



EP08/H/01

Classical Studies

Date — Not applicable

Duration — 2 hours and 15 minutes

Total marks — 60

SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A or Part B.

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ONE question.

SECTION 3 — LIFE IN THE ROMAN WORLD — 20 marks

Attempt EITHER Part A or Part B.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not you may lose all the marks for this paper.

SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A or Part B

Part A — Power and Freedom

Attempt question 1 and EITHER question 2(a) OR 2(b).

Read Sources A, B and C and attempt question 1.

Source A is an extract from Diadorus' Bibliotheca Historica.

In a careful speech justifying the war, Pericles enumerated the multitude of allies that Athens possessed and the superiority of her naval power, and in addition to this the amount of money which had been transferred from Delos to Athens, which had in fact been collected from the tribute for the common use of the cities.

Diadorus, 12.40.1

Source B is an extract from Thucydides' History of the Peloponnesian War.

The Spartans as leaders did not make their allies pay tribute . . . Athens, on the other hand, had in the course of time taken over the fleets of the allied cities, except for those of Chios and Lesbos, and had assessed sums of money for them all to pay.

Thucydides, 1.19

Source C is an extract from an inscription found in Athens.

Expenditure on the water supply is to be financed entirely from the money paid in tribute to the Athenians, after the Goddess has taken from it her customary share.

Inscription, Tribute Lists – Methone

1. How fully do Sources A, B and C explain Athens' rise to power in the fifth century? 8

Attempt EITHER question 2(a) OR 2(b).

2. (a) In what ways can Pericles' building programme be called propaganda? 12

OR

- (b) The Athenians demanded that all lawsuits with their allies be settled in Athens. In what ways was this a disadvantage to the allies? 12

SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A or Part B

Part B — Religion and Belief

Attempt question 3 and EITHER question 4(a) OR 4(b).

Read Sources A, B and C and attempt question 3.

Source A is by the Roman lawyer and politician Cicero.

For among the many excellent and indeed divine institutions which your Athens has brought forth and contributed to human life, none, in my opinion, is better than the Eleusinian Mysteries. For by their means we have been transformed from a rough and savage way of life and educated and refined to a state of civilisation. Just as the rites are called “initiations”, so in actual fact we learned from them the fundamental point of life, and have gained the power not only to live with joy, but also to die with a better hope.

Source B: The Emperor Julian (AD360-363) describes the rites.

When the saving and uplifting god approaches, the preliminary rites of the Mysteries take place. The rites of purification follow a little later, one after another, and then the consecration of the priests [. . .] On this subject I have said enough.

Julian, Hymn to the Mother of the Gods, 173C–D

Source C is a view by a modern historian about the mystery religions.

We cannot know, at least we still do not know, what was the full content and meaning of the Mysteries of Demeter held at Eleusis. We know details of the ritual but not its meaning. The ancients kept their secret well. And Eleusis still lies under its heavy mantle of mystery.

George Mylonas, *Eleusis and the Eleusinian Mysteries* (1961), p316

3. How fully do Sources A, B and C explain the ways in which, today, our understanding of the mystery religions is limited? 8

Attempt EITHER question 4(a) OR 4(b).

4. (a) In what ways did religion impact on childbirth in classical Greece? 12

OR

- (b) In what ways were religious festivals important to the people of classical Greece? 12

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ONE question.

5. “Our lives are controlled by fate, not our own free-will.”

Discuss this view with reference to any classical text(s) you have studied and with reference to the modern world.

20

OR

6. “Women in classical literature are often seen as outsiders fighting against a male-dominated society.”

Discuss this view with reference to any classical text(s) you have studied and with reference to the modern world.

20

SECTION 3 — LIFE IN THE ROMAN WORLD — 20 marks

Attempt EITHER Part A or Part B

Part A — Power and Freedom

Attempt question 7 and EITHER question 8(a) OR 8(b).

Study Source A and attempt question 7.

Source A is an account by the historian Cassius Dio about the ways in which the Germanic tribes were Romanised.

I shall not relate the events which had taken place in Germany during this period. The Romans were holding portions of it – not entire regions, but merely such districts as happened to have been subdued, so that no record has been made of the fact – and soldiers of theirs were wintering there and cities were being founded. The barbarians were adapting themselves to Roman ways, were becoming used to holding markets and peaceful assemblies. They had not, however, forgotten their ancestral habits, their native manners, their old life of independence, or the power derived from arms. As long as the barbarians continued to unlearn these customs gradually and under the careful watch of the Romans, they were not disturbed by the change in their manner of life, and were becoming different without knowing it.

Cassius Dio, Histories, 56.18

7. Evaluate the usefulness of **Source A** for describing how the Romans brought native society into the Roman empire.

8

Attempt EITHER question 8(a) OR 8(b).

8. (a) To what extent were women in the Roman world less important than men?

12

OR

- (b) To what extent did the Roman economy rely on slavery?

12

SECTION 3 — LIFE IN THE ROMAN WORLD— 20 marks

Attempt EITHER Part A or Part B

Part B — Religion and Belief

Attempt question 9 and EITHER question 10(a) OR 10(b).

Read Source A and answer question 9.

Source A is a first-person record of Augustus' life and achievements.

I rebuilt 82 temples of the gods in the city, omitting none which at that time stood in need of repair. When I was consul for the seventh time, I rebuilt the Flaminian road from the city to Ariminum and all the bridges except the Mulvian and Minucian. I built the temple of Mars Ultor on private ground and the forum of Augustus from war-spoils. I built the theatre at the temple of Apollo on ground largely bought from private owners, under the name of Marcus Marcellus my son-in-law. I consecrated gifts from war-spoils in the capital and in the temple of divine Julius, in the temple of Apollo, in the temple of Vesta, and in the temple of Mars Ultor, which cost me about 100 million sesterces.

Res Gestae Divi Augusti, 20

9. Evaluate the usefulness of Source A for describing the importance of religion to Augustus' power.

8

Attempt EITHER question 10(a) OR 10(b).

10. (a) To what extent can Rome be said to have been open to other religions?

12

OR

- (b) To what extent was religion at the heart of Roman life?

12

[END OF EXAMPLAR QUESTION PAPER]



National
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EP08/H/01

Classical Studies

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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General marking principles for Higher Classical Studies

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) For credit to be given, points must relate to the question asked. Where the candidate violates the rubric of the paper and answers two parts in one section, both responses should be marked and the better mark recorded.
- (d) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (e) Do not use the specific Marking Instructions as a checklist. Other relevant points should be credited.
- (f) There are five types of question used in this Exemplar Question Paper. Each assesses a particular skill, namely:
 - i. Analyse an issue in classical Greece or the Roman world.
 - ii. Evaluate an issue in classical Greece or the Roman world.
 - iii. Evaluate the usefulness of **Source B** for ...
 - iv. How fully do Sources **C, D and E** explain ...
 - v. Discuss a theme in classical literature.
- (g) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.
 - i. **Questions that ask candidates to *Analyse an issue in classical Greece or the Roman world* (12 marks)**

Up to the total mark allocation of 12 marks for this question:

Candidates will use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.

Candidates will be awarded **1 mark** for each developed point of knowledge used to support their analysis of the issue **up to a maximum of 8 marks**. A **maximum of 5 marks** will be awarded for knowledge used to address any single aspect.

For a knowledge mark to be awarded, points must be:

- relevant to the question
- developed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (ie explain, analyse, etc)

Candidates will then be awarded up to a maximum of 8 marks for identifying at least two relevant aspects and making analytical comments which clearly show at least one of the following:

- **Establishing links between aspects**
eg *This aspect led to that aspect. Or At the same time there was also ...*
- **Establishing contradiction or inconsistencies between aspects**
eg *While there were political motives for doing this, the religious aspects were against doing this.*
- **Exploring different interpretations of these aspects**
eg *While some people have viewed the evidence as showing this, others have seen it as showing ... OR While we used to think that this was the case, we now think that it was really ...*

1 mark will be awarded for each analytical comment.

ii. **Questions that ask candidates to *Evaluate an issue in classical Greece or the Roman world* (12 marks)**

Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- the relevance/importance/usefulness, eg of a viewpoint or source
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment

Candidates will be awarded 1 mark for each developed point of knowledge used to support their evaluation of the issue up to a maximum of 8 marks. A maximum of 5 marks will be awarded for knowledge used to address any single aspect.

For a knowledge mark to be awarded, points must be:

- relevant to the theme in the question
- developed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (ie explain, analyse, etc)

Up to a maximum of 4 marks, 1 mark can be awarded for each evaluative comment.

iii. **Questions that ask the candidate to *Evaluate the usefulness of a given source* (8 marks)**

Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:

- who produced it
- when it was produced
- why it was produced

- the content of the source, by interpreting the meaning of the source and taking into account issues such as accuracy, bias, exaggeration, corroboration
- the context of the source, by expanding on points made in the source, or through references to area(s) of specific content the source has omitted, thereby limiting its usefulness

Example:

Source B is useful for describing democracy in classical Greece as it was written by a leading member of Athenian society. **(1 mark for origin)** It is a play so it may be less useful as it was written more for entertainment rather than to show life as it really was. **(1 mark for purpose)** The source mentions specifically which means **(1 mark for interpretation of the content)** This point is supported by ... **(1 mark for using knowledge to expand on a point of interpretation)** However, it fails to mention that which limits how useful it is. **(1 mark for knowledge used to explain its limitations)**

iv. Questions that ask candidates to assess *How fully multiple sources explain an aspect of life in classical Greece or the Roman world* (8 marks)

Candidates must make connections between the sources and specific events, practices or ideas in the classical world. Points from the sources must be interpreted to show understanding rather than simply quoted. There is no need for any prioritising of points.

Up to the total mark allocation for this question of 8 marks:

- **Up to a maximum of 4 marks** should be given for accurate relevant points interpreted from the sources.
- **Up to a maximum of 5 marks** should be given for accurate relevant points of knowledge used to explain the extent to which the source addresses a given aspect of the classical world by expanding on points made in the source, or through references to area of specific content which the source has omitted.
- **A maximum of 4 marks** may be awarded where candidates refer to only one source.

Example:

Source A shows the remains of a Roman temple in Spain which shows that Roman gods were worshipped across the empire. (1 mark for interpreting the source) Temples like this have been found all across the Roman empire, showing that Roman religious practices were widely adopted. (1 mark for using knowledge to expand on a point of interpretation) Source B tells us that Romans incorporated aspects of local religion into their own religious practices. (1 mark for interpreting a second source) An example of this is the Isis cult which was widely practised in Rome and was incorporated into the pantheon of Roman gods. (1 mark for using knowledge to expand on a point of interpretation) However, while this was true of some aspects of religious life, there was an expectation that local religious practices were observed alongside the Roman gods, and not in place of them. (1 mark for knowledge used to explain the limitations of the sources)

v. Questions that ask candidates to *Discuss a theme in classical literature* (20 marks)

Candidates must apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They will make connections between the text(s) and universal ideas, themes or values showing how the universal ideas, themes or values are displayed through the characters or strands of action. They will analyse what the text(s) reveals about how an idea, theme or value was viewed in the classical world and evaluate its significance to the world today.

Analysis of elements of the theme in the text(s)

Up to 3 marks can be awarded for identifying aspects of the ideas, themes or values as they are presented in the text(s). Candidates will identify different ways in which the theme is explored in the text(s) and draw out the relationships between them.

They will show their analysis by, for example:

- **Establishing links between aspects**
eg *This feature led to that feature. Or At the same time there was also ...*
These events caused that consequence for this character.
- **Establishing contradiction or inconsistencies within aspects**
eg *While they showed their free will in that way, fate limited them in this way.*
- **Establishing contradiction or inconsistencies between aspects**
eg *While this aspect of the theme was significant for this character, it was much less significant for that character.*
- **Exploring different interpretations of the theme in classical literature**
eg *While some people may view this aspect of the theme as significant for the character, others may argue that*

Analysis of the theme in the wider classical world and in the modern world

Up to 6 marks can be awarded for identifying aspects of the theme and the relationship between them. **Candidates will** explain how aspects of the ideas, themes or values as they are presented in the text(s) were understood in the wider classical world, and how they are understood in the modern world. Of these 6 marks, a **maximum of 4 marks** may be awarded for analysis which relates to either the classical or the modern world.

They will show their analysis by, for example:

- **Establishing links between aspects**
eg *This aspect of the theme is shown in the text(s) in this way. In the wider classical world it would have been seen like this ... Or This theme was viewed in this way in the classical world and would be viewed in that way in the modern world.*
- **Establishing contradiction or inconsistencies within aspects**
eg *While this would have been viewed in this way in the classical world, in the modern world it is often viewed as*
- **Establishing contradiction or inconsistencies between aspects**
eg *While this aspect would have been viewed in this way in the classical world, that aspect would have been viewed differently.*
- **Exploring different interpretations of the theme in classical literature**
eg *While today we may view their actions as violent and immoral, in the classical world these actions would have been regarded as a duty or as truly heroic.*

Evaluation

Up to 3 marks can be awarded for developing a line of argument which makes a judgement on the validity of the viewpoint presented on the theme. The argument should be presented in a balanced way with candidates making evaluative comments which show their judgement on the individual aspects. They may use counter-arguments or alternative interpretations to build their case.

Evaluative comments may include:

- **The extent to which the aspect is supported by the evidence in the text(s)**
eg *This shows that X was a very significant aspect.*
- **The relative importance of aspects**
eg *This shows that X was a more significant aspect than Y.*
- **Counter-arguments including possible alternative interpretations**
eg *One aspect was However, this may not be the case because ...*
Or *However, in the modern world we would interpret this as ...*
- **The overall impact/significance of the aspects when taken together**
eg *While each aspect may have had little effect on its own, when taken together....*
- **The importance of aspects in relation to the context of the classical and/or modern world**
eg *In the classical world this would have been interpreted as ... while in the modern world this would be regarded as ...*

Use of knowledge

Up to 6 marks can be awarded for using knowledge to support the analysis or evaluation. For a knowledge mark to be awarded, points must be:

- relevant to the theme
- developed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (eg explain, analyse, evaluate)

Conclusion

Up to 2 marks can be awarded for answers which provide a relative overall judgement of the theme, connected to the evidence presented and which provide reasons for the candidate's overall judgement.

	Mark	0 marks			
Analysis of elements of the theme in the text(s)	3	There is a narrative response which addresses only a single aspect	Up to a maximum of 3 marks, 1 mark will be awarded for each comment which analyses the theme.		
Use of knowledge	6	No evidence is used to support the analysis	<p>Up to a maximum of 6 marks, 1 mark will be awarded for each developed point of knowledge used to support an aspect of the theme.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the theme • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (ie explain, analyse, evaluate, etc) 		
Analysis of theme in the classical and modern worlds	6	No evidence of analysis is presented	<p>Up to a maximum of 6 marks, 1 mark will be awarded for any analytical comment which relates the theme to the wider classical world or the modern world.</p> <p>A maximum of 4 marks will be awarded for analytical comment(s) which relates the theme to the wider classical world.</p> <p>A maximum of 4 marks will be awarded for analytical comment(s) which relates the theme to the modern world.</p>		
Evaluation	3	No evidence of an evaluative comment being made	1 mark should be awarded where the candidate makes an isolated evaluative comment on an individual element of the theme.	2 marks should be awarded where the candidate makes isolated evaluative comments on different elements of the theme.	3 marks should be awarded where the candidate connects their evaluative comments to build a line of argument.
Conclusion	2	No overall judgement is made on the view in the question	1 mark should be awarded where the candidate makes a clear overall judgement on the view in the question but this will be a summary of points made.	2 marks should be awarded where the candidate makes a relative overall judgement between different viewpoints directly related to the view in the question.	

Detailed Marking Instructions for each question

SECTION 1 – Life in Classical Greece

Question			General marking principles for this type of question	Max mark	Detailed Marking Instructions for this question
1	OR	3	<p>Candidates must make connections between the sources and specific events, practices or ideas in the classical world. Points from the sources must be interpreted to show understanding rather than simply quoted. There is no need for any prioritising of points.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • Up to a maximum of 4 marks should be given for accurate relevant points interpreted from the sources. • Up to a maximum of 5 marks should be given for accurate relevant points of knowledge used to explain the extent to which the source addresses a given aspect of the classical world by expanding on points made in the source, or through references to area(s) of specific content which the source has omitted. • A maximum of 4 marks may be awarded where candidates refer to only one source. 	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point explained from the sources or each valid point of significant omission provided.</p> <p>The candidate can achieve up to 4 marks for their explanation of the parts of the sources they consider are relevant in terms of the proposed question.</p> <p>Up to 2 marks can be given for reference to any one source.</p> <p>Candidates should be given up to 5 marks for using knowledge to expand upon points of interpretation of the sources or identification of points of significant omission.</p> <p>A maximum of 3 marks may be given for answers which make specific reference only to the sources or only to knowledge.</p>

2	OR	4	<p>Up to the total mark allocation for this question of 12 marks:</p> <p>Candidates will identify key aspects of the issue and will then be awarded up to a maximum of 4 marks for presenting different interpretations of features of the issue and showing the relative importance of these features, or showing positive and negative aspects of the features, making links between features.</p> <p>They will be awarded 1 mark for each developed point of knowledge used to support their analysis of the issue up to a maximum of 8 marks.</p>	12	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed and used to support an analysis of the issue.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (ie explain, analyse, etc) <p>Up to a maximum of 4 marks, 1 mark will be awarded for each analytical point which addresses the issue.</p>
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SECTION 2 – Classical Literature

Question			General marking principles for this type of question	Max mark	Detailed Marking Instructions for this question
5	OR	6	<p>Analysis of elements of the theme in the text(s) Up to 3 marks can be awarded for identifying aspects of the ideas, themes or values as they are presented in the text(s). Candidates will identify different ways in which the theme is explored in the text(s) and draw out the relationships between them.</p>	3	<p><i>Candidates can be credited in a number of ways up to a maximum of 3 marks. Up to a maximum of 3 marks, 1 mark will be awarded for any comment which analyses the theme.</i></p>
			<p>Use of knowledge Up to 6 marks can be awarded for using knowledge to support the analysis or evaluation. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the theme • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (eg explain, analyse, evaluate) 	6	<p>Up to 6 marks, 1 mark should be awarded for each relevant detailed piece of evidence used to support the analysis or evaluation. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the theme in the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (ie explain, analyse, etc)
			<p>Analysis of the theme in the wider classical world and in the modern world Up to 6 marks can be awarded for identifying aspects of the theme and the relationship between them. Candidates will explain how aspects of</p>	6	<p>Up to a maximum of 6 marks, 1 mark will be awarded for any analytical comment which relates the theme to the wider classical world or the modern world.</p> <p>A maximum of 4 marks will be awarded for any analytical comment which relates the theme to the wider classical world.</p>

Question	General marking principles for this type of question	Max mark	Detailed Marking Instructions for this question									
	<p>the ideas, themes or values as they are presented in the text(s) were understood in the wider classical world, and how they are understood in the modern world.</p> <p>Of these 6 marks, a maximum of 4 marks may be awarded for analysis which relates to either the classical or the modern world.</p>		<p>A maximum of 4 marks will be awarded for any analytical comment which relates the theme to the modern world.</p>									
	<p>Evaluation</p> <p>Up to 3 marks can be awarded for developing a line of argument which makes a judgement on the validity of the viewpoint presented on the theme. The argument should be presented in a balanced way, with candidates making evaluative comments which show their judgement on the individual factors. They may use counter-arguments or alternative interpretations to build their case.</p>	3	<table border="1"> <tr> <td data-bbox="996 676 1160 756">3 marks</td> <td data-bbox="1160 676 2049 756">The candidate connects their evaluative comments to build a line of argument.</td> </tr> <tr> <td data-bbox="996 756 1160 836">2 marks</td> <td data-bbox="1160 756 2049 836">The candidate makes isolated evaluative comments on different elements of the plot.</td> </tr> <tr> <td data-bbox="996 836 1160 916">1 marks</td> <td data-bbox="1160 836 2049 916">The candidate makes an isolated evaluative comment on an individual element of the plot.</td> </tr> <tr> <td data-bbox="996 916 1160 963">0 marks</td> <td data-bbox="1160 916 2049 963">No evidence of a judgement being made.</td> </tr> </table>		3 marks	The candidate connects their evaluative comments to build a line of argument.	2 marks	The candidate makes isolated evaluative comments on different elements of the plot.	1 marks	The candidate makes an isolated evaluative comment on an individual element of the plot.	0 marks	No evidence of a judgement being made.
3 marks	The candidate connects their evaluative comments to build a line of argument.											
2 marks	The candidate makes isolated evaluative comments on different elements of the plot.											
1 marks	The candidate makes an isolated evaluative comment on an individual element of the plot.											
0 marks	No evidence of a judgement being made.											
	<p>Conclusion</p> <p>Up to 2 marks can be awarded for answers which provide a relative overall judgement of the theme, connected to the evidence presented and which provide reasons for the candidate's overall judgement.</p>	2	<table border="1"> <tr> <td data-bbox="996 1160 1160 1240">2 marks</td> <td data-bbox="1160 1160 2049 1240">The candidate makes a relative overall judgement between different viewpoints directly related to the issue.</td> </tr> <tr> <td data-bbox="996 1240 1160 1319">1 marks</td> <td data-bbox="1160 1240 2049 1319">The candidate makes a clear overall judgement on the issue but this will be a summary of points made.</td> </tr> <tr> <td data-bbox="996 1319 1160 1367">0 marks</td> <td data-bbox="1160 1319 2049 1367">No overall judgement is made on the issue.</td> </tr> </table>		2 marks	The candidate makes a relative overall judgement between different viewpoints directly related to the issue.	1 marks	The candidate makes a clear overall judgement on the issue but this will be a summary of points made.	0 marks	No overall judgement is made on the issue.		
2 marks	The candidate makes a relative overall judgement between different viewpoints directly related to the issue.											
1 marks	The candidate makes a clear overall judgement on the issue but this will be a summary of points made.											
0 marks	No overall judgement is made on the issue.											

SECTION 3 – Life in the Roman World

Question			General marking principles for this type of question	Max mark	Detailed Marking Instructions for this question
7	OR	9	<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> • who produced it • when it was produced • why it was produced • the content of the source, by interpreting the meaning of the source and taking into account accuracy, bias, exaggeration, corroboration, etc • the context of the source, by expanding on points made in the source, or by referring to area(s) of specific content the source has omitted, thereby limiting its usefulness 	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must interpret the source, make evaluative statements relating to different aspects of the source, and use their knowledge of the context to make an evaluation of its usefulness for investigating an aspect of life in the classical world.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • Up to a maximum of 2 marks, 1 mark should be given for each comment which interprets the source. • Up to a maximum of 2 marks, 1 mark should be given for each evaluative comment which relates to the origin, purpose or content of the source. • Up to a maximum of 4 marks, 1 mark should be given for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source.
8	OR	10	<p>Up to the total mark allocation for this question of 12 marks:</p> <p>Candidates will be awarded up to a maximum of 4 marks for making a judgement on the issue in relation to an aspect of life in the classical world.</p> <p>They will be awarded 1 mark for each developed point of knowledge used to support their evaluation of the aspect up to a maximum of 8 marks.</p>	12	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed and used to support an evaluation of the issue.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (ie explain, analyse, etc) <p>Up to a maximum of 4 marks, 1 mark will be awarded for each evaluative comment which addresses the issue.</p>

Section 1: Life in Classical Greece

Part A: Power and Freedom

1

Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point explained from the sources, or each valid point of significant omission provided. The candidate can achieve **up to 4 marks** for their explanation of the parts of any individual source they consider are relevant in terms of the proposed question, where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source.

A maximum of 3 marks may be given for answers which refer only to the sources or only to knowledge.

Possible points from Source A could include, for example:

Source A

- number of allies
- Athens was superior in war and in naval power
- amount of money
- money transfer to Athens
- a universal history of the world

Points of omission may include, for example;

- how Athens got its allies
- purpose of the alliance
- does not define common use

Possible points from Source B could include, for example;

Source B

- Spartans did not make allies pay tribute
- Athens had taken over the fleets of almost all allies
- they had to pay tribute

Possible points of omission could include, for example;

- does not explain Sparta as their allies
- reasons why Sparta has an alliance is not specified
- does not specify why Sparta is a rival of Athens
- does not specify why some cities maintain their own fleets
- any other valid points

Section 1: Life in Classical Greece	
Part A: Power and Freedom	
	<p>Possible points from Source C could include, for example:</p> <p>Source C</p> <ul style="list-style-type: none"> • 5th century BC • contemporary • this water supply was paid for from the tribute • allies paying for Athens' water • entirely paid • another example of civic works paid for by the allies • a tithe will be paid to Athena • money is being justified with tribute to the gods • shows Athens used allies for their own purposes • Athens advertised what it was doing • Athens justified its actions using religion • Athens portrayed it as voluntary <p>Possible points of omission could include, for example:</p> <ul style="list-style-type: none"> • It could be justified on the grounds that it compensates Athens for damage done to the city by the Persians.
2	<p>a <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</p> <p>What was the nature of propaganda?</p> <ul style="list-style-type: none"> • made the city beautiful • gave the city status • the rebuilding work proved that Athens could not be defeated • showed Athens was favored by the gods • showed Athens was acknowledged by the gods • civilisation over barbarism <p>For whom is it propaganda?</p> <ul style="list-style-type: none"> • for Athens itself, to give pride in the city • for the allies, to let them know that Athens was the leader • against the Spartans and other enemies, to show that Athens could never be defeated

Section 1: Life in Classical Greece		
Part A: Power and Freedom		
2	b	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</p> <p>Possible relevant points of knowledge could include, for example:</p> <ul style="list-style-type: none"> • It was a disadvantage for the allies – a loss of sovereignty. • It cost the allies money – they would have to travel to Athens and would incur cost. • They would not necessarily be familiar with the Athenian way of conducting cases. • If the case impacted upon the Athenian cause in any way, neither courts nor jurors would be likely to speak/find against Athens. • All jurors were Athenians, so they would be biased to the Athenian side of any case. • Allies had to pay significant court costs, as well as the expense and risk involved in travelling to Athens. • Defendants always represented themselves. Some people hired a speech-writer to help them make their case, if they were not confident in making speeches themselves. • A fair trial was not expected. • Loss of status. <p>Possible relevant points of analysis could refer to, for example:</p> <ul style="list-style-type: none"> • Because any ally attending court in Athens would know about the system and how biased it was, they would come expecting an unfair trial and so might be less likely to attend court at all. • It was a disadvantage for the allies, a loss of sovereignty as they had to attend court away from their home turf. • Allies would not necessarily be familiar with the Athenian way of conducting cases, so they were easily defeated in court by more experienced Athenians who were better used to the procedures. • If the case impacted on an Athenian cause in any way, it was not likely that either jurors or courts would speak/find against Athens. So, Athens in effect knew that any case would go its way, so felt able to act with impunity against allies.

Section 1: Life in Classical Greece

Part B: Religion and Belief

3

Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must make an overall judgement about how fully the source explains the events. **1 mark** may be given for each valid point explained from the sources, or each valid point of significant omission provided. The candidate can achieve **up to 4 marks** for their explanation of the parts of any individual source they consider are relevant in terms of the proposed question, where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source.

A maximum of 3 marks may be given for answers which refer only to the sources or only to knowledge.

Possible relevant points from Source A could include, for example:

Source A

- Eleusinian mysteries were well-regarded
- they transformed and educated society
- the rites give an indication about the point of life
- they helped people both live better and die better

Possible relevant points from Source B could include, for example:

Source B

- there is explanation about the order in which rites took place
- the purification rites follow the initial rites which are then followed by the consecration of the priests
- there is an expectation that initiates do not talk about the rites
- eyewitness account
- writing by a Roman emperor who took part
- 4th-century AD
- the rites of Eleusis carried on into the Roman empire

Possible relevant points from Source C could include, for example:

Source C

- so little is known about the rites because initiates did not talk about them
- a full explanation of what happened at Eleusis is unlikely
- modern knowledge is limited to the rites, but not their symbolism
- expectations that initiates not talk about rites proved accurate — link to Source B

Section 1: Life in Classical Greece	
Part B: Religion and Belief	
	<p>Possible points of omission could include, for example:</p> <ul style="list-style-type: none"> • details of the rituals • which God it is – does not make this explicit • details of rivals • initiates are not expected to reveal details
4	<p>a <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</p> <p>Possible relevant points of knowledge could refer to, for example:</p> <ul style="list-style-type: none"> • prayers to Kalligenia at the Thesmophoria • primitive medical technology • use of religion to compensate for the death rate • offerings and prayers to Eileithyia • role of Artemis before and after birth • swaddling baby in sacred cloth • if it was a boy they would hang an olive twig in the door, if it was a girl they would hang woollen ribbon in the door to indicate the sex of the baby • the Amphidromia ceremony five days after birth (eg carrying the baby round the hearth) • naming ceremony 10 days after birth • votive offerings to the gods • the cult at Emisos <p>Possible relevant points of analysis could refer to, for example:</p> <ul style="list-style-type: none"> • primitive medical technology meant that religion played an important role because people prayed to the gods in the absence of safe technology • using religion to compensate for high infant mortality rate • religion played an important role in childbirth, but social expectations and the relative values of boys and girls also played a part – these were influenced by religion but also by the wider culture and people’s expectations • any other relevant point

Section 1: Life in Classical Greece

Part B: Religion and Belief

4 b *Candidates can be credited in a number of ways up to a maximum of 12 marks.*

Up to a **maximum of 8 marks in total**, 1 mark should be given for each accurate, relevant point that is developed.

Up to a **maximum of 4 marks** will be awarded for analysing different aspects of the issue.

Purpose of Religion

Possible aspects of the analysis could refer to, for example:

- to keep the gods on-side
- community aspect – whole community
- to showcase the city in all of its finery
- animal sacrifice
- to provide colour and spectacle
- to show off to delegates from other cities
- an opportunity to see drama, eg the Dionysic festivals
- an opportunity to see athletics, eg the Panathaneia

Temples as a political statement

Possible relevant points of knowledge could refer to, for example:

- the building of temples showed the people of Athens how important their own city was
- temples such as the Temple of Athena in Athens made a statement to visitors to the city
- the temples were the exchequer
- way that the tribute from the Allies was kept in Athenian temple
- role of omens in foreign policy
- role of sacrifice before political decisions were made

Possible relevant points of analysis could refer to, for example:

- Temples were political statements; both showing off the power of the state at home, but also to visitors to the city. They were about demonstrating wealth but also connection to the gods as both were important in emphasising the state's power.
- Priests as managers of society: they were civil servants, chosen by lot in the same way as politicians as this was felt to be the fairest way.
- Priests conducted sacrifices and interpreted omens: they were the go-betweens between people and the gods.
- The festivals included communal meals, helping bring people together and reinforce community bonds.

Section 2: Classical Literature

5

Candidates can be credited in a number of ways up to a maximum of 20 marks.

Oedipus the king

Possible relevant points could include, for example:

- single defining prophecy
- visits the Oracle at Delphi to hear that he will kill his father and marry his mother
- contradiction inherent in fleeing Corinth to avoid prophecy
- foreknowledge drives him to fulfil the prophecy he is trying to break
- free-will – it is Oedipus’ desire for truth that pushes his downfall
- it was Oedipus’ choice both to take the throne and to marry his mother
- awareness that he was responsible for his own actions, caused Oedipus to put out his own eyes

Aeneid

Possible relevant points could include, for example:

- single defining prophecy
- divine agency and human aspiration determine fate
- Aeneas acts in harmony with destiny; others – Dido, Turnus – act in opposition
- destiny may determine *that* the Trojans will found a city in Italy, but it doesn't stipulate *how* they end up doing it
- Aeneas tells Dido, “I sail for Italy not of my own free will” – he means he has an obligation which he chooses to live up to

Section 2: Classical Literature

6

Candidates can be credited in a number of ways up to a maximum of 20 marks.

“Women in Greek drama are often seen as outsiders fighting against a male-dominated society.” Discuss this with reference to any classical text(s) you have studied

Possible general points relevant to all text could include, for example:

- in Greek society women led restricted lives
- confined to the home and domestic duties
- rarely went out in public – mainly for religious festivals
- no political rights
- subject to male control
- no legal rights

Antigone

- subject to male guardian who is also king, Creon
- wants to uphold family and religious values
- wants to carry out traditional role of burying family member
- opposes Creon’s law and buries Polynices
- rejects Ismene’s warning that women should not challenge men
- stands up to Creon and boasts about her deed

- Creon thinks women are inferior and should not have opinions
- should not defy laws of the state
- Antigone challenges Creon’s authority and mocks the king
- she provokes Creon and invites martyrdom
- her suicide is a further act of defiance, refusing to accept Creon’s punishment
- any other relevant points

Medea

- Medea not typical Greek woman – she was a witch, barbarian, viewed as an outsider
- has lived as typical Greek wife, subservient to her husband, Jason
- she cannot accept men’s views on marriage and divorce
- Jason’s behaviour and his betrayal cause her to take on a “masculine role”
- she dominates events with her schemes and plans of revenge
- she manipulates all the male characters in the play to achieve her aim
- male characters underestimate her
- she is more than human – has powers
- she succeeds in outwitting male characters and “winning”
- any other relevant points

Section 2: Classical Literature

Lysistrata

- women leave home and abandon husbands and children
- women revolt against the rule of men
- start sex strike and occupy Acropolis
- interfere with politics and war
- men do not understand women's point of view
- plot is unrealistic as women dominate the action, making men appear weak and foolish
- plot is unrealistic as women use force against men and succeed in their aims
- comedy – women want peace not political rights, want traditional roles restored
- any other relevant points

If the candidate's response includes reference to only one play, a maximum of 8 marks will be awarded.

20 marks

The discussion should show how the theme/view compares with a 'modern world' perspective.

Possible relevant points of analysis could refer to, for example:

- women today as equal to men
- aspiration
- entry to male-dominated role in industry

Possible points which analyse how the theme is viewed in the modern world could include, for example:

- Many women still face discrimination, despite having equal rights under the law. For example, even in the UK many women face sexual harassment at work, particularly in some traditionally male-dominated jobs
- Today, women are not seen as fundamentally different from men – as they are in Lysistrata for example. However, many people still believe that there are inherent personality traits that are more 'male' or 'female' and this can hold women back from success in some areas, eg many people think women should not be employed in front-line combat roles.

Section 3: Life in the Roman World	
Part A: Power and Freedom	
7	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • Candidates should be given 1 mark for each evaluative comment on the value of the source. • Up to a maximum of 2 marks, 1 mark should be given for each evaluative comment which relates to the origin, purpose or content of the source. • Up to a maximum of 2 marks, 1 mark should be given for each comment which interprets the source. • Up to a maximum of 4 marks, 1 mark should be given for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source. <p>Possible relevant points could include, for example:</p> <ul style="list-style-type: none"> • The source was written by a historian, thus it may be appropriate to assume that it's a fairly accurate and unbiased account. • It was written by a Greek writer, so it was written by an outsider. They might not understand the society, but also might be more objective than a Roman writer. • It was written 100 years or so after the events, so the writer can't be fully trusted to be reporting reliably. • The source shows that barbarians were becoming Romanised, as we know they were. • The process is described as a gradual one, and we know it took a long time for the barbarians to become Romanised. • It shows that the barbarians had not forgotten their heritage, and that the Romans kept a close eye on them. This is supported by the evidence, eg Roman forts built in barbarian areas during the period. <p>Origin of sources</p> <ul style="list-style-type: none"> • by a historian • written by a Greek historian (outside perspective) • date – contemporary writer <p>Content of sources</p> <ul style="list-style-type: none"> • under Augustus – looking back • supported by Roman military presence • usefulness of the source • source does not mention any opposition/revolt

Section 3: Life in the Roman World	
Part A: Power and Freedom	
	<p>Possible relevant points of significant omission could include, for example:</p> <ul style="list-style-type: none"> • The power of Rome was based on its empire. • Contemporary literature lauds the expansion of the empire – what Virgil calls “an empire without borders” (Virgil, Aeneid, 1.279). • By the end of Augustus’ life, the empire had 25 provinces, 15 of which were in Augustus’ own hands. • Augustus turned the army into a standing and professional fighting force of 28 legions. • After military conquest, the people of conquered territory needed to be turned into Romans. • Romanisation proceeded by introducing native communities to the benefits of Roman society like markets and peaceful assemblies. • There was always the fear of an uprising, so Romans kept a close eye on native communities. • Romanisation did not always work – there were uprisings like those of Arminius in AD9; Boudica in AD60s; Calgacus in AD83. The source doesn’t mention these so is of limited use.
8	<p>a <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed and used to support an evaluation of the issue. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question <p>Up to a maximum of 4 marks, 1 mark will be awarded for each evaluative comment which addresses the issue.</p> <p>Possible relevant comments about the ways in which women were less important than men could include, for example:</p> <ul style="list-style-type: none"> • lack of education • lack of official political power • religious role of priestesses • lack of legal power • marriage arranged for political or business advantage • limited freedom to socialise • punishments for infidelity • role of religion in state and cult

Section 3: Life in the Roman World	
Part A: Power and Freedom	
	<p>Possible relevant comments about the ways in which women were more important than men could include, for example:</p> <ul style="list-style-type: none"> • they had the ability to have children • important role in bringing religions into the empire, eg practising eastern cults and Christianity • important role in state religion, eg as vestal virgins, in cults as priestesses and central role in home religious life • power behind the throne – Livia in the early principate; Galla Placidia in the fifth century • role as effective regent as distinct from emperor, eg Agrippina for Nero (who received ambassadors even though Nero was technically emperor)
8	<p>b <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed and used to support an evaluation of the issue. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question <p>Up to a maximum of 4 marks, 1 mark will be awarded for each evaluative comment which addresses the issue.</p> <p>Possible relevant points of evaluation could include, for example:</p> <ul style="list-style-type: none"> • all aspects of the Roman economy were reliant on slave labour • mention mining and quarries for the construction industries • mention farming and food production • importance to the navy both in terms of shipbuilding and as rowers • household slaves/cooks kept the domestic economy on an even keel • even after they had been freed, slaves often set up shops • dangers of having too great a concentration of slaves in one area – mention Spartacus • dangers of slavery in mining valuables or making weapons • any other relevant points

Section 3: Life in the Roman World

Part B: Religion and Belief

9 Candidates can be credited in a number of ways up to a maximum of 8 marks.

Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.

Up to the total mark allocation for this question of 8 marks:

- Candidates should be given **1 mark** for each evaluative comment on the value of the source.
- **Up to a maximum of 2 marks, 1 mark** should be given for each evaluative comment which relates to the origin, purpose or content of the source.
- **Up to a maximum of 2 marks, 1 mark** should be given for each comment which interprets the source.
- **Up to a maximum of 4 marks, 1 mark** should be given for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source.

Possible relevant points that could be identified from the source could include, for example:

- Augustus thought religion was important enough for him to mention in his *Res Gestae*.
- Religious and political policy are being linked together, as a way of driving policy forward.
- It was autobiographical so was written at the time – we can be confident of its accuracy, at least in key points.
- He is focusing on his own strengths but not weaknesses – it is written to emphasise his achievements, so it's biased.
- 82 temples is a large number and religion was a central point of his power.
- The temples had fallen into disuse and were clearly in need of repair.
- He saw value in restoration of religion and of religion itself.
- He saw a political value in restoration – every temple would be remembered as one that had been restored by Augustus.
- Augustus' focus on religion was a way to make his position as *princeps* more acceptable to the people.
- He named himself *pontifex maximus* and encourage other politicians to take part.
- He encouraged more girls to become vestal virgins by lowering the entrance requirements.
- Roman festivals were revived.

Possible relevant points of omission could include, for example:

- Doesn't say anything about peoples' reaction to his writing.

Section 3: Life in the Roman World		
Part B: Religion and Belief		
10	a	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed and used to support an evaluation of the issue. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question <p>Up to a maximum of 4 marks, 1 mark will be awarded for each evaluative comment which addresses the issue.</p> <p>Examples of tolerance Possible examples of tolerance could include, for example:</p> <ul style="list-style-type: none"> • generally tolerant to other religions • open to religions such as Mithras, Cybele, Isis, Sol Invictus • brought other religions into the empire and gave them a Roman flavour • Greek gods are most obvious example, but also local gods when there was a benefit to the empire, eg Jupiter-Amon in Egypt, Jupiter-Dolichenus in the east, Mars-Rigonemetos in Britain • also the adoption of native gods such as Brigantia, worshipped in north of England and Scotland, and Ricagambeda in the Rhineland • eventually, the adoption of Christianity <p>Non-tolerance Possible examples of non-tolerance could include, for example:</p> <ul style="list-style-type: none"> • There was non-tolerance when there was a political issue with the religion or any aspect that threatened the security of the state. • Druid, Christian and Jewish religions all had anti-Roman/anti-imperial agendas at one time or another • When the Romans did believe that a religion was a threat to the state they were ruthless – Christian persecutions, destruction of Jerusalem. • It is significant that, ahead of persecutions, those who were suspected were asked to pledge loyalty to the emperor.

Section 3: Life in the Roman World		
Part B: Religion and Belief		
10	b	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed and used to support an evaluation of the issue. For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question <p>Up to a maximum of 4 marks, 1 mark will be awarded for each evaluative comment which addresses the issue.</p> <p>Possible evaluative points could include, for example:</p> <ul style="list-style-type: none"> • Religion was at the heart of political life. • Religious leaders and political leaders were one and the same. • Prayers and sacrifices took place in public. • The rise of Christianity was powered by political acceptance. • The Roman army was notably religious/superstitious – the altars at Roman camps at the edge of empire, cult objects found by archaeologists and the popularity of cults like Mithras. • Religion was at the heart of home life – from the lares and penates to the religious rites accompanying marriage, birth and death.

[END OF EXEMPLAR MARKING INSTRUCTIONS]