



National
Qualifications
2014

2014 Classical Studies

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

General Marking Principles for National 5 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) There are six types of question used in this question paper. Each assesses a particular skill, namely:
 - i. Describe ...
 - ii. Explain the reasons why ...
 - iii. To what extent ...
 - iv. Explain what **Source A/a** classical text you have read tells us about ...
 - v. Evaluate the usefulness of **Source B** for ...
 - vi. Explain what this text tells us about the idea of X in the classical world and the modern world.
- (d) 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 *Describe* ... (4-6 marks)

Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total mark allocation for this question of 4-6 marks:

- **1 mark** should be given for each accurate relevant point of knowledge.
- **A second mark** should be given for any point of knowledge that is developed, as in the following example.

Question: Describe religious practices among Roman soldiers.

The Romans worshipped a number of gods including Mars and Mithras (**1 mark**). Mars was important to soldiers as the God of War (**a second mark for knowledge**).

ii Questions that ask candidates to ***Explain the reasons why ...*** (3-6 marks)

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.

Up to the total mark allocation for this question of 6 marks:

- 1 mark should be given for each accurate relevant point.
- A second mark should be given for any reason that is developed, as in the following example.

Question: Explain the reasons why native Britons adopted Roman customs.

Native Britons adopted Roman customs because they saw that they could trade better with the Romans (1 mark for a reason). They could buy things in Roman towns which they found difficult to get anywhere else (1 mark for a reason). The native Britons were often forced to adopt Roman customs by the conquering Roman army (1 mark).

iii Questions that ask ***To what extent*** (8 marks)

Candidates must use their knowledge to present a reasoned conclusion about a given issue.

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

- 1 mark should be given for each point of knowledge used to explain the issue up to a maximum of 5 marks.
- 1 mark should be given for explaining different aspects of the issue.
- 1 mark should be given for presenting a conclusion.
- 1 mark should be awarded for giving a reason for their conclusion.

iv Questions that ask candidates to ***Explain what (a classical text) tells us about*** (4-5 marks)

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.

Up to the total mark allocation for this question of 4-5 marks:

- 1 mark should be given for each accurate relevant point of explanation.

Example:

Source B (*The Odyssey*) shows us that in the classical world a good leader could be cunning and devious as well as brave. Today we see honesty as more important (1 mark). Odysseus is seen as a good leader even though he puts his men in unnecessary danger by going past the Sirens or teasing the Cyclops. Today we would see this as irresponsible (1 mark).

v Questions that ask candidates to Evaluate the usefulness of a source ...(4 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, taking into account issues of accuracy, bias, exaggeration, corroboration
- One reference to an area of specific content the source has omitted, thereby limiting its usefulness.

Up to the total mark allocation for this question of 4 marks:

- Candidates should be given 1 mark for each evaluative comment on the value of the source.

Example:

Source B is useful for describing the role of women in classical Greece as it was written in the 5th century which is at the time of the events (1 mark). It was written by a male writer so it may be less useful as he did not experience what it was like for women (1 mark). The source mentions specificallywhich shows evidence of bias and so it is less useful (1 mark). It is useful as it also deals withwhich is a point which we find in other texts such as ... (1 mark). However, it fails to mention that which limits how useful it is (1 mark).

vi Questions that ask candidates to Compare what a classical text tells us about ... (5 marks)

This may be a single question worth 5 marks, or may be in two parts requiring comparison with the classical world for 3 marks and a comparison with the modern world worth 2 marks.

Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.

Up to the total mark allocation for this question of 5 marks:

- 1 mark should be given for each accurate relevant point of comparison.
- Up to a maximum of 3 marks may be given for comparisons with the classical world.
- Up to a maximum of 2 marks may be given for comparisons with the modern world.

Example:

The Iliad shows that the people in classical Greece believed that heroism was partly about gaining glory or fame through battles (1 mark). It shows that they saw heroes as physically brave (1 mark), and they were almost always men (1 mark). In the modern world heroism is still seen as being courageous (1 mark), but doesn't only connect to fighting (1 mark).

Deatiled Marking Instructions for each question

Section 1 - Life in Classical Greece

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point. • A second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • The democratic process was only open to adult male citizens • Women were excluded • Slaves were excluded • Metics were excluded • A minority made the laws for the majority <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. • A second mark should be given for any point that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 6 marks. Candidates may achieve full marks by providing six straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • the powers of the deity • details of the Parthenon or Theatre of Dionysus • details of the Great Panathenaia or Lenaia/ City Dionysia • religious aspects of the festivals (sacrifice, processions etc.) • athletics or drama <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation. Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> • “taken his place” - lay on couches • libation/ hymn - religion pervaded all aspects of life • “flute-girl” - hired entertainers • “sent ... to the women-folk” - wives and daughters did not attend parties in their own homes <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question												
4.	<ul style="list-style-type: none"> • Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as: <ul style="list-style-type: none"> • Who produced it • When it was produced • Why it was produced • The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration • One reference to an area of specific content the source has omitted, thereby limiting its usefulness • Up to the total mark allocation for this question of 4 marks: • Candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</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>Possible evaluative comments may include:</p> <table border="1" data-bbox="1061 539 2056 1219"> <thead> <tr> <th data-bbox="1061 539 1249 612">Aspect of the source</th> <th data-bbox="1249 539 2056 612">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1061 612 1249 683">Who produced it</td> <td data-bbox="1249 612 2056 683">A contemporary writer</td> </tr> <tr> <td data-bbox="1061 683 1249 753">When it was produced</td> <td data-bbox="1249 683 2056 753">5th century BC when there were many slaves in Athens</td> </tr> <tr> <td data-bbox="1061 753 1249 823">Why it was produced</td> <td data-bbox="1249 753 2056 823">To criticise the relative freedom of slaves, but also to explain it</td> </tr> <tr> <td data-bbox="1061 823 1249 963">The content of the source</td> <td data-bbox="1249 823 2056 963">The source is critical and shows the writer feels superior to the slaves. He thinks things are better at Sparta, but understands the economic reasons for the way the Athenians treat their slaves</td> </tr> <tr> <td data-bbox="1061 963 1249 1219">Area of specific content the source has omitted</td> <td data-bbox="1249 963 2056 1219"> - slaves could be and were physically punished - they were tortured when giving evidence for a legal case - many slaves were probably deferential Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left) </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	A contemporary writer	When it was produced	5 th century BC when there were many slaves in Athens	Why it was produced	To criticise the relative freedom of slaves, but also to explain it	The content of the source	The source is critical and shows the writer feels superior to the slaves. He thinks things are better at Sparta, but understands the economic reasons for the way the Athenians treat their slaves	Area of specific content the source has omitted	- slaves could be and were physically punished - they were tortured when giving evidence for a legal case - many slaves were probably deferential Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)
Aspect of the source	Possible evaluative comment														
Who produced it	A contemporary writer														
When it was produced	5 th century BC when there were many slaves in Athens														
Why it was produced	To criticise the relative freedom of slaves, but also to explain it														
The content of the source	The source is critical and shows the writer feels superior to the slaves. He thinks things are better at Sparta, but understands the economic reasons for the way the Athenians treat their slaves														
Area of specific content the source has omitted	- slaves could be and were physically punished - they were tortured when giving evidence for a legal case - many slaves were probably deferential Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)														

Section 2 - Classical Literature

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>1 mark should be given for each accurate relevant key point of knowledge, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Women involved in unacceptable actions/behaviour • Describe actions • Describe behaviour • Reasons for actions/behaviour • Results of actions/behaviour <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 3 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Women expected to stay indoors most of time • Expected to be good wives and mothers • Obey husbands • Not expected to participate in matters relating to government/law <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 2 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>Candidates must make direct comparisons between the concept in the text was viewed in the classical world and how it is viewed in the modern world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Most women today have similar rights to men • Wives and mothers but can also choose to work or not • In some cultures women have still very few rights <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	<p>Candidates must make a number of relevant, factual points. These should be key points from the text. The points do not need to be in any particular order.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>1 mark should be given for each accurate relevant key point of knowledge, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Characters involved in conflict • Describe conflict • Nature of conflict • Reasons for conflict • Outcome of conflict <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. • Up to a maximum of 3 marks may be given for comparisons with the classical world. • Up to a maximum of 2 marks may be given for comparisons with the modern world. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • In classical world much conflict to protect property and gain territory • People's attitude to conflict was one of admiration for warriors and little concern for numbers killed • Today, conflict not admired so much • Necessary to free innocent people and protect against terrorism • Mediation and discussion preferable <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Section 3 - Part A - Pompeii

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. • A second mark should be given for any point that is developed. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Bakeries (ovens, flour mills) • Fullers (basins for washing, dyeing of clothes) • Bars (counters for storage of food, wine) • Fish/meat market in the forum • Stalls for food in the forum (table for measuring quantities there) • Money lenders' stalls • Shops for clothes and household goods (no specific shop building required so difficult to identify) <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • They will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks. • They will be awarded 1 mark for explaining different aspects of the issue. • They will be awarded 1 mark for presenting a conclusion. <p>They will be awarded 1 mark for giving a reason for their conclusion.</p>	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <ul style="list-style-type: none"> • Religious worship in the home at Lararia • Representations of gods in artefacts and artworks from the city • Range of temples to gods (Apollo, Jupiter, Isis) • Temples located in prominent locations (forum or near forum) • Political aspect to religious worship (Temple of the Emperor, state priesthoods) • Importance of festivals in Roman life (Saturnalia, Lupercalia, Lemuria etc.) • Care taken in housing the dead in monuments and tombs • Honouring of spirits of the ancestors <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the texts and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>For full marks to be awarded, candidates must refer to both sources.</p> <p>Source A</p> <ul style="list-style-type: none"> • Figure clearly caught in a sudden death from pyroclastic flow • The posture of the figure indicates that the person is trying to shield themselves from the danger • The figure is protecting his face/mouth from falling ash <p>Source B</p> <ul style="list-style-type: none"> • There was a rapid build-up of ash and pumice stone • The accumulated volume could block escape routes • Decisive action needed to be taken to avoid being trapped • There could be no going back • Buildings were being buried underneath the ash and pumice stone <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question												
4.	<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, taking into account issues of accuracy, bias, exaggeration, corroboration One reference to an area of specific content the source has omitted, thereby limiting its usefulness <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> Candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</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>Possible evaluative comments may include:</p> <table border="1" data-bbox="1048 501 2056 1394"> <thead> <tr> <th data-bbox="1048 501 1245 576">Aspect of the source</th> <th data-bbox="1249 501 2056 576">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1048 579 1245 647">Who produced it</td> <td data-bbox="1249 579 2056 647">Archaeologists excavating Pompeii</td> </tr> <tr> <td data-bbox="1048 651 1245 719">When it was produced</td> <td data-bbox="1249 651 2056 719">In the modern era</td> </tr> <tr> <td data-bbox="1048 722 1245 791">Why it was made</td> <td data-bbox="1249 722 2056 791">To show more detail than a skeleton To show more detail of what was left by the cavity</td> </tr> <tr> <td data-bbox="1048 794 1245 959">The content of the source</td> <td data-bbox="1249 794 2056 959">Tells us about the posture and possibly emotions of the victims of the disaster. Tells us about the physique, age and gender of victims. Tells us about aspects of clothing, jewellery, equipment that victims wore or had with them.</td> </tr> <tr> <td data-bbox="1048 962 1245 1394">Area of specific content the source has omitted</td> <td data-bbox="1249 962 2056 1394"> <ul style="list-style-type: none"> No certain narrative about this individual (status, reasons for staying) possible. We cannot know how many escaped from Pompeii and the disaster. Current location does not reveal original locus of find (portico of the palaestra). <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	Archaeologists excavating Pompeii	When it was produced	In the modern era	Why it was made	To show more detail than a skeleton To show more detail of what was left by the cavity	The content of the source	Tells us about the posture and possibly emotions of the victims of the disaster. Tells us about the physique, age and gender of victims. Tells us about aspects of clothing, jewellery, equipment that victims wore or had with them.	Area of specific content the source has omitted	<ul style="list-style-type: none"> No certain narrative about this individual (status, reasons for staying) possible. We cannot know how many escaped from Pompeii and the disaster. Current location does not reveal original locus of find (portico of the palaestra). <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>
Aspect of the source	Possible evaluative comment														
Who produced it	Archaeologists excavating Pompeii														
When it was produced	In the modern era														
Why it was made	To show more detail than a skeleton To show more detail of what was left by the cavity														
The content of the source	Tells us about the posture and possibly emotions of the victims of the disaster. Tells us about the physique, age and gender of victims. Tells us about aspects of clothing, jewellery, equipment that victims wore or had with them.														
Area of specific content the source has omitted	<ul style="list-style-type: none"> No certain narrative about this individual (status, reasons for staying) possible. We cannot know how many escaped from Pompeii and the disaster. Current location does not reveal original locus of find (portico of the palaestra). <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>														

Section 3 - Part B - Roman Britain

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. • A second mark should be given for any point that is developed. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Soldier defending the frontier/on watch/patrols • Doctor looking after army personnel/civilians • Vet looking after army cavalry/civilian and army livestock • Brewer supplying alcohol to army/civilians • Trader sourcing/supplying merchandise to army/civilians • Butcher sourcing/supplying meat to army/civilians • Baker sourcing/supplying bread to army/civilians <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	<p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • They will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks. • They will be awarded 1 mark for explaining different aspects of the issue. • They will be awarded 1 mark for presenting a conclusion. <p>They will be awarded 1 mark for giving a reason for their conclusion.</p>	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible Points:</p> <ul style="list-style-type: none"> • Law and order • Architecture • Town planning • Roads and communication • Hygiene • Improved Trade • Coinage • Industrialised mining • Taxation • Repression of native religion • Introduction of world religions • Forms of mass entertainment • Central heating/hypocaust • Increased knowledge, eg medicine, philosophy, literacy • Protection from invasion <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of 4 marks: 1 mark should be given for each accurate relevant point of explanation.</p>	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the texts and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>For full marks to be awarded, candidates must refer to both sources.</p> <p>Source A</p> <ul style="list-style-type: none"> • Shows the myth of Mithras • Sacrificing the bull is of great importance • Eastern dress shows this was a religion of the East • Sun shows that Mithras was often linked with the unconquered sun <p>Source B</p> <ul style="list-style-type: none"> • British religion was unfamiliar to Romans • Natives worshipped in sacred groves • Used altars and sacrifices • Believed to have carried out human sacrifice • Examined entrails <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question												
4.	<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, taking into account issues of accuracy, bias, exaggeration, corroboration One reference to an area of specific content the source has omitted, thereby limiting its usefulness <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> Candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</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>Possible evaluative comments may include:</p> <table border="1" data-bbox="1061 496 2063 1086"> <thead> <tr> <th data-bbox="1061 496 1279 569">Aspect of the source</th> <th data-bbox="1279 496 2063 569">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1061 569 1279 611">Who wrote it</td> <td data-bbox="1279 569 2063 611">Tacitus: Roman court historian</td> </tr> <tr> <td data-bbox="1061 611 1279 684">When it was written</td> <td data-bbox="1279 611 2063 684">About 50 years later/written at the time of the event</td> </tr> <tr> <td data-bbox="1061 684 1279 758">Why it was written</td> <td data-bbox="1279 684 2063 758">To produce a dramatic story of Romans fighting barbarians</td> </tr> <tr> <td data-bbox="1061 758 1279 895">The content of the source</td> <td data-bbox="1279 758 2063 895">It is designed to be dramatic and sensationalise the native religion Designed to portray the Britons as barbaric Likely to be heavily biased</td> </tr> <tr> <td data-bbox="1061 895 1279 1086">Area of specific content the source has omitted</td> <td data-bbox="1279 895 2063 1086">No balanced view of native religious practices. No direct evidence of human sacrifice. Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who wrote it	Tacitus: Roman court historian	When it was written	About 50 years later/written at the time of the event	Why it was written	To produce a dramatic story of Romans fighting barbarians	The content of the source	It is designed to be dramatic and sensationalise the native religion Designed to portray the Britons as barbaric Likely to be heavily biased	Area of specific content the source has omitted	No balanced view of native religious practices. No direct evidence of human sacrifice. Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)
Aspect of the source	Possible evaluative comment														
Who wrote it	Tacitus: Roman court historian														
When it was written	About 50 years later/written at the time of the event														
Why it was written	To produce a dramatic story of Romans fighting barbarians														
The content of the source	It is designed to be dramatic and sensationalise the native religion Designed to portray the Britons as barbaric Likely to be heavily biased														
Area of specific content the source has omitted	No balanced view of native religious practices. No direct evidence of human sacrifice. Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)														

[END OF MARKING INSTRUCTIONS]