



National  
Qualifications  
SPECIMEN ONLY

**SQ08/H/01**

**Classical Studies**

Date — Not applicable

Duration — 2 hours and 15 minutes

**Total marks — 60**

**SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks**

Attempt EITHER Part A or Part B.

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

Attempt ONE question.

**SECTION 3 — LIFE IN THE ROMAN WORLD — 20 marks**

Attempt EITHER Part A or Part B.

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

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

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



\* S Q 0 8 H 0 1 \*

## SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A or Part B

## Part A — Power and Freedom

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

Read Source A and attempt question 1.

*Source A is an extract from a court case brought by the author against Eratosthenes who has seduced his wife.*

When I decided to marry, Athenians, and brought a wife to my house, I was for some time disposed not to harass her but not to leave her free to do as she pleased. So I watched her as far as I could and paid attention to her as far as was reasonable. But when my child was born, thinking this the truest expression of the close tie between us, I began to trust her and I put all my resources at her disposal. At first, gentlemen, she was the best of wives — a clever housekeeper. It was my mother's death that was the origin of all my troubles. When she was carried out to burial, my wife went with the procession, was seen by that man and generally seduced. He used to wait for the slave girl who went to market and, making propositions through her, brought about my wife's downfall.

Lysias, *Against Eratosthenes*, 1.6ff [5th-century BC]

1. Evaluate the usefulness of **source A** for describing the lives of women in 5th-century BC Athens.

You can use information about the origin of the source, the content of the source and what you know about the issue to make a judgement about the usefulness of the source.

8

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

2. (a) Analyse the role of the Athenian legal system in attempting to provide fairness for all in 5th-century BC Athens.

12

OR

- (b) Analyse the role of slavery in all aspects of society in 5th-century BC Athens.

12

## SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A or Part B

## Part B — Religion and Belief

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

Read Source A and attempt question 3.

Source A is an extract from a play by Euripides.

No house is clean and prosperous without a wife.  
 And in divine affairs — I think this is of the first importance —  
 we have the greatest part. For at the oracle at Delphi  
 women explain Apollo's will. At the holy seat of Dodona,  
 by the sacred oak, the female race passes on  
 the thoughts of Zeus to all Greeks who desire it.  
 As for the holy rituals performed for the Fates  
 and the nameless goddesses, these are not holy  
 in men's hands; but among women they flourish,  
 every one of them. Therefore, in holy service women  
 play the righteous role. How then is it fair for  
 the race of women to be abused?.

Euripides, *The Captive Melanippe*, frag. 13 [5th-century BC]

3. Evaluate the usefulness of source A for describing the role of women in religious life in 5th-century BC Greece.

You can use information about the origin of the source, the content of the source and what you know about the issue to make a judgement about the usefulness of the source.

8

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

4. (a) Analyse the role of the state in organising religion in 5th-century BC Athens.

12

OR

- (b) Analyse the role of different beliefs about the afterlife in religion in classical Greece.

12

## SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ONE question

5. “Conflict lies at the heart of all human experience.”

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

20

OR

6. “Leadership is a matter of overcoming challenges.”

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

20

**SECTION 3 — LIFE IN THE ROMAN WORLD — 20 marks**

**Attempt EITHER Part A or Part B**

**Part A — Power and Freedom**

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

Study Sources A, B and C and attempt question 7.

Source A is a bronze statue of the emperor Augustus in Rome.



Source B is from a modern writer.

Augustus became a master of political propaganda, using many different types of public display in order to justify his new status and power. Literary tributes such as those of the poets Horace and Virgil showed Augustus as a great leader. Augustus encouraged the production of these.

## SECTION 3 — LIFE IN THE ROMAN WORLD (continued)

Source C is from a Roman writer.

Augustus wanted to be considered democratic. Therefore, although he accepted responsibility for all the care and management of government business on the grounds that it required considerable attention, he said that he himself would not assume the administration of all the provinces. In the cases of those provinces which he did personally govern, he would not do so forever. In fact, he returned the weaker provinces to the Senate, on the grounds that they were peaceful and not at war. But he retained control over the stronger provinces, on the grounds that they were unstable and explosive, and either had hostile neighbours or might themselves revolt.

7. How fully do sources A, B and C explain the methods used by the emperor Augustus in maintaining power?

Use at least two of the sources and your own knowledge.

8

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

8. (a) To what extent could individuals achieve political power in the Roman world?

12

OR

- (b) To what extent did Roman rule have an impact on life in the provinces?

12

## SECTION 3 — LIFE IN THE ROMAN WORLD — 20 marks

Attempt EITHER Part A or Part B

## Part B — Religion and Belief

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

Study Sources A, B and C and attempt question 9.

Source A is a container to store the ashes of a 5 year-old child.



Source B is from a modern writer.

Because the Romans believed that a proper burial was essential for progression to the afterlife, there was much concern about this. Arrangements for their burial were complicated, could be expensive and could not be left to chance in the hope that their relatives would ensure proper burial. Romans planned carefully and took steps to ensure a proper burial for themselves. Many Romans belonged to funeral societies, called *collegia*, to ensure proper burial. Members were guaranteed a spot in the society's shared tomb.

## SECTION 3 — LIFE IN THE ROMAN WORLD (continued)

Source C is from a Roman writer.

Meanwhile, on the shore, they were weeping bitterly for Misenus and paying their last respects to his senseless ashes. First they raised a huge pyre, heavy with cut oak and pine, weaving the sides with dark foliage, set funereal cypress in front, and decorated it above with shining weapons. Some heated water, making the cauldrons boil on the flames, and washed and anointed the corpse.

9. How fully do Sources A, B and C explain attitudes to death and funerals in the Roman world?

Use at least two of the sources and your own knowledge.

8

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

10. (a) To what extent did religion play an important part for those living in the Roman countryside?

12

OR

- (b) To what extent did the Roman authorities tolerate alternative religious beliefs?

12

[END OF SPECIMEN QUESTION PAPER]

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**SQ08/H/01**

**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 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.

## Section 1: Life in Classical Greece

### Part A: Power and Freedom

1

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

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

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

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

**Possible evaluative comments may include:**

Aspect of the source	identified in this source	Possible evaluative comment
Type of source	account of a court case	<ul style="list-style-type: none"><li>• speech used in court case</li></ul>
When it was produced	5 <sup>th</sup> -century BC	<ul style="list-style-type: none"><li>• contemporary</li></ul>
Why it was produced	author's account	<ul style="list-style-type: none"><li>• extract from accuser's speech</li></ul>
What it shows	<ul style="list-style-type: none"><li>• I brought a wife to my house.</li><li>• I put my resources at her disposal.</li><li>• She was seen by that man and generally seduced.</li></ul>	<ul style="list-style-type: none"><li>• arranged marriage</li><li>• role of women within the home, responsible for running household, in charge of budget</li><li>• restricted life within home; outside home for funerals, festivals, etc</li></ul>

**Section 1: Life in Classical Greece**

**Part A: Power and Freedom**

Point from the source	Interpretation	Expansion
<ul style="list-style-type: none"> <li>I brought a wife to my house.</li> </ul>	<ul style="list-style-type: none"> <li>arranged marriage</li> </ul>	<ul style="list-style-type: none"> <li>Her life centred on the house and the children. Most citizen wives had slaves to do the cooking, cleaning, and grocery shopping.</li> </ul>
<ul style="list-style-type: none"> <li>I put my resources at her disposal.</li> </ul>	<ul style="list-style-type: none"> <li>keys to the store cupboard</li> </ul>	<ul style="list-style-type: none"> <li>In charge of running of household, the budget, supervising slaves.</li> </ul>
<ul style="list-style-type: none"> <li>She was seen by that man and generally seduced.</li> </ul>	<ul style="list-style-type: none"> <li>only outwith the home on special occasions; never unaccompanied</li> </ul>	<ul style="list-style-type: none"> <li>Women's duty to attend to funeral rites and attend funeral.</li> </ul>

- A respectable woman's main role in ancient Athens was to stay home, keep pretty, and produce legitimate heirs.
- Once she gave birth, her father could not take her back.
- It was difficult, but not impossible, for a woman to divorce her husband, but easy for her husband to divorce her.
- With divorce, her property which was turned over to her husband upon marriage was returned to her father or male guardian.
- She would also lose all rights to her children.
- Her husband was within his rights to lock her up in the house if she wasn't behaving like he thought she should.
- Publically she would only be seen at religious events, weddings, and funerals.
- Childbirth occurred at home, usually without the assistance of a midwife.
- Some contraception methods were available but not readily accessible to most women; the mortality rate for both mothers and babies was high.
- Courtesans had the ability to go where they wanted, when they wanted.
- Courtesans were normally educated in dancing, singing, music, conversation and other ways of pleasing men.
- Courtesans were intelligent women, well-educated and able to intellectually entertain their guests, eg Aspasia.
- These women were not as respected as wives, but the benefit was a much greater freedom.

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

Section 1: Life in Classical Greece	
Part A: Power and Freedom	
2	<p><b>a</b> <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a <b>maximum of 8 marks in total</b>, 1 mark should be given for each accurate, relevant point that is developed.</p> <p>Up to a <b>maximum of 4 marks</b> will be awarded for analysing different aspects of the issue.</p> <p><b>Possible examples may include:</b></p> <p><b>Making of laws</b></p> <ul style="list-style-type: none"> <li>• Laws of Athens were made after discussion at a meeting of the assembly.</li> <li>• All citizens decided on laws by voting in the assembly.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Women, slaves and metics were excluded from decision-making in 5<sup>th</sup>-century Athens.</li> <li>• Women had to be represented in court by a male guardian and could not bring a court case on their own.</li> <li>• Jurors were chosen from all ten tribes to ensure representation of Athenian society.</li> <li>• Citizens had the right to bring a case against fellow citizens.</li> <li>• Accuser and accused usually presented their own evidence and conducted their own defence.</li> <li>• Speeches were timed by water clock ensuring all speakers had the same time to present their cases to the jury.</li> <li>• Professional speech-writers were hired by those who could afford this service.</li> </ul> <p><b>Administration of justice</b></p> <ul style="list-style-type: none"> <li>• Slaves were tortured for evidence as it was believed slaves were liars by nature.</li> <li>• There were large juries: between 201 and 501 jurors were chosen by lot to ensure fairness.</li> <li>• The juries were chosen on the day of trial, ensuring bribery and coercion were difficult.</li> <li>• Jurors were mature, at least 30 years old.</li> <li>• The process of ostracism allowed citizens to remove potentially dangerous citizens from the city for a period of ten years but allowing them to keep property in Athens for their return from exile.</li> <li>• Jurors could shout out their own opinions during the trial, even if abusive.</li> <li>• The jury decided on innocence and guilt and also the sentence, ensuring no one man decided on guilt or innocence or the passing of a sentence for the guilty.</li> <li>• No cross-examination of witnesses happened in an Athenian trial.</li> <li>• The jurors voted by placing a voting pebble in one of two urns: innocent or guilty.</li> <li>• If guilty, both accuser and convicted person proposed the penalty, as in the trial of Socrates.</li> <li>• The jury voted on what penalty to award.</li> <li>• The Delian League members were forced to bring any of their cases in Athenian courts.</li> </ul>



**Section 1: Life in Classical Greece**

**Part A: Power and Freedom**

**Impact on society**

- Citizens were paid for jury duty thus ensuring no loss of income.
- There was the danger of sycophants bringing spurious cases against citizens for personal gain.
- There was an increase in wealth/income for Athens as all court cases in the Empire were held in the city: Delian League members had to pay for accommodation in Athens as well as other expenses incurred during their stay in Athens.

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

**Section 1: Life in Classical Greece**

**Part A: Power and Freedom**

<p>2</p>	<p>b</p>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Domestic slaves</b></p> <ul style="list-style-type: none"><li>• Slaves carried out household duties such as cooking, cleaning, water collection, childcare, wet nursing, spinning and weaving, tending fires/ovens, tending oil lamps.</li><li>• Slaves acted as tutor and paedagogus for wealthy men’s sons to educate in the home and accompany sons to school.</li><li>• Slaves worked in a master’s business – often alongside their master – in shops, factories and trade.</li><li>• Slaves were rented out to work in mines and public building works.</li><li>• Singers, dancers and acrobats were purchased for entertainment purposes at symposium and could also be hired out to other citizens.</li></ul> <p><b>Public slaves</b></p> <ul style="list-style-type: none"><li>• Scythian archers were used as a police force, although they had no power of arrest.</li><li>• Slaves were used in the Athenian mint producing coinage for Athens.</li><li>• Slaves were used for menial tasks such as cleaning streets and mending roads.</li><li>• A slave would be employed as the Public Executioner as no citizen should have to perform this duty.</li></ul> <p><b>Aspects without slaves</b></p> <ul style="list-style-type: none"><li>• Democracy would not have flourished in 5<sup>th</sup>-century Athens as slaves kept their master’s business running which allowed citizens to attend assembly, hold office and undertake jury duty.</li><li>• Slaves were necessary for the creation of wealth of Athens in the silver mines and dockyards.</li><li>• Slaves were necessary for work in agriculture, ensuring food production for the Athenians.</li><li>• Slaves were ‘living tools’ in all areas of Athenian life, being seen as labour-saving devices.</li><li>• Slaves allowed citizens free time for leisure and attendance at festivals, state occasions, theatre, palaestra, etc.</li></ul> <p><b>Any other valid reason that meets the criteria described in the general marking principles for this kind of question.</b></p>
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**Section 1: Life in Classical Greece**

**Part B: Religion and Belief**

3

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

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

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

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

**Possible evaluative comments may include:**

Aspect of the source	Identified in this source	Possible evaluative comment
Type of source	Play	<ul style="list-style-type: none"> <li>• It is based on mythological-traditional stories from earlier centuries, so its historical worth is limited.</li> <li>• It can also deal with issues relevant to contemporary audience (eg role of women).</li> </ul>
When it was produced	5 <sup>th</sup> -century BC	<ul style="list-style-type: none"> <li>• It is contemporary to audience, although based on mythology – Bronze Age tradition.</li> </ul>
Why it was produced	Dramatic work	<ul style="list-style-type: none"> <li>• The desire to have an emotional effect on the audience can result in factual distortion.</li> <li>• Effective drama deals with ‘eternal issues’, relevant to audiences in different locations and times.</li> </ul>
What it shows	<ul style="list-style-type: none"> <li>• At the oracles of Phoebus, women explain Apollo’s will.</li> <li>• By the sacred oak the female race conveys the thoughts of Zeus in holy service.</li> <li>• Women play the righteous role.</li> </ul>	<ul style="list-style-type: none"> <li>• Women had an important role in religion (expanded as outlined below).</li> <li>• It concentrates on women’s role in oracles.</li> </ul>

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### Part B: Religion and Belief

Point from the source	Interpretation	Expansion
<ul style="list-style-type: none"> <li>At the oracles of Phoebus, women explain Apollo's will.</li> </ul>	<ul style="list-style-type: none"> <li>Female priestess of Apollo at Delphi, the Pythia, who entered trance or possession by Apollo to speak prophecies.</li> </ul>	<p>Further points might include discussion of:</p> <ul style="list-style-type: none"> <li>Suppliant approached carrying laurel wreaths.</li> <li>Pythia selected from local women on death of previous holder.</li> <li>Trance may have been induced by gasses in volcanic fault.</li> <li>Misinterpretation of oracle led Croesus to lose his kingdom.</li> <li>Oracles formed an important part of Greek dramas such as Oedipus.</li> </ul>
<ul style="list-style-type: none"> <li>By the sacred oak the female race conveys the thoughts of Zeus in holy service.</li> </ul>	<ul style="list-style-type: none"> <li>At Dodona, priestesses used rustling of oak trees to establish will of the gods.</li> </ul>	<ul style="list-style-type: none"> <li>Dodona was older than Delphi, but less well-known.</li> <li>Priests worked alongside priestesses.</li> <li>Originally shrine dedicated to 'Mother Goddess'.</li> <li>Herodotus discusses claims that oracle originated in Egypt or Phoenicia.</li> <li>The shrine was suppressed by Christians.</li> </ul>
<ul style="list-style-type: none"> <li>Holy rituals performed for the Fates.</li> </ul>	<ul style="list-style-type: none"> <li>Fates (Moirai) were three goddesses or incarnations of destiny. They controlled the destiny and length of life of each human.</li> </ul>	<ul style="list-style-type: none"> <li>They decided the length of life through the creation of a thread.</li> <li>They were considered important deities at birth of child.</li> <li>Women offered lock of hair to Fates on wedding day.</li> <li>Fate was an important Greek concept as is shown in the Iliad or Oedipus Rex.</li> </ul>

#### Points of specific content the source has omitted:

- The presence of female gods and characters in literature shows the importance of women in religion, but art showed gods and goddesses interacting in ways which were not likely in Greek society.
- The practice of religion in ancient Greece involved both private and public aspects: within the home, religion focused on the hearth and the goddess Hestia.
- Priestesses were necessary to conduct and organise the over 100 annual

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**Part B: Religion and Belief**

religious events that occurred yearly in Athens: these women had high status, relative freedom, and remained unmarried – and most events would have fallen apart without their organisation by women.

- Maintaining the home fire was an important ritual which served as a focus for worship.
- Areas in which women could perform in the public sphere included weddings, funerals and state religious festivals in which women were expected to play a prominent public role.
- The Thesmophoria was a significant religious event that women were expected to attend: men were strictly prohibited – it was reserved for married women only.
- The women were expected to prepare sacrifices and offerings for the goddesses.
- Another female festival was that of Haloa, celebrated to protect the sowing of the grain – sacrifices were expected to be made by the women to the goddess Demeter, her daughter Kore and also to the god of the sea, Poseidon; ALL women were expected to celebrate and perform at this festival.
- As part of a woman’s public duties, she would be expected to play an important role in preparing dead bodies for burial.
- In a funeral procession, the females were expected to carry the libations at the front of the group, FOLLOWED by the male relatives.
- According to Solon’s laws, the number of female relatives allowed to attend was limited.
- Women were forbidden from cutting themselves at funerals.
- Women were not allowed to sacrifice an ox, or bury more than three garments with the body.
- On the third and ninth days of the funeral, women were expected to deliver food and libations to the gravesite.

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

Section 1: Life in Classical Greece	
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4	<p><b>a</b> <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Organisation of festivals</b></p> <ul style="list-style-type: none"> <li>• Panathenaea festival contained drama and sporting competitions as well as religious elements.</li> <li>• Panathenaea was funded by the state through liturgies – similar to sponsorship by the wealthy.</li> <li>• Dionysia was organised by the archon – state official.</li> <li>• Dionysia contained procession of inhabitants of the city of Athens.</li> <li>• During Dionysia a city-wide festival was held, where food was provided for all citizens.</li> <li>• Dramatic productions were sponsored by rich citizens.</li> </ul> <p><b>Animal sacrifices</b></p> <ul style="list-style-type: none"> <li>• At the Buphonia, oxen were sacrificed to Zeus – only ceremony where ‘working’ animals were slaughtered.</li> </ul> <p><b>Sacrifices and purification ceremonies before and after battle.</b></p> <ul style="list-style-type: none"> <li>• At the Agrotera, 600 goats were slaughtered in thanksgiving for victory over Persians at the battle of Marathon.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking principles for this kind of question.</b></p>

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4	<p><b>b</b> <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Traditional beliefs</b></p> <ul style="list-style-type: none"> <li>• A number of traditional stories and beliefs related to death and the underworld, such as the return of Orpheus to reclaim his wife.</li> <li>• Preparation of body of deceased for journey to the underworld indicated a belief in the underworld.</li> </ul> <p><b>Orphic-Pythagorean beliefs</b></p> <ul style="list-style-type: none"> <li>• Some believed that the soul was the ‘prisoner’ of the body.</li> <li>• The soul was reincarnated or transmigrated in a ‘wheel of life’.</li> <li>• The ultimate aim is escape to a ‘higher’ form through performance of religious ritual (Orphic belief) or philosophical contemplation (Pythagorean belief).</li> <li>• Contemplation of music and mathematics was important in Pythagorean belief to achieve escape.</li> </ul> <p><b>Pre-Socratic materialists</b></p> <ul style="list-style-type: none"> <li>• Atomist-materialist belief was outlined by Leucippus and Democritus.</li> <li>• The soul and mind are like the body and consist of indivisible atoms which separate at death.</li> <li>• Some pre-Socratic philosophers concluded that there is no afterlife or underworld (or gods for that matter).</li> </ul> <p><b>Ideas of Socrates-Plato as outlined in Phaedo</b></p> <ul style="list-style-type: none"> <li>• The soul is immortal, but the body perishes at death.</li> <li>• ‘Cyclical’ nature of soul, similar to Pythagorean belief in reincarnation.</li> <li>• Plato argued that the underworld is a temporary residence for the soul (as also outlined in the Allegory of the Cave in The Republic) but there was no concept of punishment.</li> </ul> <p><b>Possible examples of significance of beliefs and differences</b></p> <ul style="list-style-type: none"> <li>• Most beliefs used the language of traditional religion (eg the gods, and the underworld) but gave them different meanings.</li> <li>• Popular culture such as drama and religious festivals indicates continuing strong belief in traditional views.</li> <li>• Ostensible reason for Socrates’ condemnation and execution place</li> </ul>

**Section 1: Life in Classical Greece**

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emphasis on his non-traditional beliefs regarding the gods and afterlife.

- Philosophical views were probably confined to a small educated elite.
- There is little evidence that the materialist view on afterlife was ever popular.

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



## 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.

## Section 2: Classical Literature

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

**Possible points from classical texts which address the theme could include:**

### **Antigone**

The approach to the theme is the examination of conflict caused by tradition v change; gender issues; age v youth; and individual v authority.

**Possible examples from the text which would illustrate the theme include:**

- Antigone, a young adolescent girl, stands up to her male guardian by breaking the law in denying the burial of her brother Polynices; in doing so she drags the other characters into conflict with her and with each other.
- The play begins the day after the conflict of war where the two brothers, Eteocles and Polynices, kill each other.
- Although the conflict between Eteocles and Polynices is not part of the play, it acts as a catalyst to the main events.
- Antigone tries to get her sister Ismene to help her to bury Polynices, which has been forbidden by Creon.
- Antigone sees this as contrary to the laws of the gods and her right as a woman to perform burial rights for family members.
- Ismene cannot go against her male guardian and king by stepping outside the traditional role of a Greek woman and is unwilling to help Antigone, instead trying to change her mind by reminding her of the position of women.
- Antigone and Ismene clash over this and Antigone rejects her sister.
- Antigone clashes with Creon and is triumphant at her actions; Creon is infuriated that a young woman and a family member should defy him.
- Both characters are convinced they are right and will not back down.
- Haemon becomes involved in championing his fiancée's cause but only succeeds in infuriating his father even more, as Creon thinks the opinions of the young are worth nothing and that a son should know his place.
- Creon rejects the advice of the chorus because they are old.
- Creon clashes with Tiresias and refuses to accept the advice given until it is too late.
- The play portrays a family at war and results in the suicides of Antigone, Haemon and Eurydice.
- Haemon and Eurydice die cursing Creon.
- Creon finally accepts responsibility for his actions and the tragedies that have befallen his family.
- The same themes have relevance in modern society.

### **Medea**

The approach to the theme is centred on the betrayal of Medea by Jason, whose act of betrayal leads to Medea's dreadful revenge. Due to Jason's decision to make a more socially acceptable marriage to a Greek woman, Medea comes into conflict with others in the play resulting in the deaths of four people.

**Possible examples from the text which would illustrate the theme include:**

- Medea has given up everything for Jason – homeland and family.
- She lived as an outsider in an alien environment as a typical Greek wife.
- She has been a good, loyal wife producing two sons.
- She is badly treated by Jason and only learns of his betrayal by rumour.
- She does not accept that Jason can just remarry and she just has to accept it.

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- Creon plans to exile her, leaving her nowhere to go.
- Jason blames Medea herself for this exile because of her behaviour.
- Although her conflict is with Jason, her revenge will affect others.
- While her wish for revenge against Jason is natural, she goes too far.
- Glauke's death is terrible and undeserved as her marriage to Jason is arranged by Creon and Jason.
- Medea's use of her children to deliver the poisoned gift is cynical and places her sons in danger.
- She brings the unwitting Aegeus of Athens into the conflict by ensuring she has a safe haven after her escape.
- Innocent people die to satisfy her need for revenge – Glauke and her sons.
- The theme of being an outsider in modern society still resonates today.

### Lysistrata

The approach to the theme is an examination of the conflict between men and women in the play Lysistrata, born out of the conflict of war and the effects on family life.

#### **Possible examples from the text which would illustrate the theme include:**

- Lysistrata leads a rebellion of women from Athens and neighbouring states against their menfolk.
- The women leave their homes, husbands and children.
- The women withhold sex from their husbands to end the war.
- The women interfere in politics and war.
- The women use violence against men.
- They barricade the Acropolis to prevent men gaining access to the war fund.
- They humiliate the magistrate twice, dressing him up as a woman and a corpse.
- The chorus of old women drenches the chorus of old men with water.
- The women conform to the male stereotype of drinking wine and discussing sex.
- The men are unable to cope at home without the women.
- Myrrhine runs rings around her husband.
- Men are portrayed as warmongers, incapable of making peace.
- The women prove their value to the city through childbirth and their religious contribution.
- Only the women are able to unite the peoples of Greece.
- At the end, all are reconciled and the women return to their husbands.
- Lessons to be taken from the play are still relevant today: peace is better than war; negotiation and reconciliation are better than conflict; the family unit is important, etc.

### Virgil's Aeneid

The approach to the theme is an examination of the physical conflict of war and the internal conflict of Aeneas, as an instrument of destiny. The fall of Troy is brought about by Greek trickery and treachery, helped by Trojan credulity. The Trojans have lost their home and are uprooted, dispossessed and demoralised.

#### **Possible examples from the text which would illustrate the theme include:**

- Aeneas in Book 2 depicting the fall of Troy offers resistance to the Greeks, despite being forewarned by the spirit of Hector to take the gods of Troy and leave.
- Aeneas reacts like any warrior and tries to defend his city.
- Aeneas sees Helen and wants to exact vengeance on her, seeing her as the cause of the destructive ten-year war.

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- Reprimanded by his mother, Venus, he has to follow commands of the gods.
- Aeneas rescues Anchises and Ascanius from the burning city but loses his wife Creusa.
- The spirit of Creusa reminds him of his destiny and that a new wife awaits him in Italy.
- His journey in exile is full of conflict as depicted in Book 3: fate of Polydorus, encounter with the Harpies, tale of Achaemenides prisoner of the Cyclops, and Anchises' death in Sicily.
- Conflict in episode with Dido in that Aeneas has no free will and must abandon Dido to fulfill his destiny.
- This sets in motion Dido's curse which will haunt the Romans in centuries to come with the three Punic wars between the Romans and Carthaginians.
- His arrival in Italy means more warfare and conflict before the Trojans can finally settle following the killing of Turnus.
- Aeneas on his 'journey' has lost his home, his wife, his father, Dido and warrior friends Hector, Orontes, Palinurus, Misenus and Pallas.
- In modern times and throughout history, conflict and war leads to the displacement of populations: refugees and asylum-seekers in many regions of the world today.
- Deaths not just in the military or male fighting population, but also civilian population including the elderly, women and children.
- Atrocities committed during war/conflict are still prevalent in the world today.

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

**Possible points which analyse how the theme was viewed in the classical world could include:**

- An example of this would be an examination of Homer's Odyssey with a close study of selected episodes, eg Cicones, Cyclops, the Laestragonians, the suitors.
- Another example of this would be an examination of the character of Oedipus in Sophocles' Oedipus the King and how fate and free will dominate the plot, bringing the main character into conflict with other characters in the play.

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

**Possible points which analyse how the theme is viewed in the modern world could include:**

- An example of this would be an examination of a clash of cultures and/or the struggle for power, prevalent in today's world.
- Another example of this would be the need for religious observance or respect for the gods in a modern society. Self-reliance leads to isolation.

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

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

**Possible points from classical texts which address the theme could include:**

### **Antigone**

The approach to the theme is an examination of Creon's position of king in themes and the challenges he faces.

**Possible examples from the text which would illustrate the theme include:**

- Creon outlines how he intends to rule to the chorus: earn respect by deeds, put the state first, being unafraid of passing unpopular laws.
- He displays the desire to be a good leader.
- At first he asks for the help and support of the chorus.
- He stresses the importance of the state in the wake of the recent civil war.
- The city must take precedence over family and friends.
- His first law as king is to state that the body of the traitor Polynices is to remain unburied and the punishment for disobeying this law is public stoning to death.
- He must be aware that this law will be unpopular because he has posted guards on the body.
- Creon believes that bribery can be a motive for breaking his law.
- His law against Polynices is excessive and blasphemous.
- His treatment of the sentry on hearing that the body has been buried is unjust, threatening him with death if the criminal is not caught.
- His treatment of the chorus on their suggestion that the gods may be behind it is callous and disrespectful.
- He displays paranoia about secret plots and factions against him.
- His fury at discovering his niece and future daughter-in-law are responsible for breaking his law brings out the worst in his character: misogyny, intransigence and insecurity.
- When he cannot intimidate Antigone, who glories in her crime, he unjustly condemns her sister Ismene.
- He refuses to listen to Antigone's justification of her actions.
- He refuses to listen to the advice of his son, who tells him the whole city is on Antigone's side.
- He dismisses the views of the people.
- Creon refuses to listen to the advice of the prophet Tiresias: he abuses him and is unjust in his allegations against a once trusted and respected adviser.
- He changes his mind under the pressure of Tiresias' dreadful prophecy and the chorus, but it is too late.
- Creon has alienated everyone who was close to him: nieces, son and wife.
- Antigone, Haemon and Eurydice all commit suicide.
- At the end he is a tragic figure having lost the respect of everyone around him.
- He finally realises he is in the wrong and accepts responsibility.
- A democratic audience would view the rule of a king as unacceptable.
- Creon's leadership style is tyrannical although he starts off with good intentions.
- In the modern world there are many examples of dictators to draw upon.
- In the modern western world, rule by monarchy, tyrant or dictator does not 'sit well'.

### **Odyssey**

The approach to the theme is an examination of the leadership skills of Odysseus in Homer's Odyssey. Odysseus shows good and bad leadership skills.



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### Possible examples from the text which would illustrate the theme include:

- In the Cicones episode, he does not control his men after the sack of Ismarus when he allows his men to persuade him to stay, resulting in an attack and the loss of more men.
- The encounter with the Lotus Eaters shows him to be a good leader in that he rescues his three men from the situation; however, sending three men out on the scouting mission could be seen as irresponsible.
- In the Cyclops episode, he displays an inconsistency in leadership skills.
- He leaves the bulk of his men and ships on the island, taking only 12 men to the mainland.
- He fails to recognise the danger signs and does not post guards at the cave mouth.
- He does not listen to his men when they want to leave.
- He displays selfishness when he wants to stay to meet the cave owner to receive hospitality and a guest gift.
- He allows them to be trapped by the Cyclops with the death of six of his men.
- He displays calm and does not panic by realising they cannot kill the Cyclops because they cannot remove the boulder over the cave mouth.
- He displays cunning in telling Polyphemus that his name is Nobody, ensuring the other Cyclops do not come to his aid later.
- He devises the plan to get Polyphemus drunk and blind him.
- He allows his men to escape first under the bellies of the sheep and is last to leave.
- His arrogance leads him to boast to the Cyclops, revealing his true identity.
- This mistake brings down the curse which means Odysseus will be the only survivor of the Ithakan fleet.
- In the modern world our concept of heroism is different from the view of what constituted a hero in the classical world: modern heroism is not confined to merely military expertise or exploits – a modern hero is more selfless and compassionate towards others.

### Lysistrata

The approach to the theme is an examination of Lysistrata's leadership of the Greek women. The play is a comedy and in reality could never have happened in the 5<sup>th</sup>-century BC as a woman would never have been in such a position.

### Possible examples from the text which would illustrate the theme include:

- Lysistrata displays good leadership skills in organising the meeting of Athenian women and women from other Greek city states.
- In reality, this could never have happened as women were rarely outdoors and organising the women to attend from warring Greek states would have been a challenge.
- Lysistrata has to wait impatiently for the women to arrive.
- The women have various excuses as to why they are late connected to the role of women and domestic duties.
- She has to use her powers of persuasion to get the women to agree to her plan of the sex strike.
- Women are portrayed as sex-obsessed and reluctant to give up sex.
- To ensure the women stick to the plan, she makes the women swear an oath.
- It takes all her patience to get them to agree to the form of the oath, finally settling it with the taking of wine.
- The choosing of wine reinforces the male stereotype that women are drink-obsessed.
- She organises women to occupy the Acropolis, effectively cutting off access to the

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war fund.

- She organises the chorus of old women to tackle the chorus of old men.
- When the women begin to weaken and try to leave the Acropolis she is able to prevent this.
- She encourages Myrrhine to seduce her husband Cinesias.
- She orchestrates the overpowering of the Scythian archers.
- She takes the lead in the humiliation of the magistrate twice.
- She outlines the contribution of women to the city in their domestic and religious roles.
- She organises the ambassadors to attend a 'peace conference' in Athens.
- She uses the naked body of Reconciliation to broker a peace agreement.
- She achieves her goal of achieving peace and ending the war, which has been destructive of family life.
- In modern times there are a number of examples of women taking the lead in trying to ensure peace.
- Women in Northern Ireland led the peace movement.
- Greenham Common women set up a peace camp against nuclear weapons.
- Any other valid modern comparison.

### **Oedipus the king**

The approach to the theme is an examination of Oedipus' leadership throughout the play and the challenges he has to try to overcome.

#### **Possible examples from the text which would illustrate the theme include:**

- Oedipus shows himself to be a man of swift action and insight at the start of the play.
- These qualities make him an excellent ruler, who anticipates his subjects' needs.
- He is one step ahead of his subjects' request for help – he has already sent to Creon to consult the oracle at Delphi.
- Oedipus appears confident in his ability to help the Theban citizens as he has done in the past from the curse of the Sphinx.
- Oedipus appears in person outside the palace to speak to his people despite the fact that the city is beset by plague.
- Oedipus acts on the advice of the oracle immediately and calls for the murderer of Laius to be found and banished from the city in order to lift the plague from his city.
- He listens to the advice of the chorus and has already sent for the prophet, Tiresias, to help in the search for Laius' murderer.
- Tiresias refuses to reveal any information about the murderer of Laius, which infuriates Oedipus and leads him to insult and threaten the respected priest of Apollo.
- He provokes Tiresias into revealing that Oedipus is the source of the curse/plague on Thebes.
- Driven into a fury by the accusation, Oedipus convinces himself that Creon and Tiresias are plotting to overthrow him.
- Oedipus does not respond to the appeal for calm by the chorus and provokes an even more ominous response from Tiresias about his parentage.
- Oedipus is now forgetful about the plight of his city and is consumed by what he perceives as a plot against him.
- He confronts Creon with the accusation and threatens Creon with death.
- This can be seen as unjust: the murderer of Laius would be banished but a plot against him is punishable by death.
- His previous quality of quick decisive action now works against him.

## Section 2: Classical Literature

- He does allow Jocasta and the chorus to persuade him to let Creon go when Jocasta claims the words of prophets are not to be taken seriously.
- Oedipus wants to find out the truth to satisfy himself that he is not the murderer and sends for the sole survivor of the attack on the previous king.
- His pride and obsession to find out the truth and exonerate himself leads to the truth unravelling after the visit from Corinth of a messenger and the interrogation of the Theban servant.
- Jocasta realises the truth that Oedipus is indeed the killer of Laius but also that Oedipus is her own son; Oedipus dismisses her attempts to stop him getting to the truth as social snobbery.
- Oedipus has been brought low by destiny, having killed his own father and married his mother unknowingly.
- Oedipus blinds himself after Jocasta's suicide and wishes to be exiled in accordance with his own law.
- He shows humility in his last encounter with Creon, who will not banish him without consulting with the gods once more.
- Oedipus can be viewed as an innocent victim of circumstance, cursed from birth.
- His arrogance and self-confidence contribute to his downfall.
- His treatment of the chorus, Creon, Tiresias and the Theban servant do not show good leadership qualities, although he is humbled and accepting of his fate at the end of the play.
- In the modern world, arrogance and single-mindedness can be seen as unattractive and undesirable qualities: 'pride comes before a fall'.

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

**Possible points which analyse how the theme was viewed in the classical world could include:**

- An example of this would be an examination of Odysseus' leadership in Book 10 and/or 12 of the Odyssey.
- Another example could be an examination of Aeneas' leadership and challenges faced in Virgil's Aeneid.

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

**Possible points which analyse how the theme is viewed in the modern world could include:**

- An example of this would be that trust and delegation are necessary in a leader.
- Another example would be the ability of a leader to make tough decisions and put personal considerations aside.

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

## 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. The candidate can achieve **up to 4 marks** for their explanation of the parts of any individual source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source.

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

**Possible points which may be identified in source A include:**

- Heroic view of Augustus.
- Prominently displayed in Rome to establish his status.
- Statue of emperor the same throughout the Empire.

**Possible points which may be identified in source B include:**

- Literary tributes from Horace and Virgil showed Augustus as a great leader.
- Literary circle under Maecenas, Augustus' minister of culture.
- Virgil's Aeneid was commissioned by Augustus and published by Augustus after Virgil's death, despite Virgil's instructions that the unrevised Aeneid should be destroyed.

**Possible points which may be identified in source C include:**

- He accepted responsibility for government.
- He returned the weaker provinces to the Senate.
- He retained control over the stronger provinces.
- He ensured that he had control over the army which was stationed in his provinces.

**Possible points of significant omission may include:**

- Augustus was given every high office by the Senate.
- After he retired from the consulship he was given the rights that only consuls usually enjoyed.
- He was made pro-consul over certain provinces and had authority over all provincial governors.
- Augustus was the head of all the armies in the Empire.
- Augustus took the title Princeps instead of emperor or king.
- He became Pontifex maximus in 12BC.
- He was named 'father of his country' in 2BC.
- Augustus continued many of the reforms begun by Julius Caesar, including the regulations for the distribution of corn.
- He improved the water supply of Rome.
- He instituted a fire brigade and made Rome's police force more efficient.
- He instituted the Praetorian Guard as his personal police force.
- Augustus also had an extensive building program which helped to beautify Rome.
- He rebuilt many roads and temples.

Section 3: Life in the Roman World	
Part A: Power and Freedom	
	<ul style="list-style-type: none"> <li>• In 17BC Augustus had been ruling Rome for 17 years and ordered that there should be public games to celebrate.</li> <li>• Augustus set about improving government at home and abroad.</li> <li>• He instigated special building projects to improve communities, eg roads, aqueducts and fora in Rome.</li> <li>• Augustus wrote own account of his achievements ‘res gestae’.</li> <li>• He was responsible for commissioning writers and poets such as Horace and Virgil to write in praise of the ideal of Rome.</li> <li>• He toured the provinces to promote connection and loyalty to Rome.</li> <li>• He claimed divine ancestry from legendary founder of Rome, Aeneas.</li> <li>• Deification in the cult of divine Julius was instigated.</li> <li>• Coinage with flattering images as well as statues were produced and in circulation throughout the Empire.</li> <li>• Providing ‘bread and circuses’ was a way of ‘buying’ stability.</li> <li>• He revived religion, passing moral legislation to gain approval of older generation.</li> <li>• ‘Changing identity’ from Octavian to Augustus helped eradicate his history as a man who took up arms against fellow Romans.</li> </ul> <p>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</p>
8	<p>a <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Ability to achieve citizenship</b></p> <ul style="list-style-type: none"> <li>• Citizenship could be conferred to a provincial by the Senate or emperor.</li> <li>• There is source evidence of generals awarding citizenship to whole towns for aiding Rome as Caesar did with the town of Cadiz.</li> <li>• Citizenship was given as a reward for 25 years’ service in the auxiliaries in the army allowing soldier’s sons to achieve hereditary citizenship.</li> </ul> <p><b>Ability to rise through the classes</b></p> <ul style="list-style-type: none"> <li>• A rigid class system existed in Rome with plebeians and patricians with growing equestrian class.</li> <li>• There was a monetary level for entrance to the Senate. Augustus helped equestrians financially to gain admittance to the Senate if he felt they were worthy of elevation to the Senate.</li> </ul> <p><b>Ability to achieve power in Rome</b></p> <ul style="list-style-type: none"> <li>• Wealth and belonging to patrician, aristocratic family were invaluable to achieving power in Rome.</li> </ul>

Section 3: Life in the Roman World		
Part A: Power and Freedom		
		<ul style="list-style-type: none"> <li>• Education and the study of rhetoric and law were essential to achieving power in Rome.</li> <li>• Service in the army as an officer was a stepping stone to achieving power – show by evidence of popular generals gaining the backing of the legions, particularly in the 1<sup>st</sup> century BC.</li> <li>• The cursus honorum with its safeguards of age restrictions and order of advancement through the various offices was meant to ensure only those experienced and elected could achieve limited power within the system.</li> <li>• A Praetor was responsible for areas in law, government and leading an army.</li> <li>• A Quaestor was responsible for finance and administration, superintending treasury, payment of soldiers abroad, sale of war booty and maintenance of public records.</li> <li>• An Aedile was responsible for public buildings, streets, festivals and games.</li> <li>• A Consul (two elected annually) was responsible for leading the army, convening Senate, being nominal head of state and chief priest of Rome.</li> <li>• A Dictator was appointed by the Senate in a time of crisis for a period of six months as in Caesar’s case (although Caesar was appointed Dictator for life, which contravened all the rules of the Republic).</li> <li>• The erosion of cursus honorum during the 1<sup>st</sup> century BC led to the breakdown of the Roman Republic and Rome’s representative democracy.</li> <li>• The rise of individuals and civil wars during the 1<sup>st</sup> century BC – Marius v Sulla, Caesar v Pompey, Octavian (Augustus) v Antony – saw ambitious men achieve power.</li> <li>• The establishment of the 1<sup>st</sup> triumvirate and 2<sup>nd</sup> triumvirate saw individuals sharing power for their own aims.</li> <li>• Popular and successful generals with loyal armies achieved power.</li> </ul> <p><b>Ability to achieve power in the provinces</b></p> <ul style="list-style-type: none"> <li>• Being appointed governor of a province for a year gave a governor power over the provincials and citizens living in that province.</li> <li>• A General with an army in a province would have military power for the period of his stay.</li> <li>• Governors were answerable to Senate and emperor.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking principles for this kind of question.</b></p>
<b>8</b>	<b>b</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a maximum of 8 marks in total, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Social aspects</b></p> <ul style="list-style-type: none"> <li>• The process of Romanisation with the uniformity of town planning throughout the Empire improved lifestyles.</li> <li>• Inhabitants enjoyed improved sanitation and health benefits through public</li> </ul>

## Section 3: Life in the Roman World

### Part A: Power and Freedom

water supplies and aqueducts.

- All enjoyed the benefits of the provision of leisure facilities with bath houses, theatres, amphitheatres and palaestra.
- The benefits of road-building ensured easy travel and communication with other towns throughout the Empire.
- Shops and forum allowed access to goods and areas for socialisation.

#### Political aspects

- Administration allowed centralised government and a focal point of towns and communality with Rome.
- The protection of the Roman army was a benefit.
- Pax Romana under Augustus ensured peace and stability.
- Emperor worship was encouraged in the provinces, particularly in the Eastern provinces, which increased connection and loyalty to Rome.
- The prospect of Roman citizenship and its benefits was an incentive to provincials.

#### Economic aspects

- Trade across Roman territories with import and export of goods from throughout the Empire led to increased prosperity.
- The establishments of a common currency allowed ease of trade.

#### Cultural aspects

- Romanisation led to a diminishing of tribal life across Roman territories.
- The common language of Latin allowed communication throughout the Empire.
- A loss of cultural identity was felt in some areas with smaller tribal areas.
- Roman state religion became the norm in all areas of the Empire, which was a central point in Roman towns.
- The right to determine their own affairs could become a problem.
- Provincials were at the mercy of corrupt governors, eg Verres in Sicily; however, the situation improved under Augustus with his reorganisation of the provinces and governor selection.
- Evidence of revolts such as the Boudicca revolt in Britannia and the Jewish revolt in Judaea show the impact on local culture.

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

## Section 3: Life in the Roman World

### Part B: Religion and Belief

9

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

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

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

**Possible points which may be identified in source A include:**

- Urns specially made to contain the ashes of the dead.
- Indication of high levels of infant mortality.
- Workmanship indicates this was funeral practice of reasonably wealthy – not all could afford this standard of urn.

**Possible points which may be identified in source B include:**

- Many Romans belonged to funeral societies.
- They would get a spot in a columbarium.

**Possible points which may be identified in source C include:**

- They raised a huge pyre.
- They decorated it with weapons.
- Washed and anointed the corpse.

**Possible points of significant omission may include:**

- Cremation was the most common funeral practice in the Roman Empire.
- First, relatives would close the deceased's eyes while calling out the name of their dearly departed.
- A coin was placed in the mouth as payment to Charon, who ferried the dead across the rivers of the underworld.
- The dead were put on display.
- The length of this display depended upon the dead person's social status.
- Upper-class individuals, such as the nobility, were often put on display for up to a week.
- This was to allow many mourners to pay their final respects.
- Lower-class individuals were often cremated after only one day.
- After the display, a funerary procession followed.
- This was usually held at night to discourage crowds.
- Hired musicians led the parade, followed by mourners and relatives.
- Mourners could be hired, and were often slaves.
- Relatives often carried portrait sculptures or wax masks of other deceased family members.
- Relatives should also appease the spirit of the dead at Lemuria festival in May as described in Ovid's Fasti.
- As the fire burned, a eulogy was given in honour of the deceased.



Section 3: Life in the Roman World	
Part A: Power and Freedom	
	<ul style="list-style-type: none"> <li>• After the pyre was extinguished, a family member (usually the deceased's mother or wife) would gather the ashes and place them in the urn.</li> <li>• Dead whose body was not recovered (eg lost at sea or in battle) was commemorated in cenotaph – 'empty tomb'.</li> <li>• Tombstones often placed at side of roads as evidenced at Pompeii and on Via Appia.</li> <li>• Common forms of tombstones – dedicated to the spirits of the dead, often told of status of dead, employment, place of birth, etc.</li> </ul> <p><b>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</b></p>
10	<p><b>a</b> <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a <b>maximum of 8 marks in total</b>, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Key aspects of family life</b></p> <ul style="list-style-type: none"> <li>• At marriage and betrothal, bride and groom swore religious oaths and gods witnessed the ceremonies.</li> <li>• At coming-of-age ceremonies, boys dedicated their first shavings to the gods and girls dedicated their toys.</li> <li>• At the death of a family member, the family performed ritual mourning and the busts of dead ancestors were brought out at the time of the death of a family member.</li> </ul> <p><b>Daily worship</b></p> <ul style="list-style-type: none"> <li>• The 'paterfamilias' performed daily worship at the household shrine to the Lares and Penates.</li> <li>• The 'materfamilias' attended the hearth and worship of Vesta.</li> </ul> <p><b>Family festivals</b></p> <ul style="list-style-type: none"> <li>• Roman families would generally come together at feriae – religious holidays.</li> <li>• At the Parentalia, the family performed religious duties to their dead ancestors.</li> <li>• At the Carastia, families dined together and worshipped the Lares.</li> <li>• At the Saturnalia, family roles were inverted, and slaves and children were masters for a day.</li> <li>• Family members might perform sacrifices as groups at temples.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking principles for this kind of question.</b></p>

Section 3: Life in the Roman World	
Part A: Power and Freedom	
<b>10</b>	<p><b>b</b> <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Up to a <b>maximum of 8 marks in total</b>, 1 mark should be given for each accurate, relevant point that is developed.</p> <p><i>Up to a maximum of 4 marks will be awarded for analysing different aspects of the issue.</i></p> <p><b>Possible examples may include:</b></p> <p><b>Adaptation</b></p> <ul style="list-style-type: none"> <li>• Romans identified their deities with Greek equivalents (eg Jupiter with Zeus).</li> <li>• There was often a fusion of deities between Roman and local gods (eg Jupiter-Ammon in Egypt, Mars-Rigonemetos in Britain).</li> <li>• Emperor worship was imported from east (eg Bithynia, Egypt).</li> </ul> <p><b>Tolerance</b></p> <ul style="list-style-type: none"> <li>• Romans granted toleration to ‘civilised’ cults in Greece and Asia – continuation of cults of Asculapius and Apollo in Greece, Serapis in Egypt.</li> <li>• Toleration was granted to oracles in Greece such as Delphi.</li> <li>• The Olympic Games continued in honour of Zeus.</li> <li>• Upper-class Romans and soldiers adopted cults such as Cybele, Isis, Mithras and Sol Invictus.</li> <li>• Ultimately there was the adoption of Christianity as state religion in the later Empire.</li> </ul> <p><b>Persecution</b></p> <ul style="list-style-type: none"> <li>• ‘Non-civilised’ religions (eg Celtic Druidism) were frequently persecuted.</li> <li>• Persecution of monotheistic religions such as Judaism and Christianity took place.</li> <li>• Persecution of Jews evidenced by destruction of temple in Jerusalem in 70AD and replacement with pagan temple, scattering of Jewish population, banning of circumcision.</li> <li>• Persecution of Christians evidenced by Pliny’s letter to Trajan, persecutions of Nero and other emperors as outlined in early Christian documentation.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking principles for this kind of question.</b></p>

**[END OF SPECIMEN MARKING INSTRUCTIONS]**

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**Change since last published:**

Marking instructions updated to be consistent with live exam.