



**S815/75/11**

**Classical Studies**

Date — Not applicable

Duration — 2 hours

**Total marks — 80**

**SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks**

Attempt ALL questions.

**SECTION 2 — CLASSICAL LITERATURE — 20 marks**

Attempt ALL questions.

**SECTION 3 — THE ROMAN WORLD — 30 marks**

Attempt ONE part, EITHER

Part A — Pompeii

page 05–06

OR

Part B — Roman Britain

page 07–08

Attempt ALL questions in your chosen part.

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

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

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



## SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt ALL questions

1. Describe the ways in which the Athenians honoured  
**either**  
the goddess Athena  
**or**  
the god Dionysus. 4
- Your answer should include details of a **building** and a **festival**.
2. Explain the reasons why slaves were necessary to the life and economy of classical Athens. 6
3. To what extent did all the people who lived in classical Athens have equal rights and responsibilities? 8
- You should explain **different aspects** of the rights and responsibilities different groups of people had and come to a reasoned conclusion.
4. Compare a trial in a court in classical Athens with a trial in a court in the modern world. 4
- You should identify **similarities** and **differences** between trials in classical Athens and trials in the modern world.

**Source A** (below) is from an ancient Greek writer.

When I first received my wife from her father she was not yet fifteen and had lived a very sheltered life, seeing and hearing very little and asking very few questions. I would have been happy if she had just known how to take the wool and weave a dress and how her mother shared out the spinning among the female slaves. I told her that the house is our shared property as also is the dowry she brought with her from her father.

5. Explain what **Source A** tells us about the lives of women in classical Athens. 4
- You should identify what points about **women's lives** are being made in the source and explain what they mean.

**Source B** (below) is from a party song by the poet Alcaeus (6th century BC).

Let us start drinking now! Why are we waiting for them to light the lamps? There is still a little daylight left. Take down the big painted cups, slave! The son of Zeus and Semele gave men wine to help them forget their troubles. Mix one part of wine to two parts of water, pour it in right up to the top, and drink one cup after another until morning comes.

6. Evaluate the usefulness of **Source B** for the study of parties (symposia) in Athens in the 5th century BC.

4

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

[Turn over

## SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

7. (a) Describe the heroic actions of a character or characters from a classical text(s). 5
- (b) Explain what these actions tell us about attitudes to heroism in the classical world. 3
- (c) Is our idea of a hero in the modern world the same as that of the classical world?  
Give reasons for your answer. 2
8. (a) Describe a situation in a classical text(s) where a woman or women behaved in a way which was considered inappropriate in classical times. 5
- (b) Explain what these actions tell us about the role of women in the classical world compared to today. 5

## SECTION 3 — THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

## Part A — Pompeii

9. Describe the forms of entertainment found in Pompeii. 4
10. Explain the reasons why so few people escaped the eruption of Vesuvius. 6
11. To what extent did religion play an important role in the lives of the people of Pompeii? 8  
You should explain **different aspects** of religion in people's lives and come to a reasoned conclusion.
12. Compare the shops and services found in the Forum in classical Pompeii with those found in a town centre in the modern world. 4  
You should identify **similarities** and **differences** between the shops and services found in the Forum in classical Pompeii and a town centre in the modern world.

[Turn over

Source A (below) is a wall painting found in the House of the Baker in Pompeii.



Source B (below) is from the story *The Golden Ass*, by Apuleius (2nd century AD).

I was extremely tired from turning the mill; even so I took care to observe the way this unpleasant workplace was run . . .

Good gods! What wretched slaves they were who worked in the bakery, their skin picked out all over with dark bruises, and their backs scarred where they had been whipped. There were foreheads branded with letters, hair half shaved off, ankles in shackles; their faces were yellow, their eyes damaged by the thick smoke and the clouds of steam from the ovens, so that they were barely able to see. A layer of flour, like ash, made them a dirty white colour.

13. Explain what Sources A and B tell us about bakeries in Pompeii.

4

You should identify the relevant pieces of information in the sources and explain what they mean.

14. Evaluate the usefulness of Source B for describing the different tasks involved in working in a bakery.

4

You could comment on who wrote it, when they wrote it, what they say, why they say it or what it has missed out.

## Part B — Roman Britain

15. Describe a typical day in the life of a soldier at Vindolanda. 4
16. Explain the reasons why Britain was an important province for the Romans. 6
17. To what extent did Britain become Romanised during the occupation? 8  
You should explain **different aspects** of life in Roman Britain and come to a reasoned conclusion.
18. Compare Mithraism with religion(s) in the modern world. 4  
You should identify **similarities** and **differences** between Mithraism in Roman Britain and elements of religion in the modern world.

[Turn over

Source A (below) shows a picture of a large public building outside the Roman town of Silchester.



Source B (below) is taken from a poem written in Turkey (3rd century AD).

There is a strong breed of hunting dog, small in size but no less worthy of great praise. The wild tribes of Britons, with their tattooed backs, breed these. Their size is like that of worthless and greedy domestic dogs: squat, skinny, shaggy, dull-eyed but with feet armed with powerful claws and a mouth sharp with close-set, poisonous, tearing teeth. It is for its nose, however, that it is most celebrated, and for tracking it is the best there is; for it is very good at discovering the tracks of things that walk upon the ground, and skilled too at following the scent.

19. Explain what Sources A and B can tell us about entertainment activities in Roman Britain. 4

You should identify the relevant pieces of information in the sources and explain what they mean.

20. Evaluate the usefulness of Source B for teaching us about leisure activities in Roman Britain. 4

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

[END OF SPECIMEN QUESTION PAPER]

*Acknowledgement of Copyright*

Section 3 Part A Source A: Roman fresco from the Praedia of Julia Felix in Pompeii.

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Section 3 Part B Source A: 'Reconstruction artwork showing spectators arriving at the amphitheatre for a gladiatorial contest c. AD 250. Silchester Roman City' (NO80914). © Historic England Archive.





National  
Qualifications  
SPECIMEN ONLY

**S815/75/11**

**Classical Studies**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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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 seven 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. Compare . . . aspects of the modern world with the classical world
  - v. Explain what Source A/a classical text you have read tells us about . . .
  - vi. Evaluate the usefulness of Source B for . . .
  - vii. 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 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 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.

**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* . . . (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.

**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 *Compare* to the modern world . . . (4 marks)**

Candidates must identify similarities and differences between the modern world and the classical aspect. These should be key comparisons and may include theoretical ideas. Candidates may provide a number of straightforward comparisons or these may be developed.

Marks will be awarded for each accurate, full comparison they make.

**Example:**

When comparing modern education to the education available in Athens in the 5<sup>th</sup> century BC, a difference can be found in the lack of access to education for girls and boys. Unlike today girls did not attend school and instead were educated by their mothers on how to run a household. (1 mark) Even boys did not have a legal right to education as it was not compulsory; families sent the boys to school for as long as they could afford to pay the fees. (1 mark for development)

**v. 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).

vi. 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:

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

**Example:**

Source B is useful for describing the lives of slaves in Classical Greece as it was written in the 5th century BC when slavery was prevalent in society (1 mark). It was written by a writer who would probably have owned slaves himself and understood their lives (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 other texts such as . . . (1 mark). However it fails to mention . . . which limits how useful it is (1 mark).

vii. 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 a comparison with the classical world worth 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).

## Marking instructions for each question

### SECTION 1

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> <li>• <b>A second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Details of the Parthenon or Theatre of Dionysus</li> <li>• Details of the Great Panathenaia or Lenaia/City Dionysia</li> <li>• Religious aspects of the festivals</li> <li>• Athletics or drama at the festivals</li> <li>• Other marks of honour eg Athena's head on coins</li> </ul> <p><b>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)</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
2.		<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"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	<b>6</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> <li>• No modern labour-saving devices in home or workplace</li> <li>• Free people would be reluctant to do “demeaning” work</li> <li>• Free people would be reluctant to do dangerous work</li> <li>• Slave labour allowed citizens time to take part in civic life</li> <li>• Free women needed all their time to run their own households and could not go to work for anyone else</li> <li>• All other states used slave labour</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
3.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Up to the total mark allocation for this question of 8 marks:</b></p> <ul style="list-style-type: none"> <li>• They will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue <b>up to a maximum of 5 marks.</b></li> <li>• They will be awarded <b>1 mark</b> for explaining different aspects of the issue.</li> <li>• They will be awarded <b>1 mark</b> for presenting a conclusion.</li> <li>• They will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 8 marks.</b></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Citizens - full rights eg to take part in political meetings, vote, be chosen as an official or juryman, to own land. Responsibility eg to fight for Athens, play an active part in politics</li> <li>• Women - not counted as citizens - no political rights; under the control of father/husband. Responsibility to obey father/husband, to produce children and be good housekeepers; took part in some religious ceremonies</li> <li>• Slaves - no rights at all. Responsibility to obey their master</li> <li>• Children of citizens - any rights exercised by their father. Sons had no political rights/responsibilities until they were 18. Responsibility to be obedient to their father</li> <li>• Metics - no political rights or right to own land. Responsibility to fight for Athens and pay taxes</li> <li>• Conclusion should be that everyone did not share the same rights and responsibilities and that there was no equality in Athenian society.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
4.	<p>Candidates must identify similarities and differences between the modern world and classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> <li>• Both have a judge and jury</li> <li>• The prosecution and defence both make speeches</li> <li>• Both use witness statements</li> <li>• Both are held in public</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>• Athenian juries were much larger</li> <li>• Only men were involved in the process</li> <li>• There were no professional lawyers to speak in court</li> <li>• Speeches were timed by a water-clock</li> <li>• The guilty defendant might propose his own penalty</li> <li>• Slave evidence could be taken under torture</li> </ul> <p><b>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>



Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
5.		<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 <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> 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"> <li>• <i>“received my wife”</i> - arranged marriages.</li> <li>• <i>“fifteen”</i> - minimum age 12; younger than today.</li> <li>• <i>“seeing... very little”</i> - girls/women largely restricted to the house.</li> <li>• <i>“weave/spinning”</i> - cloth made at home; time consuming.</li> <li>• <i>“her mother”</i> - mothers taught their daughters how to be a housewife.</li> <li>• <i>“shared out”</i> - a housewife organised the domestic slaves.</li> <li>• <i>“female slaves”</i> - many women ended up in slavery.</li> <li>• <i>“dowry”</i> - the sum paid to the groom by the bride’s father.</li> </ul> <p><b>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)</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question										
6.		<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"> <li>• Who produced it</li> <li>• When it was produced</li> <li>• Why it was produced</li> <li>• The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• One reference to an area of specific content the source has omitted, thereby limiting its usefulness</li> </ul> <p><b>Up to the total mark allocation for this question of 4 marks:</b></p> <ul style="list-style-type: none"> <li>• Candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></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 near contemporary writer; a man who attended parties; party host</td> </tr> <tr> <td>When it was produced</td> <td>6th century BC - predates 5th century</td> </tr> <tr> <td>Why it was produced</td> <td>To entertain at a party</td> </tr> <tr> <td>The content of the source</td> <td>It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late</td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	A near contemporary writer; a man who attended parties; party host	When it was produced	6th century BC - predates 5th century	Why it was produced	To entertain at a party	The content of the source	It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late
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## SECTION 2 -

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
7.	(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"> <li>1 mark should be given for each accurate relevant point of explanation.</li> </ul>	5	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> <li>Character(s) involved in heroic actions and context</li> <li>Describe heroic actions</li> <li>Reasons for heroic actions</li> <li>Results of heroic actions</li> </ul> <p><b>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).</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed 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 <b>3 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	<b>3</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 3 marks</b>.</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 <b>1 mark</b>.</p> <p>Possible points:</p> <ul style="list-style-type: none"> <li>• Heroes tended to be brave, often warriors; usually of high status</li> <li>• Were seeking glory for themselves</li> <li>• Not necessarily concerned about their followers</li> <li>• Not necessarily “good” people or selfless</li> </ul> <p><b>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).</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed 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 <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<b>2</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 2 marks</b>.</p> <p>Candidates must make direct comparisons between how 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 <b>1 mark</b>.</p> <p>Possible points:</p> <ul style="list-style-type: none"> <li>• Today heroes can come from all walks of life</li> <li>• Selfless people with little thought for themselves</li> <li>• Not seeking glory; often it just happens</li> <li>• Examples of modern heroes</li> </ul> <p><b>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).</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
8.	(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 <b>5 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> </ul>	5	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> <li>• Woman/Women involved in unacceptable behaviour and context</li> <li>• Describe behaviour</li> <li>• Reasons for behaviour</li> <li>• Results of behaviour</li> </ul> <p><b>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).</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed 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 <b>5 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> <li>• <b>Up to a maximum of 3 marks</b> may be given for comparisons with the classical world.</li> <li>• <b>Up to a maximum of 2 marks</b> may be given for comparisons with the modern world.</li> </ul>	<b>5</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>.</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 <b>1 mark</b>.</p> <p>Possible points:</p> <ul style="list-style-type: none"> <li>• Women in classical times had very few rights; stayed at home to look after husbands and family; did not voice opinions; very little education</li> <li>• Today, in general, women have the same rights as men</li> <li>• In some cultures, women still have few rights</li> </ul> <p><b>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).</b></p>



SECTION 3 - Part A - Pompeii

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
9.	<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"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> <li>• <b>A second mark</b> should be given for any point that is developed.</li> </ul>	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><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Description of gladiatorial shows-fights between men and men and beasts.</li> <li>• Crowd reaction and influence, size of audiences, free admission.</li> <li>• Theatre: comedies, tragedies, mime, pantomime.</li> <li>• Baths frequented regularly by both men and women since washing facilities in houses were generally poor; separate baths for men and women. Different rooms: warm, hot and cold plus pool.</li> <li>• Exercise ground used by men in afternoons to keep fit.</li> <li>• Dinner parties, feasts and entertainment by slaves.</li> </ul> <p><b>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)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
10.	<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"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	<b>6</b>	<p>Candidates can be credited in a number of ways up to a maximum of <b>6 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> <li>• Speed of pyroclastic flow was too fast/people couldn't escape fast enough.</li> <li>• Many headed for boats BUT the water receded and left them stranded.</li> <li>• Boats were smashed by the falling debris.</li> <li>• Some left it too late to leave because they didn't realise how serious the situation was.</li> <li>• The weight of ash made buildings collapse, killing many who had tried to shelter from the ash cloud.</li> <li>• People were crushed by the falling lumps of rock.</li> <li>• Many were asphyxiated as the ash cloud displaced the air.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
12.		<p>Candidates must identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed. 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 <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Marks will be awarded for each accurate comparison they make. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> <li>• Food markets selling various meat, bread and local produce were found in the forum just as there are often butchers, bakers and grocers in modern town centres.</li> <li>• The forum provided services such as money exchanging and banking, most modern town centres also provide banks or money exchange services.</li> <li>• Stalls were set up in open area like a farmers' market today.</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>• The forum was where slaves were bought, slavery is illegal now and you cannot buy slaves in a modern town centre.</li> <li>• Shops sold specific range of goods, unlike supermarkets today.</li> <li>• The amount of choice in food and goods would be much higher in a modern town centre in Pompeii due to global trade.</li> </ul> <p><b>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed 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 <b>4 marks</b>:  <b>1 mark</b> should be given for each accurate relevant point of explanation.</p>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p>Possible points in the sources which may be explained include:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• There is a man selling bread - most Pompeians did not make their own bread and would buy it daily.</li> <li>• The picture shows lots of bread made ready for sale - bread was a staple food and in demand.</li> <li>• The loaves of bread are all roughly the same shape and size - these loaves were baked in tins to ensure that every customer got the same amount of bread for their money.</li> <li>• The selling of the bread does not seem an unpleasant or difficult task.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• <i>I was extremely tired from turning the mill</i> - they used animals to turn the stone mills to grind wheat to make flour.</li> <li>• <i>Slaves who worked</i> - many of the bakeries would have used slaves to do the unpleasant work and to meet the demand for bread.</li> <li>• The source also reveals some of the unpleasant aspects of working in a bakery:</li> <li>• <i>Their eyes damaged by the thick smoke</i> - most bakeries would have been dark and smoky due to the lack of windows and chimneys.</li> <li>• <i>Clouds of steam</i> - these bakeries would have been very hot because of the wood burning ovens.</li> </ul>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> <li>• <i>A layer of flour</i> - the slaves would have worked with flour to make dough for long periods of time.</li> </ul> <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 principles for this type of question	Max Mark	Detailed marking instructions for this question												
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"> <li>• Who produced it</li> <li>• When it was produced</li> <li>• Why it was produced</li> <li>• The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• One reference to an area of specific content the source has omitted, thereby limiting its usefulness</li> </ul> <p><b>Up to the total mark allocation for this question of 4 marks:</b> Candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</p>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></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>Wall painting/fresco painted by a contemporary Roman.</td> </tr> <tr> <td>When it was produced</td> <td>It was produced around 79 AD.</td> </tr> <tr> <td>Why it was produced</td> <td>It was made to decorate the walls of the House of the Baker. To depict life in the bakery.</td> </tr> <tr> <td>The content of the source</td> <td>It shows the selling of bread. The loaves are all of similar size, to ensure that customers all received the same.</td> </tr> <tr> <td>Area of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>• The grinding of wheat into flour</li> <li>• The darkness of the bakery</li> <li>• The heat and smokiness of the bakery caused by the ovens</li> <li>• The making of dough</li> <li>• The long hours worked</li> <li>• The use of slaves and animals</li> </ul> </td> </tr> </tbody> </table> <p><b>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)</b></p>	Aspect of the source	Possible evaluative comment	Who produced it	Wall painting/fresco painted by a contemporary Roman.	When it was produced	It was produced around 79 AD.	Why it was produced	It was made to decorate the walls of the House of the Baker. To depict life in the bakery.	The content of the source	It shows the selling of bread. The loaves are all of similar size, to ensure that customers all received the same.	Area of specific content the source has omitted	<ul style="list-style-type: none"> <li>• The grinding of wheat into flour</li> <li>• The darkness of the bakery</li> <li>• The heat and smokiness of the bakery caused by the ovens</li> <li>• The making of dough</li> <li>• The long hours worked</li> <li>• The use of slaves and animals</li> </ul>
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SECTION 3 - Part B - Roman Britain

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
15.	<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"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> <li>• <b>A second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a maximum of <b>4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Listening to the Morning Report <ul style="list-style-type: none"> <li>○ Roll call of officers and men in unit</li> <li>○ Fixed Passwords</li> <li>○ Announced security and guard duty</li> </ul> </li> <li>• Offering prayers to the emperor/Official gods</li> <li>• Sentry duty on gates, HQ etc</li> <li>• Cleaning: uniforms, streets, bath-house etc.</li> <li>• Building/maintaining roads</li> <li>• Building/maintaining buildings in the fort</li> <li>• Collecting rations</li> <li>• Cooking/Eating meals</li> <li>• Transporting supplies to and from the fort</li> <li>• Worshipping in temple outside fort (eg Mithras)</li> <li>• Visiting Village (off-duty)</li> <li>• Visiting Bath-house (off-duty)</li> </ul> <p><b>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)</b></p>



Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
16.	<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"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> <li>• A sign of imperial might</li> <li>• Increased prestige of emperor</li> <li>• Provided Slaves</li> <li>• Provided Trade</li> <li>• Tin Mining</li> <li>• Iron Mining</li> <li>• Gold Mining</li> <li>• Wool</li> <li>• Taxation</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
17.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Up to the total mark allocation for this question of 8 marks:</b></p> <ul style="list-style-type: none"> <li>• They will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue <b>up to a maximum of 5 marks.</b></li> <li>• They will be awarded <b>1 mark</b> for explaining different aspects of the issue.</li> <li>• They will be awarded <b>1 mark</b> for presenting a conclusion.</li> <li>• They will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 8 marks.</b></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Romanised towns had street plans.</li> <li>• Followed Roman legal system.</li> <li>• Reading and writing were extended (in Latin).</li> <li>• Client Kings were established eg Cogidubnus.</li> <li>• Villas were built.</li> <li>• People used bathhouses.</li> <li>• Native religion blended with Roman religion.</li> <li>• Sacred spring at Aquae Sulis was made into a Roman building.</li> <li>• Theatres were built to show plays.</li> <li>• Amphitheatres were built to show gladiatorial games.</li> <li>• Tribal systems still existed.</li> <li>• Celtic gods were still honoured.</li> <li>• Permanent communities were established around forts.</li> <li>• Large military presence was required.</li> <li>• North of Hadrian’s Wall remained hostile.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
18.	<p>Candidates must identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed. 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 <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Marks will be awarded for each accurate comparison they make. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> <li>• Initiation ceremonies took place similar to ones today eg baptism</li> <li>• Worshippers shared a communal meal similar to meals after Sikh worship today</li> <li>• The cult had one god similar to Islam and Christianity today</li> </ul> <p>Differences</p> <ul style="list-style-type: none"> <li>• Only men could join the cult; modern religions are open to everyone</li> <li>• Rites had to be kept secret; modern religions are more open</li> <li>• Worshippers also followed the mainstream religion; today people belong to one religion</li> </ul> <p><b>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
19.	<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 <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• There were amphitheatres in Roman Britain</li> <li>• Amphitheatres were specialist entertainment buildings</li> <li>• Stalls and shops are present outside the amphitheatre, good for business</li> <li>• Amphitheatres were not all grand stone buildings</li> <li>• Gladiator games took place</li> <li>• Animal shows were likely</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Britons bred hunting dogs</li> <li>• People enjoyed hunting</li> <li>• Written in Turkey so it was well known that hunting was popular</li> <li>• Dogs may have been used in amphitheatre shows as well</li> </ul> <p><b>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)</b></p>

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20.		<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"> <li>Who produced it</li> <li>When it was produced</li> <li>Why it was produced</li> <li>The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>One reference to an area of specific content the source has omitted, thereby limiting its usefulness</li> </ul> <p><b>Up to the total mark allocation for this question of 4 marks:</b></p> <ul style="list-style-type: none"> <li>Candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	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 creative writer from Turkey - not an immediate eye-witness</td> </tr> <tr> <td>When it was produced</td> <td>During the period of Roman Britain</td> </tr> <tr> <td>Why it was produced</td> <td>It is a poem Designed to entertain and provide broad knowledge rather than specific detail for a specialist audience</td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>Natural bias that British are uncivilised.</li> <li>Could be exaggerated based on sensational hearsay</li> <li>Tattooed backs designed to make Britons seem outlandish</li> <li>Its teeth would not be poisonous</li> <li>Hunting dogs and domestic dogs were both bred.</li> <li>Dogs used for tracking</li> </ul> </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	A creative writer from Turkey - not an immediate eye-witness	When it was produced	During the period of Roman Britain	Why it was produced	It is a poem Designed to entertain and provide broad knowledge rather than specific detail for a specialist audience	The content of the source	<ul style="list-style-type: none"> <li>Natural bias that British are uncivilised.</li> <li>Could be exaggerated based on sensational hearsay</li> <li>Tattooed backs designed to make Britons seem outlandish</li> <li>Its teeth would not be poisonous</li> <li>Hunting dogs and domestic dogs were both bred.</li> <li>Dogs used for tracking</li> </ul>
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