



National  
Qualifications  
SPECIMEN ONLY

**SQ07/N5/01**

**Classical Studies**

Date — Not applicable

Duration — 1 hour and 30 minutes

**Total marks — 60**

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

Attempt ALL questions.

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

Attempt ALL questions.

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

Choose Part A or B — attempt ALL questions in your chosen Part.

**Before attempting the questions you must check that your answer booklet is for the same subject and level as this question paper.**

You should read the questions carefully.

On 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 7 N 5 0 1 \*

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

Attempt ALL questions

1. Describe the life of a typical Athenian girl from her birth to her wedding day.

4

2. To what extent were slaves essential to the daily life of the household in classical Athens?

8

**You should explain different aspects of slavery and come to a reasoned conclusion.**

Source A (below) is from *The Peloponnesian War*, by Thucydides.

Its administration benefits the majority instead of just a few. This is why it is called a democracy. If we look at the laws, they give equal justice to everyone. Social status is not allowed to get in the way of merit; and neither does poverty stop anyone. The freedom which we enjoy in our government extends also to our ordinary life. We don't jealously spy on each other. We don't feel the need to be angry with our neighbour for doing what he likes, or even to indulge in those hurtful looks which cannot fail to be offensive.

3. Explain what Source A tells us about the Athenian system of democracy.

4

**You should identify the points made in the source and explain what they mean.**

Source B (below) is from *Treatise on Democracy*, by Xenophon (c420 BCE).

Now, as far as the government of Athens is concerned, I don't praise it. Democracy involves the benefit of the lower folk as opposed to that of the better class. Therefore, it will not be the best state. If you look for good laws, you will ask the cleverest members of the community to make laws for the rest. The better class will control and punish the lower class. The better class will think on behalf of everyone, and not suffer stupid men to sit in council, or to speak or vote in Parliament.

4. Evaluate the usefulness of Source B for describing the Athenian system of democracy.

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.**

## SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

- |    |  |   |
|----|--|---|
| 5. | (a) Describe a conflict from a classical text.   | 5 |
|    | (b) Explain what this tells us about conflict in the classical world.                  | 3 |
|    | (c) Do we still view conflict in the same way today?<br>Give a reason for your answer. | 2 |
| 6. | (a) Describe the heroic actions of a character from a classical text.                  | 5 |
|    | (b) Explain what this tells us about heroism in the classical world compared to today. | 5 |

## SECTION 3 — THE ROMAN WORLD — 20 marks

Attempt EITHER Part A or Part B

## Part A — Pompeii

7. Explain the reasons why so few people escaped the eruption of Vesuvius. 6
8. Describe the forms of entertainment found in Pompeii. 6

Source A (below) is a Lararium, or family shrine, found in the House of the Vettii, at Pompeii.



Source B (below) is from *De Agri Cultura* by Cato.

On the Kalends, Nones, Ides and other feast days, the mother must put up a garland over the hearth. And on the same days she must offer prayers to the family lares (household gods) as well as she can.

9. Explain what Sources A and B tell us about religious practices of the people of Pompeii. 4  
 You should identify the relevant information in the sources and explain what they mean.
10. Evaluate the usefulness of Source A for describing religious practices of the people of Pompeii. 4  
 You could comment on the type of source, when it was produced, what it shows or why it was made.

## Part B — Roman Britain

11. Explain the reasons why native Britons adopted Roman customs. 6
12. Describe the types of entertainment found in Roman Britain. 6

Source A (below) is a Mithraeum found at Hadrian's Wall.



Source B (below) is from *De Corona* by Tertullian.

The soldier of Mithras, at his initiation in the gloomy cave of darkness, at the point of a sword a crown is presented to him. It is as though in imitation of martyrdom. It is then put upon his head. He is ordered to resist and cast it off, or transfer it to his shoulder, saying that Mithras is his crown.

13. Explain what Sources A and B tell us about religious practices of the people of Roman Britain. 4  
You should identify the information in the sources and explain what they mean.
14. Evaluate the usefulness of Source A for describing religious practices of the people of Roman Britain. 4  
You could comment on the type of source, when it was produced, what it shows or why it was made.

[END OF SPECIMEN QUESTION PAPER]

*Acknowledgement of Copyright*

Section 3 Part A Source A Image of a Lararium (family shrine) found in the House of the Vettii, at Pompeii taken from [www.vroma.org/~bmcmanus/lararium2](http://www.vroma.org/~bmcmanus/lararium2). Reproduced by kind permission of Barbera F McManus, Professor of Classics Emerita, the College of New Rochelle, New Rochelle, New York.



National  
Qualifications  
SPECIMEN ONLY

**SQ07/N5/01**

**Classical Studies**

## Marking Instructions

---

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on [marketing@sqa.org.uk](mailto:marketing@sqa.org.uk).

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

## Part One: 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the ‘minimal acceptable answer’ rather than listing every possible correct and incorrect answer.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) There are six types of question used in this question paper. Each assesses a particular skill, namely:
  - i. Describe ...
  - ii. Explain the reasons why ...
  - iii. To what extent ...
  - iv. Explain what **Source A**/ a classical text you have read tells us about ...
  - v. Evaluate the usefulness of **Source B** for ...
  - vi. Explain what this text tells us about the idea of X in the classical world and the modern world.
- (d) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.

### i Questions that ask candidates to *Describe* ... (4-6 marks)

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

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

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

Question: Describe religious practices among Roman soldiers.

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Example:**

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

v **Questions that ask candidates to *Evaluate the usefulness of a source ...***  
**(4 marks)**

Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:

- Who produced it
- When it was produced
- Why it was produced
- The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration
- One reference to an area of specific content the source has omitted, thereby limiting its usefulness.

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

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

**Example:**

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

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

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

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

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

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

**Example:**

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

Part Two: Marking Instructions for each question

Section 1 – Life in Classical Greece

Question	Max mark	General Marking Instructions for this type of question	Specific Marking Instructions for this question
1	4	<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>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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.</p> <p><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 five straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Girls controlled by kurios</li> <li>• He could choose whether she lived or was exposed as baby</li> <li>• Trained by mother in domestic skills including spinning and weaving</li> <li>• Prepared to be wives and mothers</li> <li>• No formal education</li> <li>• Some girls taught reading and writing by mothers</li> <li>• Spent most of their time in the house with other women</li> <li>• Went outdoors only for religious purposes</li> <li>• In mid-teens they underwent arranged marriage, often to an older man</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>

2		8	<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>	<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>Up to a <b>maximum of 5 marks in total</b>, <b>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><b>Possible examples of the importance of slaves may include:</b></p> <ul style="list-style-type: none"> <li>• Slaves allowed citizens to focus on government duties, socialising and military duties.</li> </ul> <p><b>Slaves' tasks included:</b></p> <ul style="list-style-type: none"> <li>• Tending to various aspects of their mistresses' appearance, eg hair, make-up, dressmaking</li> <li>• Entertaining at dinner parties by singing, dancing, playing instruments</li> <li>• Cooking, cleaning, all household duties</li> <li>• Educated slaves tutored or accompanied children to school</li> <li>• Female slaves cared for babies/children, acting as wet nurses</li> <li>• Keeping financial accounts for the family</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>
---	--	---	--	--

3		4	<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>	<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>• Administration favoured the many instead of the few which shows that it was about the good of society as a whole</li> <li>• All citizens were entitled to vote on all issues</li> <li>• Laws gave equal justice to everyone, so rich and poor would be treated the same</li> <li>• People were judged on merit not on social class, which meant that everyone could contribute to the government of Athens. All citizens could serve on juries, bring forward their own cases, help decide punishments</li> <li>• Poor people had the same opportunities as everyone else. All citizens were eligible for most government posts; wealth was not a factor, although Generals tended to be wealthy, and good speakers tended to gain important posts</li> <li>• However, citizens were only men over 18, born of two Athenian parents</li> </ul>
---	--	---	--	---

4		<p>4</p> <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>	<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><b>Possible evaluative comments may include:</b></p> <table border="1" data-bbox="983 501 2058 1268"> <thead> <tr> <th data-bbox="983 501 1205 571">Aspect of the source</th> <th data-bbox="1205 501 2058 571">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="983 571 1205 641">Who produced it</td> <td data-bbox="1205 571 2058 641">Xenophon, a contemporary historian</td> </tr> <tr> <td data-bbox="983 641 1205 711">When it was produced</td> <td data-bbox="1205 641 2058 711">5<sup>th</sup> century BCE which was when democracy in Athens was at its peak</td> </tr> <tr> <td data-bbox="983 711 1205 782">Why it was produced</td> <td data-bbox="1205 711 2058 782">Criticism of democracy in Athens to make a political point</td> </tr> <tr> <td data-bbox="983 782 1205 919">The content of the source</td> <td data-bbox="1205 782 2058 919">The source is clearly biased as it deals only in criticisms. Xenophon assumes that the lower class are less intelligent than the wealthy. He assumes that the wealthy are better than the poor and need to punish and control the poor.</td> </tr> <tr> <td data-bbox="983 919 1205 1268">Area of specific content the source has omitted</td> <td data-bbox="1205 919 2058 1268"> <ul style="list-style-type: none"> <li>• Juries: all citizens involved in all aspects of law courts, no judges, no lawyers; citizens voted, judged and set penalties</li> <li>• Officials: all citizens were eligible for all government posts</li> <li>• Citizenship: all men over 18 born of two Athenians were eligible to be citizens</li> </ul> <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> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	Xenophon, a contemporary historian	When it was produced	5 <sup>th</sup> century BCE which was when democracy in Athens was at its peak	Why it was produced	Criticism of democracy in Athens to make a political point	The content of the source	The source is clearly biased as it deals only in criticisms. Xenophon assumes that the lower class are less intelligent than the wealthy. He assumes that the wealthy are better than the poor and need to punish and control the poor.	Area of specific content the source has omitted	<ul style="list-style-type: none"> <li>• Juries: all citizens involved in all aspects of law courts, no judges, no lawyers; citizens voted, judged and set penalties</li> <li>• Officials: all citizens were eligible for all government posts</li> <li>• Citizenship: all men over 18 born of two Athenians were eligible to be citizens</li> </ul> <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	Xenophon, a contemporary historian														
When it was produced	5 <sup>th</sup> century BCE which was when democracy in Athens was at its peak														
Why it was produced	Criticism of democracy in Athens to make a political point														
The content of the source	The source is clearly biased as it deals only in criticisms. Xenophon assumes that the lower class are less intelligent than the wealthy. He assumes that the wealthy are better than the poor and need to punish and control the poor.														
Area of specific content the source has omitted	<ul style="list-style-type: none"> <li>• Juries: all citizens involved in all aspects of law courts, no judges, no lawyers; citizens voted, judged and set penalties</li> <li>• Officials: all citizens were eligible for all government posts</li> <li>• Citizenship: all men over 18 born of two Athenians were eligible to be citizens</li> </ul> <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>														

Section 2 – Classical Literature

Question		Max mark	General Marking Instructions for this type of question	Specific Marking Instructions for this question
5	a	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 comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<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><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Characters involved in conflict – may be two or more individual characters or groups of people</li> <li>• Reasons for conflict</li> <li>• Nature of conflict</li> <li>• Outcome of conflict</li> </ul>

5	b		<p><b>3</b></p> <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> <p><b>1 mark</b> should be given for each accurate relevant point of comparison.</p>	<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><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Types of conflict common in classical world, eg battles, wars, duels</li> <li>• Examples from literature or history</li> <li>• People’s attitudes to conflict, eg admiration for warriors, heroes</li> <li>• Not great concern about numbers killed</li> <li>• Means of gaining territory</li> <li>• Means of protecting property</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>
---	---	--	---	--



5	c		2	<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>5 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>	<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 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><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Conflict not to be admired so much now</li> <li>• Sometimes conflict is necessary in order to free innocent people, or to protect against terrorism</li> <li>• <b>BUT</b> it is preferable to avoid conflict by engaging in discussion</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>
6	a		5	<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:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> </ul>	<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><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Character involved in heroic actions and his/her background</li> <li>• Describe the heroic actions, at least two</li> <li>• Reasons for heroic actions</li> </ul>

6	b		<p>5</p> <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>	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></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><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Idea of hero in classical times – usually someone very brave, a good warrior seeking glory for himself; not necessarily a good, selfless person; usually selfish eg Achilles, Odysseus who often put others in danger in their quests for fame and glory</li> <li>• In modern world anyone can be regarded as a hero if they carry out a brave action, eg saving a life</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	Max mark	General Marking Instructions for this type of question	Specific Marking Instructions for this question
7	6	<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>	<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>Up to a <b>maximum of 5 marks in total</b>, <b>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><b>Possible reasons may include:</b></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 lava</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>

8			<p data-bbox="353 194 981 328"><b>6</b> 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 data-bbox="430 363 922 497">Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p data-bbox="430 533 949 603">Up to the total mark allocation for this question:</p> <ul data-bbox="430 651 949 826" 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>	<p data-bbox="1003 194 2051 328">Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p data-bbox="1003 363 2051 529"><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p data-bbox="1003 564 1585 603"><b>Possible points of knowledge may include:</b></p> <ul data-bbox="1003 606 2051 922" 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: two theatres, one for plays, one for lectures</li> <li>• Baths frequented regularly by both men and women since washing facilities in houses were generally poor; separate baths for men and women. More like our leisure complexes with 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 data-bbox="1003 957 2051 1056"><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>
---	--	--	---	--

9		4	<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>	<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><b>Source A</b> is a Lararium which would be found in every home.</p> <ul style="list-style-type: none"> <li>• Shows a household god</li> <li>• The snake shows ....</li> <li>• People are holding up laurel wreaths which show honour</li> <li>• It is surrounded by a temple showing its importance</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Mentions festivals which were regular occurrences at the time</li> <li>• It also mentions regular prayers led every day by head of family</li> <li>• The garland was placed on hearth by the mother in the hope of good fortune for the family</li> <li>• All members of the family took part in daily worship</li> </ul> <p>Possible points of significant omission may include:</p> <ul style="list-style-type: none"> <li>• Worship and sacrifices of food, drink, part of family meals every day; so very important in family life</li> <li>• Temples – prayers and sacrifice outside temples</li> <li>• Festivals were regular events; they brought everyone together, including slaves, for worship, prayer and sacrifice</li> <li>• Priests of the various gods led worship and performed sacrifices</li> </ul> <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>
---	--	---	--	---

10		4	<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> <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>	<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><b>Possible evaluative comments may include:</b></p> <table border="1" data-bbox="1003 499 2078 1230"> <thead> <tr> <th data-bbox="1003 499 1227 568">Aspect of the source</th> <th data-bbox="1227 499 2078 568">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1003 568 1227 707">Type of source</td> <td data-bbox="1227 568 2078 707">Archaeological find so it is valuable as direct evidence of how important religion was in their daily lives; however we can't be sure of how it was used without more information</td> </tr> <tr> <td data-bbox="1003 707 1227 810">When it was produced</td> <td data-bbox="1227 707 2078 810">1<sup>st</sup> century CE or possibly earlier in the Roman period. Passed from generation to generation</td> </tr> <tr> <td data-bbox="1003 810 1227 914">Why it was made</td> <td data-bbox="1227 810 2078 914">To allow the family to practise daily worship and small sacrifices in the home to ensure protection of gods</td> </tr> <tr> <td data-bbox="1003 914 1227 1018">What it shows</td> <td data-bbox="1227 914 2078 1018">Images of gods important to the family. Gives some information about how people worshipped</td> </tr> <tr> <td data-bbox="1003 1018 1227 1230">Areas of specific content the source has omitted</td> <td data-bbox="1227 1018 2078 1230"> <ul style="list-style-type: none"> <li>• State worship-sacrifice and worship outside temples</li> <li>• Mystery religions practiced by some, eg worship of Isis</li> </ul> <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> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Type of source	Archaeological find so it is valuable as direct evidence of how important religion was in their daily lives; however we can't be sure of how it was used without more information	When it was produced	1 <sup>st</sup> century CE or possibly earlier in the Roman period. Passed from generation to generation	Why it was made	To allow the family to practise daily worship and small sacrifices in the home to ensure protection of gods	What it shows	Images of gods important to the family. Gives some information about how people worshipped	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>• State worship-sacrifice and worship outside temples</li> <li>• Mystery religions practiced by some, eg worship of Isis</li> </ul> <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															
Type of source	Archaeological find so it is valuable as direct evidence of how important religion was in their daily lives; however we can't be sure of how it was used without more information															
When it was produced	1 <sup>st</sup> century CE or possibly earlier in the Roman period. Passed from generation to generation															
Why it was made	To allow the family to practise daily worship and small sacrifices in the home to ensure protection of gods															
What it shows	Images of gods important to the family. Gives some information about how people worshipped															
Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>• State worship-sacrifice and worship outside temples</li> <li>• Mystery religions practiced by some, eg worship of Isis</li> </ul> <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>															

Section 3 – Part B – Roman Britain

Question	Max mark	General Marking Instructions for this type of question	Specific Marking Instructions for this question
11	6	<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>	<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>Up to a <b>maximum of 6 marks in total</b>, <b>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><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Necessity to compromise with ruling invaders due to fear of reprisals for not cooperating</li> <li>• Advantages of Roman life including: <ul style="list-style-type: none"> <li>- Roads: Roman system allowed Britons and soldiers to move themselves and goods more easily from place to place</li> <li>- Postal system improved communication</li> <li>- Grid plan for towns; better housing afforded better standard of living</li> <li>- Hygiene: drainage systems improved health</li> <li>- Central heating was more luxurious and higher status</li> <li>- Central government laws improved safety and security and improved trade</li> </ul> </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>

12		6	<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>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 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>6 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Theatres provided entertainment for all; well-constructed, tiered seating and stage, like those in Italy but sometimes made of wood</li> <li>• Amphitheatre, eg one at Trimontium near Melrose, provided entertainment for soldiers and locals; kept people out of trouble and encouraged integration</li> <li>• Baths for men and women; outside forts and so could be used by locals as well as soldiers</li> <li>• Hunting was a common sport: not just for food</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>
----	--	---	--	---



13			<p><b>4</b> 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>	<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><b>Possible points which may be identified in Source A include:</b></p> <ul style="list-style-type: none"> <li>• Temple to Mithras</li> <li>• Altar at the end</li> <li>• Very narrow, would have been quite dark and gloomy</li> </ul> <p><b>Possible points which may be identified in Source B include:</b></p> <ul style="list-style-type: none"> <li>• His initiation in the gloomy cave of darkness suggests that this was a secret ceremony</li> <li>• At the point of a sword a crown is presented to him: this is evidence that Mithraism was practiced mainly by soldiers</li> <li>• It is as though in imitation of martyrdom. Unclear of rituals, although appear gruesome</li> <li>• It is then put upon his head. He is ordered to resist and cast it off, or transfer it to his shoulder, saying that Mithras is his crown. This shows that they submitted their lives to the god.</li> </ul>
----	--	--	---	--

14		4	<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> <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>	<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><b>Possible evaluative comments may include:</b></p> <table border="1" data-bbox="1021 464 2096 1238"> <thead> <tr> <th data-bbox="1021 464 1240 533">Aspect of the source</th> <th data-bbox="1240 464 2096 533">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1021 533 1240 671">Type of source</td> <td data-bbox="1240 533 2096 671">Archaeological find so it is valuable as direct evidence of how important religion was in their daily lives; however we can't be sure of how it was used without more information</td> </tr> <tr> <td data-bbox="1021 671 1240 740">When it was produced</td> <td data-bbox="1240 671 2096 740">During Roman occupation of Britain</td> </tr> <tr> <td data-bbox="1021 740 1240 809">Why it was made</td> <td data-bbox="1240 740 2096 809">Worship of Mithras by Roman soldiers</td> </tr> <tr> <td data-bbox="1021 809 1240 877">What it shows</td> <td data-bbox="1240 809 2096 877">Example of temple and altar stone where sacrifices took place just beside Hadrian's Wall outside forts</td> </tr> <tr> <td data-bbox="1021 877 1240 1238">Areas of specific content the source has omitted</td> <td data-bbox="1240 877 2096 1238"> <ul style="list-style-type: none"> <li>• Worship of foreign gods acceptable</li> <li>• Mithraism popular with soldiers</li> <li>• Worship of native gods</li> <li>• Introduction of Roman gods, temples</li> <li>• Emperor worship acceptable in provinces</li> <li>• Evidence of Druidism, though not encouraged</li> </ul> <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> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Type of source	Archaeological find so it is valuable as direct evidence of how important religion was in their daily lives; however we can't be sure of how it was used without more information	When it was produced	During Roman occupation of Britain	Why it was made	Worship of Mithras by Roman soldiers	What it shows	Example of temple and altar stone where sacrifices took place just beside Hadrian's Wall outside forts	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>• Worship of foreign gods acceptable</li> <li>• Mithraism popular with soldiers</li> <li>• Worship of native gods</li> <li>• Introduction of Roman gods, temples</li> <li>• Emperor worship acceptable in provinces</li> <li>• Evidence of Druidism, though not encouraged</li> </ul> <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															
Type of source	Archaeological find so it is valuable as direct evidence of how important religion was in their daily lives; however we can't be sure of how it was used without more information															
When it was produced	During Roman occupation of Britain															
Why it was made	Worship of Mithras by Roman soldiers															
What it shows	Example of temple and altar stone where sacrifices took place just beside Hadrian's Wall outside forts															
Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>• Worship of foreign gods acceptable</li> <li>• Mithraism popular with soldiers</li> <li>• Worship of native gods</li> <li>• Introduction of Roman gods, temples</li> <li>• Emperor worship acceptable in provinces</li> <li>• Evidence of Druidism, though not encouraged</li> </ul> <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>															

[END OF SPECIMEN MARKING INSTRUCTIONS]