>Details may be drawn from:</p> <p>Pliny's wife 4.19</p> <p>Trimalchio's wife Fortunata 37</p> <p>Horace 2.2; 2.6 2.8 (absence, except for references to the muse of satire, Libitina and the witch Canidia)</p> <p>Juvenal 3: 190-322 (absence!)</p> <p>AO2</p> <ul style="list-style-type: none"> <li>• Pliny's wife seems very deferential and seems insecure when compared with her more confident husband. Though women were important for the successful running of a household. "careful housewife" 4.19. Pliny does seem to appreciate her skills.</li> <li>• Horace directs his arguments at men-talks of dinner and male pursuits (2.2). Horace 2.8 only refers to the men and freedmen at the dinner</li> </ul>	<p><b>AO1</b> <b>5</b></p> <p><b>AO2</b> <b>10</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p> <p>Accept relevant references to literature outside the prescription</p>
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	<p>party, there is no mention of women.</p> <ul style="list-style-type: none"> <li>• Horace only uses references to women in mythology and not in a domestic context. He does not make reference to them within the household. All those at Nasidienus' dinner are men.</li> <li>• Perhaps slave women and slave men were more equal as none had legal rights. It is implied that all of the slaves are executed in Pliny 3.14, even after female slaves tried to save their master.</li> <li>• Men if we rely on evidence from the prescribed literature, dominated Roman society but relied on women to produce the future generations.</li> </ul>		
19	<p><b>How far do you agree that Pliny tells us more about himself than he does about Roman life? Based on the letters you have read, justify your response.</b></p> <p>Answers might include: AO1</p> <p>Details should be drawn from the 6 prescribed letters of Pliny: 1.9- the daily round in Rome. He tells us about life in the city &amp; country but reverts to himself and how he spends his days at his Laurentine villa. 2.6- is a letter of advice. We may learn about class discrimination but Pliny is at pains to assure us that he does not act in this way. 3.14 Slavery in society. 4.19- This tells us much of his relationship with</p>	<p><b>AO1</b> <b>5</b></p> <p><b>AO2</b> <b>10</b></p>	<p>AO1 awarded for knowledge and understand from the source(s)</p> <p>AO2 for the interpretation, analysis and evaluation of the source(s)</p> <p>Accept relevant references to letters outside the prescription</p>

	<p>Calpurnia but also the possible role of women and how they spent their time.</p> <p>5.19- Zosimus &amp; freedmen in society</p> <p>9.6- The popularity of races &amp; plebs</p> <p>AO2</p> <p>Pliny's letters rather than social history.</p> <p>Pliny's ideals and attitudes</p> <p>View from elite and privileged members of society.</p> <p>Snap shot of Roman society</p> <p>Pliny as a person.</p>		
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