



**GCE**

**Classics: Classical Civilisation**

Unit **F386**: City Life in Roman Italy

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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

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

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## Annotations and abbreviations

Annotation	Meaning
✓	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material;
?	improbable or confused statements
Rep	conspicuous repetition
L?	illegible words

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	Describe the temple of Isis in Pompeii, part of which is shown in Photograph A.	[10]		
	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> century BC</li> <li>• in the theatre district;</li> <li>• compact structure;</li> <li>• solid external wall;</li> <li>• colonnaded enclosure;</li> <li>• dedicated to Egyptian goddess Isis;</li> <li>• set in an enclosure (seen in photograph);</li> <li>• mention of Numerius Popidius Ampliatus and Numerius Popidius Celsinus;</li> <li>• actor Norbanus had a bust in the sanctuary;</li> <li>• Egyptian decorations: e.g. hieroglyphs;</li> <li>• <i>purgatorium</i> / well for purification;</li> <li>• altar in front of east facing <i>cella</i>;</li> <li>• steps into the <i>cella</i> (seen in photograph);</li> <li>• (so called) Assembly room;</li> <li>• living quarters for (possibly) priests;</li> <li>• statuettes.</li> </ul>		Latin terms not expected	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1b	<b>In your opinion, which temple was more important to the people of Pompeii, the Temple of Isis or the Temple of Jupiter (shown in Photograph B)?</b>	[20]		
	<p>Answers might include:</p> <p>Temple of Isis:</p> <ul style="list-style-type: none"> <li>more detail on this temple as in better state of repair;</li> <li>repaired after earthquake- Numerius Popidius C&amp;C <b>C5</b>.</li> </ul> <p>But</p> <ul style="list-style-type: none"> <li>not an official religion-cult with limited access/appeal-Numerius was a freedman.</li> </ul> <p>Importance: Temple of Jupiter</p> <ul style="list-style-type: none"> <li>Jupiter chief god;</li> <li>prime position in the forum;</li> <li>councillors could display statues of themselves and make political speeches;</li> <li>impressive artwork-marble geometric floor and painted walls.</li> </ul> <p>But</p> <ul style="list-style-type: none"> <li>damaged in the earthquake of AD62, by 79 was still being repaired-may not have been a priority.</li> </ul> <p>Candidates may draw any conclusion supported by discussion.</p>		<ul style="list-style-type: none"> <li>There should be some assessment of importance.</li> <li>From literary section of specification: Pliny's reference to the donation of a statue does not refer to the temple of Jupiter in Pompeii, but may be credited under discussion of offerings.</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>



Question	Answer	Marks	Guidance	
			Content	Levels of Response
	In many cases people wished to appear religious but often were promoting themselves. Candidates are asked to evaluate whether a number of religious evidence is sufficient to suggest that people are very religious.			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
<b>2a</b>	<b>Describe the Great Warehouse at Ostia.</b>	[10]		
	<p>Answers might include:</p> <p>It is near the Piazza of the Corporations and Firefighters' Barracks.</p> <p>The Firefighters' Barracks has a similar plan to the Great Warehouse.</p> <p>Under Claudius:</p> <ul style="list-style-type: none"> <li>• originally four wings of storerooms;</li> <li>• 5600 tonnes of grain;</li> <li>• enough to feed 14,000 for a year;</li> <li>• access from the north through a portico which faced quays;</li> <li>• partly constructed of tufa stone;</li> <li>• partly brick faced concrete;</li> <li>• niche.</li> </ul> <p>Under Nero:</p> <ul style="list-style-type: none"> <li>• E and W wings doubled in size by adding extra row of rooms.</li> </ul> <p>2<sup>nd</sup> century AD:</p> <ul style="list-style-type: none"> <li>• rebuilt at higher level with suspended floors;</li> <li>• ramp.</li> </ul>		<ul style="list-style-type: none"> <li>• Credit relevant plans and diagrams.</li> </ul>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>



Question	Answer	Marks	Guidance	
			Content	Levels of Response
2b	<b>Which do you think was more successful as a harbour, the Harbour of Claudius or the Harbour of Trajan?</b>	<b>[20]</b>		
	<p>Harbour of Claudius:</p> <ul style="list-style-type: none"> <li>• permanent solution after riots in Rome;</li> <li>• known as Portus built in AD 42;</li> <li>• connected Rome by road not river;</li> <li>• built up curved breakwaters;</li> <li>• protective mole;</li> <li>• lighthouse;</li> <li>• details from <b>Thylander B310</b>.</li> </ul> <p>But:</p> <ul style="list-style-type: none"> <li>• not completed until AD 64;</li> <li>• storms wrecked 200 ships in port;</li> <li>• lasted 50 years;</li> <li>• too big – became more a protection for Trajan's Harbour.</li> </ul> <p>Harbour of Trajan:</p> <ul style="list-style-type: none"> <li>• hexagonal;</li> <li>• connected to Claudine by channels;</li> <li>• 358m long.</li> </ul> <p>Success:</p> <ul style="list-style-type: none"> <li>• provided 2km of docks;</li> <li>• It may be argued that Trajan's harbour was more successful as it attracted people from Ostia who settled as Portus became an independent town, and this led to the decline of Ostia.</li> </ul>			<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2c	<b>How far do you agree that the supply of grain was very important to the inhabitants of Ostia?</b>	<b>[25]</b>		
	<p>Answers might include:</p> <p>Importance:</p> <ul style="list-style-type: none"> <li>• discussion of position of Ostia at the mouth of the Tiber and proximity to Rome;</li> <li>• Early establishment suggests importance;</li> <li>• <b>Strabo 3.5:</b> “it is the prospect of grain which takes priority”;</li> <li>• grain supplies continued in the winter <b>Claudius 18</b>;</li> <li>• large granaries;</li> <li>• harbours built;</li> <li>• granaries were probably owned by the emperor and not the people of Ostia.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• Imperial importance over local;</li> <li>• warehouse held more grain than people needed;</li> <li>• lack of inscriptions on the granaries suggests not prestigious to locals.</li> <li>• large number of Mithraea suggests other things important;</li> <li>• large set of baths with known sponsors-sponsors of granaries not named.</li> </ul>		<p>Candidates may discuss citizens of Ostia though <i>inhabitants</i> allows for the inclusion of foreign merchants; sailors; visitors in general and slaves. Relevant discussion with support should be credited.</p> <p>Candidates may discuss other factors which they consider important but grain should be principal focus.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
3	<p><b>How and why did domestic spaces in Pompeii and Herculaneum change over time?</b></p> <p><b>In your answer you should:</b></p> <ol style="list-style-type: none"> <li><b>include details of any changes in specific houses;</b></li> <li><b>consider why domestic spaces changed in appearance and use;</b></li> <li><b>use evidence from specific houses in Herculaneum and Pompeii.</b></li> </ol>	[45]		
	<p>Very few houses in Pompeii and Herculaneum are without alterations. Tastes and fashion and designs changed</p> <p>Herculaneum:</p> <ul style="list-style-type: none"> <li><b>Samnite house</b> – land was sold, an upper loggia built because of money reasons;</li> <li><b>House in Opus Craticium</b> – made into apartments-possibly after the AD 62 earthquake to replace a badly damaged atrium house. Also cheap material indicate the need to make money quickly;</li> <li><b>House of the Stags</b>-unusual layout, to make most of vista. Service quarters out of sight. Had fourth style frescoes-the latest style.</li> </ul> <p>Pompeii:</p>		<p>Credit should be given for references to houses which are “changed” from the usual Pompeian style house.</p> <p>Credit references to literary sources such as Vitruvius and Petronius.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• <b>House of Menander-</b> At the time of the eruption was undergoing major renovation. (It is possible that the hoard of silver found was stored in a basement room while this was going on.) Started in late third century with atrium and suite of rooms surrounding. End first century new suite of baths. Service rooms added. AD 50-62 large dining room (<i>triclinium</i>) added and adjustments made to columns to improve vista.</li> <li>• <b>House of Octavius Quartio-</b> Did not follow the usual pattern as emphasis was placed on the garden. Idiosyncratic.</li> <li>• <b>House of Umbricius Scaurus-</b> Advertisement mosaics. Prestigious location overlooking bay.</li> </ul> <p>Reasons:</p> <ul style="list-style-type: none"> <li>• business success;</li> <li>• decrease in family fortunes;</li> <li>• earthquake;</li> <li>• increase in family fortunes;</li> <li>• keeping up with fashion;</li> <li>• wishing to appear cultured (House of Menander frescoes);</li> </ul>			

Question	Answer	Marks	Guidance	
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4	<p><b>'There is no reliable information about individuals or groups of people in cities of Roman Italy.' To what extent do you agree with this statement?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li><b>include details of individual citizens and groups of people;</b></li> <li><b>evaluate the reliability of the literary and archaeological evidence;</b></li> <li><b>use evidence from at least two of Herculaneum, Pompeii and Ostia.</b></li> </ul>	[45]		
	<p>Answers might include:</p> <p>Archaeological:</p> <ul style="list-style-type: none"> <li>houses: we do not know many of the individual occupants of houses. E.g. House of Menander was not owned by him. Some may argue that we can tell the artistic taste of individuals such as the owner of the House of the Stags</li> <li>tombs: very rarely depict individuals in a bad light. Naevolia Tyche's tomb.</li> <li>Inscriptions: Give us advertisements of names such as Scaurus <b>(C&amp;C H20a, H20b)</b>.</li> <li>public buildings: Eumachia Building. We know about the group of fullers. The Suburban baths (Herculaneum) was possible built with the support of Balbus and we know of the political importance of the builders of the Forum Baths in Ostia.</li> </ul>		<ul style="list-style-type: none"> <li>At least two cities should be discussed.</li> <li>Accept interpretation for a modern visitor.</li> <li>Accept spelling: Naevoleia</li> </ul>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>Mithraea - groups of followers in Ostia.</li> </ul> <p>Literary:</p> <ul style="list-style-type: none"> <li><i>Satyricon</i>;</li> <li>Pliny is not fictional but his letter regarding the donation of a statue depicts himself as he wants to be seen - generous.</li> <li>accept inscriptions under literary evidence;</li> <li>groups of rioters - Pompeii (<b>Tacitus</b>);</li> <li>Pliny's moving and emotion; description of the eruption.</li> <li>Ostia: <b>Suetonius</b>.</li> </ul> <p>Reliability:</p> <ul style="list-style-type: none"> <li>in cases like Eumachia, we have an example of an individual's building, her tomb and inscriptions. We can find a good deal about her;</li> <li>Trimalchio is a fictional character; there may have been types like him;</li> <li>Pliny may be promoting himself in a good light;</li> <li>inscriptions are contemporary but formulaic.</li> </ul> <p>However in the case literature there is the opportunity to offer detail such as the riot in Pompeii, or of the Emperors and their dealing with the grain supply in Ostia. Also we can tell people's emotions and</p>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	reactions from the literature. Together we can put together a picture of city life in Roman cities.			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
5	<p>In your opinion, would a businessman have had a better life in Ostia or in Pompeii?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>include details of business opportunities in both cities;</li> <li>evaluate the lifestyles of people who lived in both cities;</li> <li>use evidence from Pompeii and Ostia.</li> </ul>	[45]		
	<p>Answers might include:</p> <p>Business Pompeii:</p> <ul style="list-style-type: none"> <li>Scaurus selling garum.</li> <li>Eumachia</li> </ul> <p>Lifestyle Pompeii:</p> <ul style="list-style-type: none"> <li>amphitheatre in Pompeii;</li> <li>cults available - Isis in Pompeii;</li> <li>rich housing- e.g. House of Octavius Quartio.</li> </ul> <p>Business Ostia:</p> <ul style="list-style-type: none"> <li>warehouses;</li> <li>Piazza of corporations</li> </ul> <p>Lifestyle:</p> <ul style="list-style-type: none"> <li>Baths;</li> <li>Mithraea.</li> </ul> <p>Candidates may reach any relevant conclusion with support from specific detail.</p>		<p>Credit references to buildings outside the specification (Theatre; Pompeian Bath complexes). These should not be expected.</p> <p>Credit references to Trimalchio.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>



## APPENDIX 1

	<b>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</b>		<b>AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.</b>	
<b>Level 5</b>	<b>9-10</b>	<b>18-20</b>	<b>14-15</b>	<b>26-30</b>
	<ul style="list-style-type: none"> <li>• A very good collection/range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference where required;</li> <li>• Displays a very good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues;</li> <li>• Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and very effective communication of ideas;</li> <li>• Very accurately written with effective use of specialist vocabulary/terms.</li> </ul>	
<b>Level 4</b>	<b>7-8</b>	<b>14-17</b>	<b>10-13</b>	<b>20-25</b>
	<ul style="list-style-type: none"> <li>• A good collection/range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference where required;</li> <li>• Displays a good understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues;</li> <li>• Sound evaluation with thoughtful engagement with sources/task;</li> <li>• Well-structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with use of specialist vocabulary/terms.</li> </ul>	
<b>Level 3</b>	<b>5-6</b>	<b>9-13</b>	<b>6-9</b>	<b>14-19</b>
	<ul style="list-style-type: none"> <li>• A collection/range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference where required;</li> <li>• Displays some understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Some analysis of evidence/issues;</li> <li>• Some evaluation with some engagement with sources/task;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Generally accurately written with some use of specialist vocabulary/terms.</li> </ul>	
<b>Level 2</b>	<b>2-4</b>	<b>5-8</b>	<b>3-5</b>	<b>6-13</b>
	<ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Occasional analysis of evidence/issues;</li> <li>• Limited evaluation or engagement with sources/task;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with some recognisable specialist vocabulary/terms.</li> </ul>	
<b>Level 1</b>	<b>0-1</b>	<b>0-4</b>	<b>0-2</b>	<b>0-5</b>
	<ul style="list-style-type: none"> <li>• Little or no factual knowledge;</li> <li>• Rarely relevant to the question;</li> <li>• Minimal or no supporting evidence;</li> <li>• Displays minimal or no understanding/awareness of context, as appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Very superficial analysis of evidence/issues;</li> <li>• Little or no evaluation or engagement with sources/task;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas.</li> <li>• Little or no accuracy in the writing or recognisable specialist vocabulary/term</li> </ul>	

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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