



Oxford Cambridge and RSA

# GCSE (9–1) Classical Greek

## J292/06 Literature and Culture

### Sample Question Paper

Accredited

## Date – Morning/Afternoon

Time allowed: 1 hour



**Do not use:**  
• a dictionary



First name											
Last name											
Centre number							Candidate number				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **50**
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

Answer **all** the questions.

**1** Study Source A.

What event is shown on this Greek vase?

..... [1]

**2** Name **two** items made from cloth woven at home.

.....

..... [2]

**3** Read Source B.

Explain why a woman might find it difficult to run an Athenian household.

Describe **three** ways: **one** from Source B and **two** from elsewhere.

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..... [3]

**4** How could a female slave help an Athenian wife at home?

Suggest **two** ways.

.....

.....

.....

..... [2]

In your opinion, do we learn more about wool making or politics from Source C? Include specific references to Source C in your answer.

[6]

**6\*** 'The Athenian house was like a prison for Greek women.'

How far do you agree with this statement?

Use sources in the insert **and** include details from other sources in your answer.

[8]

**7** Study Source D

In which temple on the Acropolis was Pheidias' statue of Athena placed?

..... [1]

**8** In which other ways was Athena linked to the Acropolis?

Give **two** ways.

.....  
.....  
.....  
..... [2]

**9** How can we tell that Pausanias visited the Acropolis a long time after it was built? Give **two** details from Source E.

.....  
.....  
.....  
..... [2]

**10** How did metics benefit from Pericles' building programme on the Acropolis?

Make **two** points.

.....  
.....  
.....  
..... [2]



**13\*** 'A modern man would find ancient Athenian society unfair.'

Using sources you have studied, explain how far you agree with this opinion.

In your answer:

- you should include references to a range of ancient sources;
- you may make limited use of the sources in the insert;
- you may wish to include references to modern ways of life.

**[12]**

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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Classical Greek**

**J292/06 Literature and Culture**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK     50**



**This document consists of 16 pages**

Question	Answer	Marks	Guidance
1	<b>Accept any one of:</b> wedding (1) wedding procession (1) bride going to husband's house (1)	<b>AO2 1</b>	Any one.
2	<b>Accept any two of:</b> clothes (1) blankets (1) overcoat (1)	<b>AO2 2</b>	Accept knowledge of specific types of clothing (peplos, chiton).
3	<b>Accept any one from source B:</b> slaves to supervise and look after when ill (1) budgeting (1) ensure people who need clothes have them (1)  <b>Accept any two of:</b> women lack authority (1) young age (1) inexperience apart from making wool or food (1) cruel husband (1)	<b>AO2 3</b>	
4	<b>Accept any two of:</b> help with beauty: hair, jewellery/ jewellery box (1) make bread (1) spinning/wool working (1) going to the market (1) wet nurse (1) supervising children (1) fetching water (1)	<b>AO2 2</b>	Do not accept farm work or general tasks such as 'cleaning'

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Mark scheme continues on page 4

**Guidance on applying the marking grids for the 6-mark response**

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5–6	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion</li> </ul>
3	3–4	<ul style="list-style-type: none"> <li>• good engagement with the question</li> <li>• draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• some engagement with the question</li> <li>• draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• little or no engagement with the question</li> <li>• draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material</li> </ul>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
5	<p><b>Assess against criteria in the 6-mark AO3 grid (see above).</b></p> <p>Answers may include:  Lysistrata uses the analogy of wool- making to explain her solution. At first glance she states how to solve the city's problems:</p> <ul style="list-style-type: none"> <li>• get rid of the “ muck”</li> <li>• beat out crooks/crime</li> <li>• integrate foreigners</li> <li>• draw in the colonies to create unity</li> </ul> <p>This source also guides us through the wool-making process and uses associated vocabulary:</p> <ul style="list-style-type: none"> <li>• fleece</li> <li>• pick out thistles;</li> <li>• card</li> <li>• basket ( for wool)</li> <li>• Ball of wool</li> <li>• Weave</li> <li>• make an overcoat.</li> </ul> <p>However, neither process seems completely clear.</p> <ul style="list-style-type: none"> <li>• It is not clear how non- citizens fit into the wool making process</li> <li>• Is Lysistrata really recommending decapitation for those clinging to power?</li> <li>• How do the colonies get the wool?</li> </ul> <p>Candidates may choose either wool-making or politics or may say both/neither.</p>	<p><b>AO3</b> <b>6</b></p>	

**Guidance on applying the marking grids for the 8-mark extended response**

**Two** Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 6 made up of AO2 = 5 and AO3 = 1.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations.

Marks for **AO3** should be awarded for how well the response is addressing the question / argued, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they make and the range and quality of the examples they have selected.

For example, in relation to the question '*The Athenian house was like a prison for Greek women.*' *How far do you agree with this statement?*, details drawn from sources explaining that men were in a position of authority over women, would be evidence of **AO2** whilst concluding that this would be akin to being imprisoned as they were not free to make their own decisions and had to do as their husbands wished would be evidence of **AO3**.

8-mark grid for the extended response question			AO2 = 4 marks = Demonstrate knowledge and understanding of ancient sources AO3 = 4 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description	
4	7–8	<ul style="list-style-type: none"> <li>detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2)</li> <li>well-argued response to the question which is supported by a range of well-selected examples (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>	
3	5–6	<ul style="list-style-type: none"> <li>some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2)</li> <li>a good response to the question which is supported by a range of relevant examples (AO3)</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>	
2	3–4	<ul style="list-style-type: none"> <li>limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2)</li> <li>a reasonable response to the question which is supported by a few relevant examples (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>	
1	1–2	<ul style="list-style-type: none"> <li>very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2)</li> <li>a very limited response to the question with very limited reference to the ancient sources (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>	

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
6*	<p><b><i>‘The Athenian house was like a prison for Greek women.’ How far do you agree with this statement?</i></b></p> <p><b>Assess against criteria in the 8-mark essay grid (see above).</b></p> <p><i>Possible arguments may include (AO3):</i></p> <p>Candidates may agree or not with this statement.</p> <p>Candidates may argue that the duties required of an Athenian woman were restrictive, and may have seemed as if they were imprisoned.</p> <p>They may argue that women lacked rights and autonomy, as they were subordinate to men and not able to be citizens, and therefore again resemble prisoners.</p> <p>However, candidates may also argue that the woman’s role was well defined and she would be provided with food, clothing and security, meaning she might be considered cared for rather than imprisoned.</p> <p>Some candidates may discuss the expectations of women at the time; whilst a modern woman placed under these restrictions might feel imprisoned, an ancient Athenian one would know no different and might well be completely contented with her role and position.</p> <p><i>Possible supporting evidence from sources (AO2):</i></p> <p>Expect support from sources in the prescribed booklet or insert (example references given below in brackets). Credit other relevant sources also.</p> <p>From the insert:</p> <ul style="list-style-type: none"> <li>• women stayed in the house and completed domestic duties (Source B)</li> <li>• on her wedding day she was escorted to her husband’s house (Source A)</li> </ul>	<p><b>8</b> made up of</p> <p><b>AO2 = 4</b> <b>&amp;</b> <b>AO3 = 4</b></p>	<p>Credit should be given for responses reflecting modern societies where women follow the similar practices to Greek society.</p> <p>An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Explanation of references to sources: (A.1.ii) is reference to prescribed sources booklet: A – Topic A (Women in Ancient Greece) 1 – Section 1 (The status of Women in Athens) ii – Source ii (Extract from Pericles’ Funeral Speech)</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>Lysistrata does seem content with her role (Source C)</li></ul> <p>From the prescribed sources booklet:</p> <ul style="list-style-type: none"><li>“A man rules over the female” according to Aristotle (A.1.i)</li><li>Xenophon says women should stay at home and run the home (A.3.ii)</li><li>Women had domestic duties such as weaving (A.3.iii)</li><li>A woman was provided with food and clothing offering security (A.2.iv)</li></ul> <p>Reference might be made to other sources which depict the fact that a woman could go out and take part in processions, or take part in religious duties alongside men.</p>		



Question	Answer	Marks	Guidance
7	<b>Accept either:</b> Parthenon Temple of Athena Parthenos	<b>AO2</b> <b>1</b>	
8	<b>Accept any two of:</b> <ul style="list-style-type: none"> <li>patron goddess/protector so natural to have a sanctuary to her (1)</li> <li>gave the Athenians the olive which was supposed to be on the Acropolis (1)</li> <li>she had other temples on the Acropolis: Erechtheion/Nike (1)</li> <li>she had a shrine in her role as bringer of victory (Temple of Athena Nike) (1)</li> <li><i>promachos</i> statue (1)</li> </ul>	<b>AO2</b> <b>2</b>	Do not accept “her sanctuary is there”  Credit knowledge of contest with Poseidon  Credit knowledge of the Panathenaic procession
9	<b>Accept any two of:</b> <ul style="list-style-type: none"> <li>The formal entrance/gateway is the only way in so had to allow for the steep sides of the Acropolis. (1)</li> <li>As the only way in, it had to be impressive (e.g. by using white marble). (1)</li> <li>It had to accommodate the temple of Athena Nike. (1)</li> </ul>	<b>AO2</b> <b>2</b>	
10	<b>Accept any two of:</b> <ul style="list-style-type: none"> <li>The building of the Acropolis required craftsmen and many such craftsmen were metics.</li> <li>There were economic opportunities for metics as they were thought to have been paid the same rate as citizens such as on the building of the Erechtheion.</li> <li>Metics could take part in the Panathenaic procession when finished.</li> <li>Accept reference to specific trades such as mule driving.</li> </ul>	<b>AO2</b> <b>2</b>	

**Guidance on applying the marking grids for the 6-mark response**

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5–6	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion</li> </ul>
3	3–4	<ul style="list-style-type: none"> <li>• good engagement with the question</li> <li>• draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• some engagement with the question</li> <li>• draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• little or no engagement with the question</li> <li>• draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material</li> </ul>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
11	<p><b>Assess against criteria in the 6-mark AO3 grid (see above).</b></p> <p>Answers may include: Content:</p> <ul style="list-style-type: none"> <li>• He addresses all as individuals: <b>each single one of our citizens.</b></li> <li>• He includes references to the poor.</li> <li>• He underlines the fact that everyone has an interest in the state/part to play.</li> <li>• He says that Athenians discuss rather than rush into things.</li> <li>• He says they are not soft to admire culture.</li> <li>• He encourages the citizens to consider themselves the best/superior; <b>our city if an education.</b></li> </ul> <p>The language he uses:</p> <ul style="list-style-type: none"> <li>• inclusive language: <b>We Athenians, our love; we regard;</b></li> <li>• several references to individual citizens;</li> <li>• repetition of <b>I declare</b> for emphasis and <b>exceptional</b>;</li> <li>• Flattery: everyone is <b>extremely well-informed.</b></li> </ul>	<p><b>AO3</b> <b>6</b></p>	<p><i>Summary</i> of what Pericles says should not form the main focus of the response.</p>

Question	Answer	Marks	Guidance
12	<ul style="list-style-type: none"> <li>• a good way of banishing tyrants/their relatives/hooligans;</li> <li>• ostraca, anonymous vote;</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>• open to abuse as many of the ostraca may have the same handwriting implying lack of control over vote.</li> </ul>	<p><b>AO3</b> <b>3</b></p>	<p>Any three points. Do not have to be balanced.</p>

**Guidance on applying the marking grids for the 12-mark extended response**

**Two** Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 10 made up of AO2 = 8 and AO3 = 2.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations. Knowledge of the modern world does *not* count towards AO2, but may be used to support and explain arguments for AO3. Marks for **AO3** should be awarded for how well the response is addressing the question / argued, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they make and the range and quality of the examples they have selected.

For example, in relation to the question ‘A modern man would find ancient Athenian society unfair.’ How far do you agree with this opinion’, details drawn from sources explaining that men were in a position of authority over women, would be evidence of **AO2** whilst concluding that this would be considered unfair by a modern man with modern ideas about gender equality would be evidence of **AO3**.

<b>12-mark grid for the extended response question</b>			<b>AO2</b> = 6 marks = Demonstrate knowledge and understanding of ancient sources <b>AO3</b> = 6 marks = Analyse, evaluate and respond to ancient sources
<b>Level</b>	<b>Marks</b>	<b>Description</b>	
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"> <li>detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2)</li> <li>well-argued response to the question which is supported by a range of well-selected examples (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>	
<b>3</b>	<b>7–9</b>	<ul style="list-style-type: none"> <li>some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2)</li> <li>a good response to the question which is supported by a range of relevant examples (AO3)</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>	
<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2)</li> <li>a reasonable response to the question which is supported by a few relevant examples (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>	
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2)</li> <li>a very limited response to the question with very limited reference to the ancient sources (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>	

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
13*	<p><b>A modern man would find ancient Athenian society unfair.' Using sources you have studied, explain how far you agree with this opinion.</b></p> <p><b>Assess against criteria in the 12-mark essay grid (see above).</b></p> <p><i>Possible arguments may include (AO3):</i></p> <p>Candidates may agree or not with this statement.</p> <p>A modern man may find the arrangements detailed in the sources unfair. For example, he may resent being required to participate in political life, and registering for citizenship may be tedious.</p> <p>Equally there may be aspects which are seen as fair, for example freedom of debate.</p> <p>Candidates may appreciate that one's social status could affect whether or not one felt the system to be "fair".</p> <p>Comparison with the modern world should be assessed in relation to AO3, as this will be used to explain a line of argument regarding the views of a modern man.</p> <p>Modern references might include:</p> <ul style="list-style-type: none"> <li>• Not everybody today takes part in politics and may not like the expectation that they would</li> <li>• May not like the range of jobs</li> <li>• May not approve of the inequality of the genders</li> <li>• May not approve of the restriction of voting to certain individuals</li> </ul> <p>Expect a counter argument for higher levels of AO3</p>	<p><b>12</b> made up of</p> <p><b>AO2 = 6</b> &amp; <b>AO3 = 6</b></p>	<ul style="list-style-type: none"> <li>• 12 different points are not required provided that detail is given from the sources.</li> <li>• For higher Levels candidates should offer detail from specific sources.</li> <li>• Excessive discussions of modern life should not form the main focus of the argument.</li> </ul> <p>An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Explanation of references to sources:</p> <p>(A.1.ii) is reference to prescribed sources booklet:  A – Topic A (Women in Ancient Greece)  1 – Section 1 (The status of Women in Athens)  ii – Source ii (Extract from Pericles' Funeral Speech)</p>

Question	Answer	Marks	Guidance
	<p><i>Possible supporting evidence from sources (AO2):</i></p> <p>Expect support from sources in the prescribed booklet or insert (example references given below in brackets). Credit other relevant sources also.</p> <p>From the insert:</p> <ul style="list-style-type: none"> <li>• expectation to engage in political/civic life (Source F)</li> <li>• men and women have their own, clear jobs and responsibilities (Source B)</li> </ul> <p>From the prescribed sources booklet:</p> <ul style="list-style-type: none"> <li>• the exclusion of women/slaves from citizenship (B.2.i)</li> <li>• marriage was arranged (A.1.iv)</li> <li>• having to apply for citizenship/undergo checks (B.2.i)</li> <li>• had to provide a house and income for the family (A.1.iv)</li> <li>• life for a metic or slave would not be equal to that of a citizen. (B.2.ii; B.2.vii)</li> <li>• freedom to debate openly (B.3.ii)</li> <li>• the ability to vote directly on issues in the Assembly, no dictator in charge (B.3.i)</li> <li>• certain offices/positions, for example jurors, being appointed by lot not vote, so that the process couldn't be manipulated (B.3.iii)</li> <li>• men and women have their own, clear jobs and responsibilities (A.3.iii; A.3.ii; A.2.iv; Source B)</li> </ul>		

**APPENDIX 1: Assessment Objective Grid**

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1	–	1	–
2	–	2	–
3	–	3	–
4	–	2	–
5	–	–	6
6*	–	4	4
7	–	1	–
8	–	2	–
9	–	2	–
10	–	2	–
11	–	–	6
12	–	–	3
13*	–	6	6
<b>Total</b>	<b>–</b>	<b>25</b>	<b>25</b>

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