



National
Qualifications
2015

2015 Classical Studies

National 5

Finalised Marking Instructions

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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) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) 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.
- (e) 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 specifically ... which shows evidence of bias and so it is less useful (**1 mark**). It is useful as it also deals with ... which 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**).

Detailed 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 five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • no modern labour-saving devices in the home or workplace • free people would be reluctant to do certain types of demeaning work • free people would not take up dangerous work • slave labour allowed citizens time to take part in civic life • free women needed all their time to run their own households and could not work for anyone else • all other peoples had slaves and the institution was not questioned <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"> • attendance at the assembly • voting on issues concerning the running of Athens • chosen by lot to serve on the council • serving as magistrates for a period of a year • being elected as a general • serving on juries • military service • taxation (funding a dramatic performance, equipping a navy vessel) <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.</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 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"> • boys - girls did not go to school • letters - reading and writing were basic skills taught • music - an educated man was expected to be able to play an instrument/sing • benches - pupils sat on benches, but did not have desks • learn them by heart - books were expensive and much was memorised • trainers - keeping fit was important if you were to defend Athens • wealthiest - education was not free • earliest/latest - the usual age for starting school was about seven; the latest was eighteen, when military service began <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.		<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"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Who produced it</td> <td>A contemporary/male writer</td> </tr> <tr> <td>When it was produced</td> <td>5th century BC</td> </tr> <tr> <td>Why it was produced</td> <td>As an entertainment/to make the audience think</td> </tr> <tr> <td>The content of the source</td> <td>It sums up (in the eyes of a male writer) some of the problems women faced - the need for a dowry, an arranged marriage, subservience to her husband, the problems of divorce, the lack of choice, the dangers of childbirth.</td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	A contemporary/male writer	When it was produced	5 th century BC	Why it was produced	As an entertainment/to make the audience think	The content of the source	It sums up (in the eyes of a male writer) some of the problems women faced - the need for a dowry, an arranged marriage, subservience to her husband, the problems of divorce, the lack of choice, the dangers of childbirth.
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Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>Area of specific content the source has omitted</p> <ul style="list-style-type: none"> • it does not mention housework • organising slaves • the bringing up of children • the positive side of married life <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 2 - Classical Literature

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
5.	(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 explanation. 	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"> • character(s) involved and background • describe the situation/fate • describe attempts to change circumstances/destiny • degree of success • final consequences/outcome for character <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"> • in classical times, most people believed all aspects of their lives were ruled by the gods • they worshipped the gods in order to gain their protection • individuals would make offerings and sacrifices in an attempt to secure their fate/future <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"> • some believe their God rules their lives or gives them guidance • others are not involved in any religion and that their fate/destiny is in their own hands <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
6.	(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"> • character involved and background • examples of good leadership • examples of bad leadership • explain why his actions were admirable • results of good/bad leadership <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 times leaders were brave warriors, usually of high rank/kings • had not necessarily earned their positions • men followed their instructions without question • today leaders should be concerned about their followers • have usually earned their position and can be removed from power as a result of poor decisions/actions <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
7.	<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 five 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 eruption began around midday on the 24th of August AD79 • there was a loud bang and cracks appeared on the side of the mountain/volcano • the top of Vesuvius blew off sending red hot boulders into the air. • a black mushroom/umbrella shaped cloud rose into the sky. Ash and pumice fell like rain. It piled 2 metres high very quickly • lava poured out the sides of the mountain • the ash and pumice continued to fall over 24 hours, building up more and more • the mushroom cloud began to collapse and all the superheated material within it came crashing down in pyroclastic flows engulfing Pompeii <p>Effects of the Eruption: At least one effect must be addressed.</p> <ul style="list-style-type: none"> • day became night as the sun was blocked out by the volcanic cloud • the ash and pumice piled up so quickly that people became trapped in homes and buildings

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<ul style="list-style-type: none"> • people also suffocated on the fumes coming from the ash and pumice • fires started when the hot boulders fell and where the lava poured • it is estimated that 2000 people died in Pompeii • Pompeii was completely buried by the ash and pumice and had to be abandoned <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
8.	<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> <p>Yes Pompeii was a town that provided its people with many opportunities of making a living for example -</p> <ul style="list-style-type: none"> • Thermopolia were fast food shops and employed many people • Thermopolia were in abundance at Pompeii because the poor did not have cooking facilities at home; they probably ate out at the thermopolia during the day • many people were able to make their living from working in a bakery in Pompeii as bread was a staple food and consumed by all. It was a product in daily demand • in a bakery, grain was ground into flour as well as bread being made and sold. Pompeii was a wealthy town and those who could afford to preferred to have their bread made for them. Also the bakeries were able to make ten different varieties of bread and even dog biscuits • Fulling Industry: this was where woollen cloth was washed, mended and dyed • Pompeii was also surrounded by fertile farm land and those who grew olives, grapes and corn were able to make a profit. The soil was warm and mineral rich due to the volcanic activity and they could get as many as three crops in one year

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<ul style="list-style-type: none"> • some also made perfume which they could sell • shops, stalls in the Forum provided sources of employment • banking and money lending provided employment opportunities • Slave market • trade: import and export eg some in Pompeii became very wealthy from making the fish sauce garum <p>Different Aspect:</p> <ul style="list-style-type: none"> • however not everyone could easily make a living in Pompeii, the owners of these businesses would have made the most money and they may have paid their workers very little. • also much of the work carried out would have been done by slaves who had no choice in the work they did and it would have been up to the master whether they were paid anything for their efforts. <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
9.	<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"> • Source A shows that spectators must have been passionate about visiting and watching the gladiators fight as they were prepared to fight over what happened in the arena and even kill one another as the painting shows • Source A shows that the amphitheatre was a large building which could hold many. Many spectators can be seen exiting the building • the people of Pompeii were punished for having this riot and gladiatorial games were banned for ten years • open air, awning meant protection from the weather <p>Source B</p> <ul style="list-style-type: none"> • Source B explains that people were killed in large numbers for the amusement of the crowds. Roman society saw nothing wrong in this type of entertainment. • Source B explains the influence that the crowd had in the deaths of those in the arena. • Source B explains that people were also thrown to animals to die for the entertainment of the crowd. It mentions lions and bears, but many other animals such as panthers, boars and many others were used. • Source B also explains that this was entertainment that lasted all day <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												
10.	<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="1064 512 2056 1241"> <thead> <tr> <th data-bbox="1064 512 1252 585">Aspect of the source</th> <th data-bbox="1252 512 2056 585">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1064 585 1252 676">Who produced it</td> <td data-bbox="1252 585 2056 676">Seneca. He was a contemporary writer. It would be a primary source and an eye witness account</td> </tr> <tr> <td data-bbox="1064 676 1252 764">When it was produced</td> <td data-bbox="1252 676 2056 764">It was produced in the 1st century AD.</td> </tr> <tr> <td data-bbox="1064 764 1252 852">Why it was produced</td> <td data-bbox="1252 764 2056 852">The letter has been produced to criticise the shows. He is trying to convince the recipient of his viewpoint</td> </tr> <tr> <td data-bbox="1064 852 1252 1043">The content of the source</td> <td data-bbox="1252 852 2056 1043">It is biased against the entertainment on offer at the amphitheatre. It also seems critical of the crowd's enjoyment of this form of entertainment. It describes the fighting in the amphitheatre and the reactions of the crowd</td> </tr> <tr> <td data-bbox="1064 1043 1252 1241">Area of specific content the source has omitted</td> <td data-bbox="1252 1043 2056 1241">He does not describe the seating, food, sponsorship of the games</td> </tr> </tbody> </table> <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	Seneca. He was a contemporary writer. It would be a primary source and an eye witness account	When it was produced	It was produced in the 1 st century AD.	Why it was produced	The letter has been produced to criticise the shows. He is trying to convince the recipient of his viewpoint	The content of the source	It is biased against the entertainment on offer at the amphitheatre. It also seems critical of the crowd's enjoyment of this form of entertainment. It describes the fighting in the amphitheatre and the reactions of the crowd	Area of specific content the source has omitted	He does not describe the seating, food, sponsorship of the games
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Section 3 - Part B - Roman Britain

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
11.	<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 five 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"> • Praetorium was the commander's house where he lived with his family. • Principia was the HQ building where the administration of the army and settlement was carried out. • The Principia also housed the strong-room where the money and valuables were kept. • The Principia also housed the cult statue of the emperor and the standards. • Hospital was where medical care was given to soldiers and possibly civilians. • Barracks were where the soldiers slept. • Stables were where the horses were kept. • Granary was where grain was kept. <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
12.	<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. • They will be awarded 1 mark for giving a reason for their conclusion. 	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>Answer will need to explain different aspects of Roman and/or native British religious belief and/or practice</p> <p>Roman Religion</p> <ul style="list-style-type: none"> • Capitoline Triad was given high priority in army camps and in official Roman towns • the cult of emperors was important • there was a famous temple of Claudius in Colchester • <i>Seviri Augustales</i> • London had a temple of Isis • Temples of Mithras were common <p>British Religion</p> <ul style="list-style-type: none"> • Druidism was suppressed • Native Britons worshipped powers of nature • British gods were not so clearly differentiated • most “countrywide” gods like the Greco-Roman pantheon. • most British gods were very local • Gods of British regions could be equated with Roman gods eg Mars Lenus, Apollo Anextiomarus, Sulis Minerva • major Celtic gods from Europe were worshiped, eg Cerunnos, Epona <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
13.	<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 Romans</p> <ul style="list-style-type: none"> • live in planned settlements • they build defensive walls • live in stone buildings • they live in flat fertile areas • amphitheatre • forum <p>Source B Native Britons</p> <ul style="list-style-type: none"> • live in wild/inaccessible areas • do not build walls • do not build cities • live in tents • tribal <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>

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14.	<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 539 2058 1222"> <thead> <tr> <th data-bbox="1061 539 1252 611">Aspect of the source</th> <th data-bbox="1256 539 2058 611">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1061 614 1252 715">Who produced it</td> <td data-bbox="1256 614 2058 715">Written by a contemporary Roman writer Not written by a Briton</td> </tr> <tr> <td data-bbox="1061 718 1252 818">When it was produced</td> <td data-bbox="1256 718 2058 818">During the Roman Occupation/at approximately the same time as Hadrian's Wall was built</td> </tr> <tr> <td data-bbox="1061 821 1252 991">Why it was produced</td> <td data-bbox="1256 821 2058 991">Designed to inform/entertain and provide broad knowledge rather than specific detail for a specialist audience to show Roman superiority Inform about a different culture</td> </tr> <tr> <td data-bbox="1061 994 1252 1222">The content of the source</td> <td data-bbox="1256 994 2058 1222"> <ul style="list-style-type: none"> It is not based on immediate eye-witness investigation. Natural bias that Britons are uncivilised. Could be exaggerated based on sensational hearsay Other authors agree but could be equally biased </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	Written by a contemporary Roman writer Not written by a Briton	When it was produced	During the Roman Occupation/at approximately the same time as Hadrian's Wall was built	Why it was produced	Designed to inform/entertain and provide broad knowledge rather than specific detail for a specialist audience to show Roman superiority Inform about a different culture	The content of the source	<ul style="list-style-type: none"> It is not based on immediate eye-witness investigation. Natural bias that Britons are uncivilised. Could be exaggerated based on sensational hearsay Other authors agree but could be equally biased
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			<div data-bbox="1066 233 1249 687" style="border: 1px solid black; padding: 5px;"> <p>Area of specific content the source has omitted</p> </div> <ul data-bbox="1261 233 2056 480" style="list-style-type: none"> • Some barbarian tribes fought naked • No mention of religion • Government • Craftsmen • Diet • Archaeology shows that these tribes could build fixed settlements <p data-bbox="1261 552 2056 647">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>

[END OF MARKING INSTRUCTIONS]