



Rugby
School

Sixth Form Entrance Examination

Specimen Mark Scheme

CLASSICAL CIVILISATION

All 5-mark questions will be marked based on the OCR GCSE Classical Civilisation criteria. 5 is 'thorough' coverage of the topic, 4 is 'sound', 3 is 'some' 2 is 'limited' and 0-1 is 'minimal'.

Essay questions will be awarded up to 5 marks for a) Knowledge b) Appreciation of classical values and societies and c) Analysis and evaluation.

Answers may include the following points. Not all points are required, and any other correct and relevant information will be rewarded:

Ancient Societies (20 mins):

For each question, discuss with reference to **ONE** ancient society you have studied.

1. Describe the education of a boy. Include details about what he did and who else was involved. (5 marks)

ROME:

- The schools of the litterator, grammaticus and rhetor
- Literacy through copying letters and phrases – wax tablet and stilus, ink and papyrus; basic arithmetic
- The types of texts studied – poetry, drama, history, philosophy, epic poetry – Greek and Latin
- Literary skills taught
- Public speaking – writing and delivering speeches; issues which may have been used

ATHENS:

- The schools of the grammatistes, kitharistes, paidotribes, paidagogos
- Literacy through copying letters and phrases – learning Homer by heart; basic arithmetic
- Musical education
- Physical education – palaistra – running, jumping, wrestling, throwing
- Role of the paidagogos – carrying bags, accompanying boy to school, helping with work and reporting to the father

SPARTA:

- Babies – exposure, bathing in wine, being left on their own in the dark, eating any food
- Agoge – the eirenes, division into packs, paidonomos, whipping, basic literacy but focus on strength and obedience, choral competitions
- Bare feet, one cloak for the year, short hair, naked, rationed food, encouraged to steal
- Youths supposed to keep silent and staring at the ground while walking.

2. Why were the gods considered important? Use specific knowledge about the different gods and their areas of influence. (5 marks)

- The names of several gods and their spheres of influence
- Explanation of how these related to Roman/Greek life – the 'do ut des' principle
- Discussion of sacrifice for good fortune
- Religion within the community – priests, temples, festivals etc.

3. What, in your opinion, was the best form of entertainment? Include details about events, atmosphere and locations. (5 marks)
 - Discussion of e.g. Ancient sport, theatre, festivals
 - Specific details of the event and how it would have seemed to a Roman/Athenian
 - Personal response with logical reasons and opinions
 -

Literature (20 mins):

For each question, discuss with reference to **AT LEAST ONE** classical text you have studied.

1. Why were myths so popular in the ancient world? Consider the different elements which make up 'a good story'. (5 marks)
 - Characters
 - Dramatic events
 - Gods and the supernatural
 - Writing techniques and descriptive passages
 - Myths helping to explain the world
 - Examples of classical myths
2. Name a character from ancient literature whom you admire. Why do you admire him/her? Consider how they are portrayed. (5 marks)
 - Personal response with a reasons based on character traits and actions
 - Appreciation of characterisation in literature
 - Sense of how the audience can connect with the character
3. How does the following simile help to explain what can happen when someone is angry? Refer closely to the text and explain your answer fully. (5 marks)

*He is only **made more eager by their warning**, and his rage is maddened and grows with restraint, and he is provoked by their objections. So I have seen a river, **where nothing obstructs its passage, flow calmly and with little noise**, but **rage and foam** wherever trees and **obstacles of stone held it back**, fiercer for the obstruction.*

(Ovid, Metamorphoses III, Lines 566-571)

- Quotes from the simile, with explanation of how each helps to explain anger. Possible areas for comment marked in red above.

Essay (20 mins):

- Responses should be discursive and written as short essays, with introduction, paragraphs and a conclusion.

Make reference to **AT LEAST ONE** ancient civilisation you have studied.

EITHER: 'The ancient world could not have operated as successfully as it did without slavery'.

Discuss. (15 marks)

- Definition of a slave
- Duties of a slave – different types of slave
- Benefits/disadvantages to the whole of society – Economic gain? Social unrest? Did the Ancient World operate successfully for everyone, or just for the few?
- What would have been different without slavery

OR: 'Women did not possess any power or influence in the ancient world'. Discuss. (15 marks)

- What 'women' did
- Discussion of different 'women' – wives/ mothers/ daughters/ rich/ poor/ slaves
- Concepts of power and influence – how are these to be judged?
- Legal position of women
- Women and female characters in literature, mortal and divine.

Total: 45 marks