



National
Qualifications
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2016 Classical Studies

Higher

Finalised Marking Instructions

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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, ie marks should be awarded for what is correct and not deducted for 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) 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.
- (e) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (f) Do not use the specific Marking Instructions as a checklist. Other relevant points should be credited.
- (g) There are five types of question used in this 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
- (h) 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 Roma world* (12 marks)**
Up to the total mark allocation for this question of 12 marks:
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 up to a maximum of 8 marks for using developed knowledge.
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 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 it was really ...

Marks will be allocated into simple and advanced analysis
(see each question)

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

Evaluation involves making a judgment 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 **up to a maximum of 8 marks** for using developed knowledge.

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

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

(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 who might have attended the assembly (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 6 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 the 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 ...
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.

Detailed Marking Instructions for each question
 Section 1 - Life in Classical Greece
 Part A - Power and Freedom

1.	<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"> • Up to a maximum of 2 marks, 1 mark should be given for each evaluative comment which relates to the provenance (origin and purpose) 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 evaluative comments may include:</p> <p>Provenance:</p> <p>Historical Biography</p> <ul style="list-style-type: none"> • Biographers/Historians could consult other primary and secondary sources which have not survived. This makes it difficult to check his veracity. • Written by a Greek. He will be familiar with Greek customs and practices. • His pride as a Greek may make him present a fellow Greek in a more favourable way (for example his references to Pericles' achievements and talents). (justification for this point must be made by referring to source content). • Other sources such as Thucydides tend to give a similar picture of Pericles and so we might find this picture more convincing. <p>Time</p> <ul style="list-style-type: none"> • Written in 1st Century AD. He is writing of events 600 years in the past. Accurate sources from this time would be very difficult for Plutarch to consult, and hence his accuracy might be doubted. • Pericles had become an almost mythical character by the time of Plutarch. The true nature of his character would be very difficult to escape. • He may confuse practices from his own time with those of the past. <p>Purpose</p> <ul style="list-style-type: none"> • To show how Pericles' qualities and achievements helped his political career.
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- To show how important it was to gain the favour of the citizens to have a political career in Athens.
- To show how a politician might have to mask his true feelings and views in order to gain popularity.

Interpretation of Source Content:

Fluent speaker: he spoke well at the assemblies. This was important as citizens gathered to debate and vote. Good speakers were likely to become more respected and influential.

Effective military leader: military success was likely to impress voters in Athens. Similarly military defeat could end a career. It was also important as the office of general was one of the few positions which were elected, and so was the only route for anyone pursuing a political career.

Although well-off, he drew his support from the poorer classes. There was a class distinction in Athenian politics; many of the wealthier did not support democracy and there were attempts in the fifth century by some who sought to replace the system with an oligarchy.

Wealth was important for politicians as they used their wealth to promote their careers - eg opening their orchards to the public, sponsoring dramatic performances.

As Athens was a democracy it was important for Pericles to appeal to the poorer elements. In other systems of governments, that might not be the case.

Points of specific content the source has omitted:

Pericles beautified the city of Athens by implementing a building programme to erect huge temples and public monuments.

- Subsidised theatre admission
- Offered pay for jury duty
- Promoted the arts and literature
- Leading prosecutor in the case against Cimon - the politician accused of neglecting Athens' interests.
- Lowered the property requirement for archonship.
- Lower classes became able to access public office positions that they had never been able to before.

References to similar methods used by other politicians such as Cleon, Alcibiades etc.

Any other valid reason that meets the criteria described in the general marking principles for this kind of question.

2.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total. A candidate who uses <u>no analysis</u> will be awarded a maximum of 4 marks.</p> <p>To gain 8 knowledge marks, candidates must deal with <u>at least three</u> reasons why the members of the Delian league suffered, described accurately and in detail.</p> <p>Award up to 3 marks for the discussion of each “unit” of knowledge. The mark allocated should be based on Depth of Knowledge Exemplification Clarity Nuance</p> <p>Possible relevant points of knowledge:-</p> <ul style="list-style-type: none"> • Athens was the leading power in the League. The allies put Athens in charge and suffered because of it. • The Athenians demanded that the Allies provided money or ships to support the Delian League’s cause. • Those allies that provided ships had to also serve on those ships every year but under the command of an Athenian. • Given the choice of money or ships the allied city states became keen to send money rather than ships so they did not need to man them - this led to the Athenians getting rich from the Allies. • Originally the money was stored in a central location (Delos) where it was in the possession of the League but the Athenians decided it would be ‘safer’ in Athens and thus effectively it became Athenian money. • The Athenians decided how to spend the money - Pericles decided against using the money for further defence against the Persians and instead beautified the city of Athens with his building programme and paid citizens as builders. <p>Specific examples of city states that suffered: Carystus - forced to join the League despite not wanting to. Naxos - rebelled and forced to rejoin League, swear oath of loyalty to Athens, lose own fleet, lose independence, pay tribute. Thasos - attacked by League forces so Athens could obtain her gold mines. Aegina - conquered by Athens and lost her fleet, coinage taken over</p> <p>Methods of control used: Democratic governments imposed on some. Garrisons placed in troublesome city states. Cleruchies set up in allied territory. Fleets seized by Athens. Cities besieged by Athenian troops. Coinage decree - imposition of Athenian coinage demanded across the League.</p>
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Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparisons
- Showing different interpretations

Possible analytical approaches:-

- Explanations of why Athens treated her allies in this way.
- Justification of the harsh treatment (did the benefits still outweigh the disadvantages?)

Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

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

Knowledge

Up to a maximum of 8 marks in total. A candidate who uses no analysis will be awarded a maximum of 5 marks.

To gain 8 knowledge marks, candidates must show at least three ways that democracy placed a heavy burden on citizens, described accurately and in detail. A narrative of how individual offices were time consuming should be treated as one unit and be awarded a maximum of 3 marks.

Award up to 3 marks for the discussion of each “unit” of knowledge.

The mark allocated should be based on

Depth of Knowledge

Exemplification

Clarity

Nuance

Possible relevant points of knowledge:-

- All men served in the military for 2 years before they could become eligible to participate in democracy.
- Citizens must defend country as part of the military whenever the need arose.
- Had to attend regular meetings of the assembly - about 40 a year and any other special meetings.
- While these meetings went on citizens had to arrange for other people to look after their businesses.
- Citizens in the country would have to travel long distances to attend these meetings.
- Non-attendance could result in a fine as could late-coming.
- Once a citizen was 30 years old he could expect to serve in the Boule twice in his lifetime.
- A councillor serving on an executive committee would have to serve for 5 weeks of the year.
- Before and after any form of service as a councillor or magistrate the citizen must be officially scrutinised and must make reports on his time in office.
- Jury duty - although this was a paid position under Pericles’ government it still required a time commitment and effort to attend trials.
- Wealthy citizens must perform liturgies - eg paying for chorus and training chorus for plays, paying for outfitting ships.
- Supervision of election of generals.
- Some jobs were paid but you were suspending your own work while you served.

Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparisons
- Showing different interpretations

Possible analytical approaches:-

- Comparing and contrasting the burdens of citizenship with the benefits.
- Consideration of whether the time burden caused the rich to have an advantage in the system.
- Did the burdens have a positive or negative effect? - Did they create a highly motivated and educated citizen body, or lead to inefficient government?
- A discussion of contemporary views - eg Old Oligarch, Plato, Thucydides.

Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

Part B - Religion and Belief

3.	<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">• Up to a maximum of 2 marks, 1 mark should be given for each evaluative comment which relates to the provenance (origin and purpose) of the source.• Up to a maximum of 2 marks, 1 mark should be given for each comment which interprets the content of 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 evaluative comments may include:</p> <p>Provenance:</p> <p>Speech</p> <ul style="list-style-type: none">• Isocrates would be trying to impress his audience by stressing their importance in the Eleusinian cult.• Written by an Athenian. He will be familiar with Athenian customs and practices and practices of the mystery cults.• His pride in his city may make him present his city in a more favourable way. (justification for this point must be made by referring to source content). <p>Time</p> <ul style="list-style-type: none">• Written in 4th century BC. He is writing of events in the mythological past. Isocrates is presenting myth as fact.• Religious practices and the cults did continue for hundreds of years without change, and so his description of the cult will reflect practices valid throughout the classical period. <p>Purpose</p> <ul style="list-style-type: none">• To show the importance of Athens in the Eleusinian mysteries.
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Interpretation of Source Content:

Demeter described as wandering after the abduction of her daughter. This refers to the myth of her daughter Persephone, who was abducted/raped by Hades.

Demeter depicted as showing the people of the world how to nurture crops. Demeter was a goddess of fertility. She withdrew from the world in protest at the treatment of her daughter, causing famine throughout the land.

Demeter and Persephone knew the secret of “all life and eternity”, presumably as Persephone returns from the underworld to reveal its secrets. This secret knowledge was first passed to the kings of Eleusis.

Mysteries were revealed to the initiates. This continued throughout antiquity and famous Romans such as Cicero and Augustus were initiated.

As the cult had goddesses at the centre, this cult appealed to women.

Points of specific content the source has omitted:

- The source only reveals certain aspects of the Eleusinian Mysteries.
- The source does not describe the whole story upon which the Mysteries are based eg it does not explain:
 - * how Hades abducted Persephone to be his wife in the underworld
 - * how Demeter appealed to Zeus for her release
 - * how Demeter used her power to curse growth on earth and caused famine
 - * how Zeus compromised and Persephone was returned to Demeter for 7 months of the year during which time her curse was lifted and growth took place on earth
 - * how the myth represents the circle of life, the seasons of the year, death and rebirth
- The source does not reveal details of the Mysteries eg
 - the cleansing in the sea
 - the sacrifice of a piglet
 - the procession
 - the initiation process
 - the re-enactment of Demeter’s loss
 - the details of the teleusterion at Eleusis where the Mysteries were revealed
 - the changing light and darkness, life and death symbolism.

Any other valid reason that meets the criteria described in the general marking principles for this kind of question.

4.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total.</p> <p>To gain 8 knowledge marks, candidates must show <u>at least three</u> reasons why prayer and sacrifice was important to the Greeks, and/or three ways that the Greeks believed that prayer and sacrifice were effective, described accurately and in detail. Award no more than 4 marks to candidates who simply describe how prayer and sacrifice were performed, no matter the depth of knowledge displayed.</p> <p>Award up to 3 marks for the discussion of each “unit” of knowledge. The mark allocated should be based on Depth of Knowledge Exemplification Clarity Nuance</p> <p>Possible examples may include:</p> <ul style="list-style-type: none"> • Rituals of prayer and sacrifice were important means of showing gods respect. • Gods demanded respect and showing respect resulted in ensuring their favour. • If gods’ favour was won life was good/successful. • If gods not respected the results could bring disaster to men. • Rituals had to be carried out properly. • Correct procedures brought peace and prosperity to men. • Incorrect procedures could offend the gods and men would incur their wrath and suffer. • Men went to a lot of trouble to follow procedures for prayer and sacrifice. • Both prayer and sacrifice had set formats which had to be followed. • The ritual for prayer was: <ul style="list-style-type: none"> • Call on god by name. • Mention favourite places. • Mention previous favours done by and for the god. • Make request of prayer. • Olympian gods were addressed standing up with arms outstretched, palms facing the sky. • Gods of the underworld were addressed lying on the ground, palms facing downwards. • Prayers were said by priests in public ceremonies or by the head of the household on private occasions. • Sacrifice took several forms: <ul style="list-style-type: none"> • Agricultural - dedication of fruits and flowers on god’s altar. • Libation - sponde - to ensure protection for everyday events, a journey or the good behaviour of guests. • Choe - to honour the dead. • Blood sacrifice - the gods favourite ritual as they gained strength from the rising smoke. • Victims were decorated and led to the altar. • The priest prayed and sprinkled the victim’s head with holy water. • The victim’s forelock was cut.
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- The victim was struck with an axe and its throat was cut.
- Women screamed.
- The victim's entrails were removed for examination.
- Healthy entrails were a good omen. Diseased entrails were a bad omen.
- Victims were skinned and roasted providing a portion to honour the gods and a feast for the worshippers.
- If mistakes were made rituals had to be repeated.
- Relationship between men and gods was contractual.

Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparisons
- Showing different interpretations

Possible analytical approaches:-

- Responses to failed requests, giving a range of options of how the Greeks might react.
- Explanations of why the Greeks prayed for certain outcomes.
- Evidence that some Greeks rejected the efficacy of prayer and sacrifice - eg some philosophers.
- Contrasts/comparisons between private and state prayer and sacrifice.

Any other valid reason that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

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

Knowledge

Up to a maximum of 8 marks in total.

To gain 8 knowledge marks, candidates must show at least three reasons why festivals were important. **Award no more than 4 marks to candidates who simply describe the content of festivals without any analysis, no matter the depth of knowledge displayed. Candidates who only analyse one festival in relation to women will be awarded a maximum of 6 marks.**

Award up to 3 marks for the discussion of each “unit” of knowledge.

The mark allocated should be based on

Depth of Knowledge

Exemplification

Clarity

Nuance

Possible examples may include:

Many festivals took place throughout the year. They were important by providing:

- Something to look forward to - a change to the daily routine.
- Something to prepare for eg baking for the Skira or Thesmophoria, making the peplos for the Panathenaia.
- A chance for women and families to come together eg the processions for the Panathenaia.
- A chance for women to relax and enjoy themselves.
- An opportunity to socialise eg the Skira and Thesmophoria were held exclusively for women who were generally housebound most of the time.
- Entertainment as spectators at the contests of the Panathenaia.
- Offered a chance for women to honour specific gods eg Panathenaia - Athena, Skira and Thesmophoria - Demeter.
- An opportunity for women to show off their wealth and skills.
- An opportunity to promote fertility eg Skira, Thesmophoria.
- An opportunity for women to consider alternative ideas on morality and life after death.

Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparisons
- Showing different interpretations

	<p>Possible analytical approaches:-</p> <ul style="list-style-type: none">• Explanation of why these festivals were important to women.• Considerations of whether they were more important to particular classes of women.• Challenge to question - were they really important in the life of women, or relatively peripheral events? <p>Any other valid reason that meets the criteria described in the general marking principles for this kind of question.</p> <p>Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.</p>

Section 2 -Classical Literature

Identify aspects of themes in the play - 3 marks

These marks are used to assess the candidate's skill in identifying how the theme is approached in the text(s) that they have chosen. The mark awarded for this skill is graded as follows:-

- 3 marks The candidate has understood to a high standard how the theme is presented in the text(s). They have shown how it is presented in a range of ways by referring to the characters, plot and action in detail. They have made these judgements using clear, precise and nuanced language. They have identified links between the aspects, and/or shown how the aspects contrast within or amongst the text(s). They have identified how these themes might be interpreted in different ways, or they have assessed the relative importance of this aspect within the text(s), providing justification for that view.
- 2 marks The candidate has understood to a good standard how the theme is presented in the text(s). They have shown how it is presented in a range of ways by referring to the characters, plot and action in detail. They have identified links between the aspects, and/or shown how the aspects contrast within or amongst the text(s).
- 1 mark The candidate has understood to a limited extent how the theme is presented in the text(s). They have shown how it is presented by referring to the characters, plot and action, but it is limited and lacks detail. They have identified links between the aspects.
- 0 marks The candidate has failed to understand how the aspect features in the text(s) in any meaningful way.

Eg

The marker makes the following overall assessments.

The candidate explores the theme of family conflict in Antigone. They have identified that family conflicts are shown in a range of ways by referring in detail to the conflicts between father and son, between sisters, and between husband and wife, linking them appropriately (award 2 marks). They have also identified that family conflict is not the only conflict and that the central conflict of the play is between Antigone and Creon is better understood as a conflict over gender roles or the power of the individual in relation to the state (award 3 marks).

The candidate chooses to compare the heroism of Oedipus in Oedipus Rex with that of Pentheus in the Bacchae. The candidate clearly identifies that they both believe that they are protecting their states, and that this heroism destroys them. This is explained by clear reference to the plot of the play and the actions of the characters. (award 2 marks). They understand that Pentheus is perhaps less heroic as he is motivated more by a desire to protect his throne from possible threats which Dionysus represents. (award 3 marks).

Analysis of the theme in the wider classical world and in the modern world - 6 marks

A maximum of 4 marks for classical world or modern world

Classical world

The candidate should show how the aspect in the text is understood in a wider context in the classical world. Award 1 mark for a description of this, and another mark for relating it to the play

Eg

A summary of the candidate's discussion is:-

A discussion of heroism in the ancient world beginning with Homer (1 mark), but how the Homeric concept of a hero is changed by Sophocles from a physical hero to an intellectual hero - Oedipus the solver of riddles. (1 mark)

A discussion of the importance of the family in the ancient world and the connection between the family unit and Athenian citizenship; citizenship was strictly limited to the sons of Athenian citizens who were married to the daughters of Athenian citizens. Any suggestion that this certainty was unclear would place the family in peril of losing their status as citizens (1 mark) - this would have a particular resonance with an all-male audience watching Oedipus losing his kingship and being cast into exile. (1 mark)

This can be done twice for a maximum of 4 marks within the parameter of 6 marks in total for this skill.

Modern world

The candidate should show how the aspect has been explored in the "modern" (post-classical world) by writers, film-makers, television producers, scientists etc.

Up to 2 marks for each well discussed modern comparison:-

Eg

A summary of the candidate's discussion is:-

A discussion of how family conflict forms the basis of modern soap operas, with a detailed comparison of such themes as might be found in the plot of plays such as Agamemnon, Oedipus, Antigone, the Bacchae etc.

A discussion of the modern concept of the anti-hero as found in films such as Taxi Driver or in literature such as Frankenstein and how this anti-heroic figure can be linked to the inability of a heroic figure such as Antigone to find happiness from her heroic stance.

This can be done twice for a maximum of 4 marks within the parameter of 6 marks in total for this skill.

Evaluation - 3 marks

These are key arguments made by the candidate in the course of their essay in relation to the theme of the essay and the text(s) they have chosen.

The mark awarded for this skill is graded as follows:-

- | | |
|---------|---|
| 3 marks | The candidate has sustained their arguments and judgements to a high standard throughout their essay, by referring to the characters, plot and action in detail. They have made these arguments and judgements using clear, precise and nuanced language. |
| 2 marks | The candidate has sustained their arguments and judgements to a good standard throughout their essay, by referring to the characters, plot and action. They have made these arguments and judgements using clear and precise language. |
| 1 mark | The candidate has sustained their arguments and judgements to a limited degree standard in their essay, by referring to the characters, plot and action. Their meaning may be unclear or they have made errors in the supporting evidence. |
| 0 marks | The candidate has failed to make or sustain their arguments with supporting evidence. |

Eg

A candidate makes a statement that in the play Agamemnon, the murder of Agamemnon by his wife Clytemnestra is linked directly to the sacrifice of their daughter Iphigenia, thus showing that family conflict is at the heart of the play. The candidate explains that this claim is made directly by Clytemnestra after she kills Agamemnon as she describes how they will meet again in the underworld, and she states that she has avenged her daughter by killing her husband. Furthermore, the chorus have earlier stated that they are sure that the sacrifice of Iphigenia is still unresolved and they fear that it is likely to cause trouble after the return of Agamemnon from the Trojan War. If the standard of this judgement and argument is sustained elsewhere, the candidate would gain 3 marks for this skill (marks would also accrue for knowledge in this example).

Use of knowledge - 6 marks

The mark awarded for knowledge will be graded as follows

- | | |
|-----|--|
| 6 | Knowledge is detailed and accurate. It is fully relevant to the topic chosen. It is comprehensive. There is detailed exemplification and amplification using, for example, quotations. It is carefully nuanced and its significance to the issue is clear. |
| 5-4 | Knowledge is detailed and accurate for the majority of the time. It is relevant to the topic. It is clearly expressed. There will be some exemplification. There may be some instances of unclear expression or the knowledge might not be fully accurate. It will generally be clear how the material used is related to the issue. |
| 3-2 | Most knowledge is relevant to the topic, although there may be some parts which are inaccurate. The range of knowledge might be limited and not always clearly expressed. Some of the knowledge might be irrelevant, not illustrated by examples or not linked to the issue. The candidate may have largely adopted a narrative approach to the text (for this last case award 2 marks). |
| 1 | There is some knowledge, but it is limited and/or poorly expressed and rarely exemplified. It is not connected clearly to the issue. The candidate has adopted a narrative approach to the texts. |

The knowledge must be linked to the evaluation to be credited.

Conclusion - 2 marks

The candidate is awarded 1 mark for making an accurate summary of their findings.

A further mark is awarded by some balancing and weighing of the evidence.

5.	<p>Exemplar Text: Oedipus the king.</p> <p>Possible examples from the text which would illustrate the theme include:</p> <ul style="list-style-type: none"> • Oedipus has broken the people of Thebes' bondage to the Sphinx by solving a riddle. • This leads the people to consider Oedipus as, 'the first of men', 'the greatest of men' ie a hero. • The Thebans have an expectation that Oedipus can act to solve the problem of plague now destroying them. • The actions of Oedipus will restore their happiness. • The focus of the play is the solution of this problem. Will Oedipus live up to his reputation, find the solution and restore happiness? • To begin with Oedipus displays heroic characteristics. • He listens to the complaints of his people, he is sympathetic and compassionate. • He has taken action to solve the problem sending Creon to Delphi to consult the gods for advice. He observes the will of the gods. • On receiving the news that an unclean thing, ie the murderer of the former king Laius, lives in their city, Oedipus launches an investigation to find the murderer. Oedipus is proactive. • Oedipus has sent for the seer Teiresias. He is resourceful. • Heroism fades in the face of insecurities. • Oedipus reveals certain flaws in his character which are not heroic, he loses his temper with Teiresias, he insults the priest and he accuses Teiresias and Creon of plotting against him revealing a certain paranoia about his status and position • Along with Jocasta he is dismissive of the oracles of the gods. • Former heroic acts lead him to discover the truth about his birth and the disastrous consequences of his actions ie that he has killed his father, married his mother and fathered her children. • He arguably restores himself as a hero by blinding himself as a punishment for his shame, accepting his banishment and responsibility for his actions. • His pursuit of the truth is arguably heroic especially when it becomes clear the truth will lead to personal unhappiness and destroy him. • The truth also foreshadows future unhappiness for the royal family of Thebes and is a source of shame to the people. The heroics of Oedipus have not led to happiness. <p>Possible points which analyse how the theme was viewed in the classical world could include:</p> <ul style="list-style-type: none"> • An understanding of the Bronze Age concept of heroism, exemplified in the heroes of the <i>Iliad</i> and the <i>Odyssey</i>. • A discussion of the concept of the "flawed hero" in Greek tragedy. • An understanding of the purposes of heroism in the classical world.
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Possible points which analyse how the theme is viewed in the modern world could include:

- An explanation of heroism through warfare and the significance of national celebrations such as Remembrance Day.
- Heroism still has a short lived, deceptive nature eg war heroes who sacrifice their lives for their country, war heroes who are maimed and suffer on their return from war through injury, mental health issues or neglect.
- A comparison with a modern text containing a hero.
- A discussion of the concept of the “anti-hero” in modern texts.

Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

6.	<p>Exemplar text: Antigone</p> <p>Possible examples from the text which would illustrate the theme include:</p> <ul style="list-style-type: none"> • Family conflict within the play can be seen in terms of gender conflict and generational conflict. • Antigone meets with her sister Ismene to inform her of the latest proclamation of King Creon who is also their uncle and head of their household. • Creon has branded their brother Polynices a traitor for fighting against the state and he is to be denied burial. • An important role for Greek women was to prepare the family dead for burial. Antigone cannot accept this ruling and means to defy the king's order and bury her brother. She asks Ismene to help. • Antigone and Ismene conflict when Ismene refuses to help on the grounds that they are women and it is not their place to defy the law or men. • Antigone and Creon conflict when Antigone is discovered as the culprit who buried the body. Creon is shocked that a female member of his family dared to defy his ruling. Antigone remains defiant and justifies her action claiming that the laws of the gods take precedence over Creon's or man's law and it is their law which states the dead should be buried. • Antigone's point is that a dead man is outwith the jurisdiction of the living but Creon denies that the gods would hold this view for a traitor who wanted to defile their temples. • Ismene conflicts with Creon and pleads for mercy for his son's bride to be. Creon dismisses her as mad. • Creon conflicts with his son Haemon who tries to plead for Antigone. • Creon does change his mind but too late and is broken by the suicides of Antigone, Haemon and his wife. • He concludes that his stubborn will has led him to this tragedy. Man must respect the laws of the gods. • There are other types of conflict within the play: for example there is evidence of moral/religious conflict amongst Creon, Antigone and Teiresias regarding the rights of the state to determine burial rites. • It is possible to see the conflict within the play as based primarily on the limits of the authority of the state on the moral conscience of the individual. <p>Possible points which analyse how the theme was viewed in the classical world could include:</p> <ul style="list-style-type: none"> • An understanding of the concept of the family unit in the classical world by referring for example to the legal position of the "paterfamilias" and/or an Athenian father/husband. • A discussion of the role of women within the family structures of the classical world such as Athens and Rome. • An understanding of the attitudes towards older members of a family in the classical world as shown for example in Spartan society. • A possible challenge, based on the text(s) used, to the belief that family conflict was the most important theme of conflict in classical literature.
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	<p>Possible points which analyse how the theme is viewed in the modern world could include:</p> <ul style="list-style-type: none">• An understanding of modern attitudes to family structures (for example the retreat of the “nuclear family” as the norm) and changing balances of power within modern families and comparisons/contrasts to the classical world.• An understanding of the concept of the “dysfunctional” family in society, possibly with reference to modern texts or sociology.• A discussion of the attitudes of society to the elderly (for example based around the increasing numbers of elderly people in society today) and points of comparison/contrasts to the classical world. <p>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</p> <p>Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.</p>

Section 3 -Life in the Roman World

Part A – Power and Freedom

7.

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.

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

No marks are accrued for quoting or paraphrasing the content of the source. The points outlined below must be developed or interpreted.

Possible points which may be developed/interpreted in Source A include:

- The Romans built public baths in the places they conquered.
- Health benefits could be gained from frequenting these types of places.
- The baths allowed people to socialise.

Possible points which may be developed/interpreted in Source B include:

- Romans imposed their culture on the provinces: administration, economic, monumental art and architecture, literary.
- They wore the Roman tunic instead of their traditional clothing.
- The Romans constructed numerous aqueducts in order to bring water from distant sources into their cities and towns.
- (Implied that the Romans constructed the following) public baths, latrines, fountains.
- Complex sewage systems constructed which kept the towns clean.
- Loss of cultural identity.

Possible points which may be developed/interpreted in Source C include:

- Markets were introduced to barbarian people.
- Barbarian people now had peaceful meetings.
- Loss of culture ('they had not forgotten the habits of their ancestors').
- Loss of independence.
- Loss of weapons.

Possible points of significant omission may include:

- peace/security/protection of Roman army: Pax Romana.
- communication/road system/trade/prosperity.
- laws/administration/infrastructure.
- town planning/social amenities/theatre/amphitheatres.
- common language/currency/sense of identity with Rome.
- Taxation by Romans.
- Lost freedom - occupation by army.
- Loss of cultural identity.
- Corrupt government.

Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

8.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total.</p> <p>To gain 8 knowledge marks, candidates must discuss <u>at least three</u> factors which impacted on the lives of slaves, described accurately and in detail. One of these must be the attitude of the owner. Award no more than 4 marks of knowledge to candidates who simply describe the attitude of owners, no matter the depth of knowledge displayed.</p> <p>Award up to 3 marks for the discussion of each “unit” of knowledge. The mark allocated should be based on Depth of Knowledge Exemplification Clarity Nuance</p> <p>Possible relevant points of knowledge:-</p> <ul style="list-style-type: none"> • Life of a slave depended on how kind a master was. • Domestic slaves treated better as they could be seen as one of the family. • Slaves on the expansive latifundia farms could expect poor treatment because there were so many slaves kept there that the master did not develop personal connections to them. • Mining/quarrying slaves were worked to death because they were seen as expendable - masters could have been kind but it was not in their interests to be so. • Gladiators - masters looked after them with medical care and baths so that they could look after their investment. Gladiators could achieve fame (whilst still alive) and thus have a better life. • Prostitution - generally a terrible life and masters cared little for the prostitutes so treated them poorly. However, rare occasions where ‘favourites’ could be treated better and sent to high class parties. • Specific examples eg Cicero freeing Tiro gave me him a much better life because he was respected as an intelligent man. • A master’s attitude may be affected by their own philosophical beliefs. • No matter how kind a master was the slave was still a slave and thus still had no freedom/little independence. • Manumission in the Roman Empire was fairly common - the kind master who frees his slave obviously changes the life of a slave entirely.
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Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparisons
- Showing different interpretations

Possible analytical approaches or judgements:-

- Considerations of the wealth of owners as a factor.
- Contrasts between treatment of slaves at different time periods.
- Comparison of public/private slaves.
- The impact of changing religious and philosophical views (eg Stoicism) on attitudes towards slaves.

Any other valid reason that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

8.	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total. A candidate who uses <u>no analysis</u> will be awarded a maximum of 5 marks.</p> <p>To gain 8 knowledge marks, candidates must discuss <u>at least three</u> benefits which citizenship brought, described accurately and in detail.</p> <p>Award up to 3 marks for the discussion of each “unit” of knowledge. The mark allocated should be based on Depth of Knowledge Exemplification Clarity Nuance</p> <p>Possible relevant points of knowledge:-</p> <ul style="list-style-type: none"> • The right to vote in Roman politics. • The right to stand for civil or public office. • The right to own property. • Could inherit property. • A Roman citizen could enlist in the Roman legions. • The right to make legal contracts. • The right to marry another Roman citizen. • Your children would be Roman citizens. • The legal right of paterfamilias over the family. • The right to take a case to court. • The right to have a legal trial with the chance to defend yourself. • Roman citizens had the right not to be tortured or whipped. • No citizen could ever be crucified. • Only a citizen could use the praenomen-nomen-cognomen set of names. • Citizens were taxed. <p>Analysis Up to a maximum of 8 marks in total.</p> <p>Award up to 2 marks for</p> <ul style="list-style-type: none"> • Basic explanations of cause and effect <p>Award up to 6 marks for</p> <ul style="list-style-type: none"> • Showing contrasts/comparisons • Showing different interpretations <p>Possible analytical approaches or judgements:-</p> <ul style="list-style-type: none"> • Contrasting benefits with burdens. • Benefits of citizenship differed depending on the time and place. In 1st century BC it granted the right to vote and attend assemblies, but by the 1st century AD this was removed as political power lay with the emperor; discussion of citizenship in the provinces. <p>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</p> <p>Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.</p>

Part B – Religion and Belief

9.	<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>A maximum of 3 marks may be given for answers which refer only to the sources or only to knowledge.</p> <p>No marks are accrued for quoting or paraphrasing the content of the source. The points outlined below must be developed or interpreted.</p> <p>Possible points which may be developed/interpreted in Source A include:</p> <ul style="list-style-type: none">• A lararium was a shrine dedicated to the household gods.• It looked like a mini temple.• They were a feature of a Roman house.• Other forms of the shrine contained mini statues of the household gods. <p>Possible points which may be developed/interpreted in Source B include:</p> <ul style="list-style-type: none">• The hearth is where the fire burns and it provides warmth.• Romans sat by the fire and believed the gods were present at their meal.• They sacrificed to Vesta sitting or standing in front of her altar hearth.• Food is offered to Vesta. <p>Possible points which may be developed/interpreted in Source C include:</p> <ul style="list-style-type: none">• Romans believed that nature was controlled by spirits called numina.• Spirits protected each home.• Janus guarded the doorway.• The Penates looked after the store cupboard.• The head of the household had a duty to ensure that prayers and sacrifices were offered to these spirits daily.• This kept the spirits happy and brought the family success.• The family came together at important key occasions. <p>Possible points of significant omission may include:</p> <ul style="list-style-type: none">• A lararium was dedicated to the Lares, the guardian spirits of the house and family.• The Lares could withdraw protection if neglected.• Vesta was also an important state goddess outside of the home.• Janus was also considered as a god of beginnings and endings.• He had a temple in Rome, closed in peace time.• The month January is called after him.• The Penates were honoured at meal times, part of the meal was thrown into the flames for them.• Children looked after the store cupboard as no impure person was allowed to touch it.• The genius or guardian spirit of the head of the household.• Special rites for the genius on the birthday of the head of the household. <p>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</p>
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10.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p>
		<p>Knowledge Up to a maximum of 8 marks in total. A candidate who uses <u>no analysis</u> will be awarded a maximum of 5 marks.</p>
		<p>To gain 8 knowledge marks, candidates must show at least three distinct forms of omens and signs, described accurately and in detail.</p>
		<p>Award up to 3 marks for the discussion of each “unit” of knowledge. The mark allocated should be based on Depth of Knowledge Exemplification Clarity Nuance</p>
		<p>Possible examples may include:</p> <ul style="list-style-type: none"> • The Romans relied heavily on omens and signs from their gods because they believed that the gods used them to communicate their will. • They used omens and signs to seek the gods approval for their actions. • They actively looked for omens and signs before committing to any action eg declaration of war, making peace, senate meetings etc. • The state appointed priests to interpret omens/signs. • The entrails of sacrificed animals were examined for defects. • The flight of birds was carefully watched and interpreted by an augur. • Chickens were observed eating. • Weather signs were observed. • The gods might communicate using dreams. • Any abnormal activity was regarded as a sign from the gods. • Sibylline Books were also consulted. • If signs or omens were not favourable actions were cancelled. • Individuals also looked for signs and omens to give direction in personal life eg guidance on marriage, health, having children, travelling, business affairs. • Ignoring signs could offend the gods and lead to disaster. • Paying attention to signs could bring success.
		<p>Analysis Up to a maximum of 8 marks in total.</p>
		<p>Award up to 2 marks for</p> <ul style="list-style-type: none"> • Basic explanations of cause and effect
		<p>Award up to 6 marks for</p> <ul style="list-style-type: none"> • Showing contrasts/comparisons • Showing different interpretations

Possible analytical approaches or judgements:-

- Plutarch's account of the assassination of Julius Caesar contains detailed accounts of omens and portents which occurred before and around the assassination. This might indicate that many, even amongst the literate classes, believed that such omens were valid.
- Cicero in his book *De Divinatione* is dismissive of the belief that the gods used dreams, weather or the flight of birds to communicate with mortals. Cicero used rational explanation of weather and reason to show that the gods would not communicate in this way with mortals.
- As philosophy became more important in Rome by the first century BC, the belief in omens and signs possibly diminished; however as philosophy was confined to an intellectual minority, belief in omens and signs from the gods may have remained generally widespread.
- Omens and augury could be used as a political weapon. Marcus Bibulus, Caesar's fellow consul in 59BC, tried to use augury to prevent the passing of legislation by declaring meetings of the assembly void as the flight of birds showed the gods displeasure.

Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

10.	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total. A candidate who uses <u>no analysis</u> will be awarded a maximum of 5 marks.</p> <p>To gain 8 knowledge marks, candidates must discuss the traditional beliefs in the underworld, and <u>two</u> other belief systems as exemplified in the question, or from recalled knowledge, described accurately and in detail. A candidate may gain full 8 marks for describing one philosophical belief about life after death, but the response would have to be very detailed, accurate and nuanced.</p> <p>Award up to 3 marks for the discussion of each “unit” of knowledge. The mark allocated should be based on Depth of Knowledge Exemplification Clarity Nuance</p> <p>Possible examples may include:</p> <p>Traditional Roman beliefs about life after death taught:</p> <p>Possible relevant points of knowledge:-</p> <ul style="list-style-type: none"> • On death the soul was led to the underworld or land of the dead by Mercury. • It paid the boatman Charon a fee to cross the River Styx. • It passed the guard dog Cerberus. • It faced judgement and was sent to an area of the underworld based on the judgement of its life. • Very good souls were sent to Elysium or paradise, the equivalent of Heaven. • Average souls were sent to a grey land called the Asphodel Fields. • Sinners were given eternal punishment in Tartarus, the land of punishment, the equivalent of Hell. • Traditional ideas did not offer hope to the majority who would end up in the Asphodel Fields or even worse in Tartarus. • Some sought an alternative view. • It was the upper class more educated Romans who turned to philosophy. • Epicureans believed that the soul, like the body, was made of atoms. • These atoms decomposed, like the body, on death. • There was therefore no afterlife. • This meant that men were freed from fear of death during their lifetime. • Epicureans proposed that a fear of death and the traditional beliefs about an afterlife only served to make men’s lives Hell on earth. • Stoicism also suggested that men who lived a virtuous life had nothing to fear from death. • If men lived in harmony with nature, free from anxieties, they could happily accept death as a release from harmful emotions which drive reason from the soul, take control and make man a slave to his passions. • Death was a blessing because it removed the constraints of life and liberated the soul. • The soul existed after death but only for a short time. • The soul was eventually consumed by divine fire and returned to reason.
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Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparisons
- Showing different interpretations

Possible analytical approaches or judgements:-

- It might be difficult to see how many Romans realistically believed that the souls of the dead experienced the “Homeric” underworld, as it appears capricious and childish, as described for example in the myths of the punishment of Prometheus. However modern faiths might also seem irrational in their depiction of the afterlife, and so this might help explain why traditional beliefs persisted.
- Philosophy might offer more “rational” solutions and both believed that they freed their followers from fear, but Stoicism and Epicureanism differed radically in their belief of the survival of the soul after death.
- Philosophy influenced a minority of the intellectual and literate elite, who left behind the bulk of literary evidence. As a result, we must be wary of judging these views as representative of the views of typical Romans. Indeed archaeological evidence in the form of funeral inscriptions tends to suggest that traditional views remained widespread throughout our period. Furthermore mystery religions and their teachings of the afterlife might have been more appealing to Romans than philosophy.

Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.

Candidate assessment will be based on the breadth, depth, clarity and cohesion of their answer as well as the knowledge and analysis of the topic.

[END OF MARKING INSTRUCTIONS]